

Lincoln Consolidated Schools

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District Technology Plan July 1, 2006-June 30, 2009

Technology Plan URL:

<http://web.lincoln.k12.mi.us/fall07updateTechplan101507.pdf>

Washtenaw Intermediate School District: 81000

“Technology changes the equation of effective and efficient schooling. Used across a school system, technology both enables and causes change in tools, in communication, in planning, in operations, in management, in decision making, in curriculum, in teaching and learning.”

“Standards for Technology-Supported Learning Environments” Lajeane G. Thomas and Donald C. Knezek, The State Education Standard. Summer 2002, The Quarterly Journal of the National Association of State Boards of Education

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INTRODUCTION

District Mission Statement

The Lincoln Consolidated Schools will provide all students with the essential skills necessary to be productive members of society in the 21st century.

Belief statements:

1. Learning is a lifelong process.
2. All children can learn.
3. Children develop at varying rates.
4. The development of human potential is our most important responsibility.
5. A well-rounded curriculum includes, but is not limited to, the development of communication, critical thinking, and interpersonal and problem-solving skills.
6. The recognition and acceptance of diversity are necessary for the development of our students as members of a global society.
7. It is our responsibility to form partnerships with parents, family, community, peers and businesses, all of which influence student learning.
8. The school community must model and practice the behavior, skills and processes that students are expected to incorporate into their work and personal lives.
9. Learning thrives in safe, caring and orderly environments.

Vision Purpose

The district mission statement outlines the responsibilities required of the district to provide a quality education for all students while the technology plan's vision is to ensure that the district utilizes technology equipment and systems to its best advantage in the instructional, operational and support arenas.

Accordingly, this technology plan will eventually become a system of educational assessment checks and balances that are measurable over time and produce meaningful data that tracks change.

Demographics

Lincoln Consolidated Schools is a semi rural school district. . We are conveniently located between US-23 and I-94 for quick access to major thoroughfares. The district is situated south of Ypsilanti, west of Belleville, north of Milan and east of Ann Arbor school districts. Local medical facilities include Saint Joseph Mercy Hospital and the University of Michigan Hospital.

There are three educational institutions of higher learning within a fifteen-mile radius of our main campus, Eastern Michigan University, University of Michigan and Washtenaw Community College Lincoln Consolidated Schools has a wonderful educational heritage associated with Eastern Michigan University as Lincoln was the first teaching “lab school” used by Michigan State Normal College, later to become Eastern Michigan University. As a result, many educators took their first steps into a classroom here at Lincoln Consolidated Schools.

To accommodate steady growth since 1994, the district has built two new middle schools and one elementary school building. The following table figures are projected student enrollment figures for school years 2005 through 2009.

Year	2005	2006	2007	2008	2009
Enrollment, * projected 2% growth	5049	*5150	*5253	*5358	*5465

Buildings and Student Population Status (2005-06 school year)

<i>Buildings</i>	<i>Principals/Director/Administrator</i>	<i>Student Population</i>	<i>Building Grade Configuration</i>
Model	Barb Rusch	528	Kindergarten/ECC
Childs	Janice Lewandowski	517	1-5 grades
Redner	David Northrop	474	1-5 grades
Brick	Lawrence Hood	718	1-5 grades
Bessie Hoffman	Carol McCoy	257	K-5 grades
Middle School	Lynn Cleary	1275	6-8 grades
High School	Derrick Coleman	1504	9-12 grades
Central Office	Fred Williams, Superintendent TBA, Assistant Superintendent		
Board of Ed	Kimberly Samuelson, President Jane Ellen Innes, Vice President Kenneth Goetz, Secretary James Paschal, Treasurer Greg Gurka, Trustee Jan Upston, Trustee Jeremy Keeney, Trustee		

District Technology Plan Review Committee

COMMITTEE MEMBERS	
Member Name:	Member Position:
John McGehee	Director of Technology
Jeff Stokes	Board Member
Carol McCoy	Elementary Principal
Lawrence Hood	Elementary Principal
Lynn Cleary	High School Principal
Janice Lewandowski	Elementary Principal
Lynn Cleary	Middle School Principal
David Northrop	Elementary Principal
Richard Schaffner	Director of Curriculum
Edward Light	Director of Facilities and Operations
Keesha Bowman	Director of Food Services
Mary Markgraf	Director of Transportation
Dan Stearn	High School Math Instructor, District Web Master
Robert Westcott	High School Video Production, Elementary Technology Education Instructor
Dianna Hinderer	Middle School Technology Education Instructor
Thelma Peper	Kindergarten Instructor
Joe Nuzzo	High School Technology Education Instructor
Bruce Breilein	Middle School Technology Education Instructor
Lila Mitchell	Parent, Bessie Hoffman Elementary Instructor
Richard Wilson	Brick Elementary Instructor
Carole Ryburg	Model/Redner Elementary Instructor
Mike Altheon	Middle School Information Technology Instructor
Dennis Hubbard	High School Art Instructor
Kyla Gurganus	High School Science Instructor
Kyle Kipp	High School Media Specialist
Linda Soper	Middle School Special Ed. Teacher Consultant, LEA Contract Administrator
Dennis Halalay	High School Technology Education Instructor
Kathleen Betrus	High School Science Instructor
Joan Deas	Middle School Media Specialist
William Nuttall	Parent, High School Information Technology Instructor
Julia Sullivan	High School Special Education Instructor
Judy Yeane	Elementary Media Specialist
Kathy Sells	Information Technology Specialist

Technology Plan Review and Revision Schedule (2006-2009)

The District Technology Committee will meet bi-annually, fall and spring, to review plan goals, goal strategies, evidence of change and associated strategy assessment tool documents. The committee will make adjustments to the technology plan as necessary.

VISION AND GOALS

District Vision for Technology

To use a variety of technology tools for implementing instructional strategies that provide all students with dynamic learning opportunities and experiences.

Technology Goals

1. **Curriculum:** To support new ways of teaching and learning
2. **Professional Development:** To support teachers in their instructional tasks and professional learning
3. **Communication:** To bring schools closer to community
4. **Infrastructure, Hardware, Software, Technical Support, and Design:** To maintain and support the district technology plan components necessary to implement technology district-wide
5. **Funding and Budget:** To acquire sufficient funding to support the technology plan elements, investigate the use of new technology equipment and software to efficiently utilize funding levels
6. **Monitoring and Evaluation:** To generate processes and time lines for the collection of evidence (data and contextual) to evaluate the utilization, integration and effectiveness of technology

The District Technology Committee will meet bi-annually, fall and spring, to review these technology plan goals, goal strategies, evidence of change and associated strategy assessment tool documents. As a result of these meetings, and if necessary, adjustments will be made to this technology plan.

CURRICULUM

Goal: To support new ways of teaching and learning

Technology Integration

The Director of Technology and Director of Curriculum continue to work closely with each other to generate the technology curricular goals and integration initiatives for Lincoln Consolidated Schools. The Director of Technology attends the district's Curriculum Development Committee and Professional Development Committee meetings. He provides the committees a valued technological perspective and contributes to the instructional dialogue and teaching and learning initiatives. The two committees are responsible for identifying instructional goals and initiatives, approving instructional software proposals, and promoting and planning training district-wide. This combined effort ensures that the integration of technology is a constant consideration for the district's achievement plan, effective instructional practices, and assessment conversations.

Student Achievement

As a collective whole and during the 2004/05 school year, all Lincoln Consolidated Schools elementary and middle schools made Adequate Yearly Progress (AYP) in language arts and mathematics; a requirement under No Child Left Behind Act.. This is a tremendous gain over the prior school year, and all of the buildings should be proud of their accomplishments.

While we are not content until all students pass the MEAP tests in all areas, we are pleased to be making good progress in many areas. We are continuing to strive for high student achievement, and with a new mathematics curriculum being developed for implementation in the fall of 2007, and with language arts revisions forthcoming next school year, Lincoln students will continue to achieve higher and more rigorous standards and raise their scores in mathematics, reading, and writing. (See the District Student Achievement Appendix I)

Technology Curricular Goal Strategies

1. **Elementary Report Card System:** Support, align with state Grade Level Content Expectations and enhance the elementary report card system as requested by the Elementary Report Card Committee and Director of Curriculum.
2. **Educational Development Plan:** Support and maintain the student database for the Career Cruising web system for the middle and high schools.
3. **Polling Devices:** Provide technology support for all teachers using the instructional tool.
4. **Smart Board:** Provide technology support for all teachers using the instructional tool.
5. **United Streaming Online Video:** Provide technology support and adequate storage for all teachers using the instructional tool.
6. **In-House Video System:** Provide technology support for all teachers using the instructional tool.
7. **NetOp: Remote Management for Technology Lab Facilities:** Provide technology support, annual software maintenance and upgrades for all teachers in the instructional lab setting.

8. **IFolder: Secure Internet File Sharing:** Provide instruction and technology support for all teachers using the file sharing system.

Technology Delivery

Currently the district utilizes the following delivery methods for instruction:

United Streaming/Discovery Online Instructional Video: Online Instructional Video System

District-Wide Internet Access: All authenticated users have Internet access via district workstations

Online Courses: High School students can enroll in online Internet courses

In-House Video Broadcast Carts: Each school building has a video broadcast cart that can broadcast video to all building classroom televisions

Parental Communications and Community Relations

Goal: To bring schools closer to the community.

The Lincoln Consolidated Schools' district technology plan will be communicated to staff, students and parents in several ways. The district intends to announce the plan's completion and website location in the Communicator summer 2006; a publication delivered to every resident in the community. In addition to the announcement, parent involvement in the District Technology Committee meetings will be promoted by publishing the 2006-2007 meeting schedule with an invitation to parents and the community. The technology plan will be posted and linked to our district's website main home page.

Technology Communication Goal Strategies

1. **Communications:** Work directly with the board External Relations Committee to identify and support district projects and issues. Provide support for the Communications Department with adequate technology equipment, software, web presence and storage
2. **Instructional Web Pages:** Provide software licensing and instructional materials, training and support for all staff and teacher web pages.
3. **Educational Access Cable Channel 22:** Work directly with buildings, administration and board to broadcast educational programming and information bulletin board.

The District Technology Plan was reviewed and adopted by the District Technology Plan review team in attendance on May 11, 2006; an open meeting where all stakeholders were invited to attend. Those members unable to attend were sent a copy of the plan and voted for adoption via email.

Lincoln Consolidated Schools will promote community involvement and communicate the district's technology plan with the following methods:

District Technology Plan

- Posted on district website home page
- Article in building newsletters (announcement)

Promoting Parent Involvement and Assessment of Technology Plan

- Community representation on District Technology Committee (DTC) and Elementary Online Report Card Evaluation Committee
 - Parents have been active member on the DTC since 1994. Many district representatives are parents/community members
- District Technology Committee meeting dates are posted to district web page Appendix XI
- Posting of District Technology Committee vacancies
- Elementary and Secondary after-school projects
 - Brick Robotics project
 - HS Computer Club
 - Parents as Experts partnerships
- PA 25 end of year reports
- Interactive web pages
- Implementation of district community email list
- Curriculum web page
- Board of Education web page

Collaboration

Lincoln Consolidated Schools does not currently provide GED, Adult Education or ESL services for adult community members.

PROFESSIONAL DEVELOPMENT

Goal: To support teachers in their instructional tasks and professional learning

Professional Development Programs

Lincoln Consolidated Schools provides a variety of professional development activities for their staff members. The Lincoln Board of Education by agreement with the Lincoln Education Association identify the professional development days for a school year. The Professional Development Committee membership consisting of certified instructional staff, chaired by the Director of Curriculum, generates professional development programming for certified instructional staff. The Professional Development Committee for the Lincoln Education Associate Organization group is chaired by the Director of Technology. This committee working with input from the LEAO leadership provides appropriate professional development activities for non-certified staff. For a list of recommended technology training sessions by group, see Appendix II.

Technology 2006-2007 Professional Development Goal Strategies

1. **United Streaming Online Video:** Provide training for all teachers to integrate the use of instructional video that is aligned with the state Grade Level Content Expectations.
2. **KALPA Online Professional Development System:** Provide support for the online professional development tracking system and provide a direct web link from the district home web page.
3. **Instructional Plan:** Provide support for the district's instructional plan by working directly with the Director of Curriculum and regularly attending the Curriculum Development Committee and Professional Development Committee meetings.
4. **Building Professional Development:** Provide support for all buildings/departments requesting technology related professional development or the use of technology equipment.

Supporting Resources

The current supporting resources used by Lincoln Consolidated Schools for ensuring the successful and effective uses of technology include:

- ✓ District Technology Plan
- ✓ District Student Achievement Plan
- ✓ Help Desk
- ✓ Technology Service Request System
- ✓ Remote Control of Workstation (demonstration)
- ✓ Title II D Professional Development Initiatives
- ✓ Technology Newsletter
- ✓ Washtenaw Education Service Agency (WESA)

The planned future supporting resources for ensuring the successful and effective uses of technology include:

- ✓ Camtasia Studio Software (demonstration)

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Goal: To maintain and support the district technology plan components necessary to implement technology district-wide

Infrastructure Needs/Technical Specifications, and Design

Hardware: For a complete list of hardware used by Lincoln Consolidated Schools, see Appendix III.

Voice (Telecommunications): The district currently uses SBC as a telecommunication vendor and ATT as the long distance provider. The Phone System is a 3 T1 circuits supporting an Altura in-house phone system with a Wiltec voice mail system. The main phone switch currently can support 16 voice mail requests concurrently. An additional expansion card will be added to increase the number of voice mail ports to 32 when demand warrants the upgrade. Current bond will align all switches to release 15. The district supports 580 phones and associated voice mailboxes. In addition, due to the size of district facilities the telecommunication system includes a Telident Enhanced 911 system that forwards detailed in-house extension location information, via CAMA trunks, to 911 in cases of emergency. This system will provide 911 emergency response teams with exact emergency call location information.

Video System: The district video system has the capability to provide each building with a scrolling bulletin board and broadcast channel with video broadcast cart. The video head end facility is located in the high school and retransmits 16 local cable channels to all classrooms in the district and a district-wide channel 27. The Educational Access Channel for Sumpter, Augusta, York and Belleville Townships is Channel 22. We are working with Ypsilanti Township to get the district educational access channel made available to Ypsilanti Township cable subscribers.

Internet Access: Internet access is available district-wide for instructional/educational purposes only. This service is provided by the Washtenaw Education Service Agency via county-wide USF ERATE funding and ensures a secure, reliable method of communication between the district and community stakeholders..

Software: For a complete list of software currently used by Lincoln Consolidated Schools, see Appendix IV

Technology Needs Assessments

The Lincoln Consolidated Schools technology plan will focus on using current technology and evaluating the effectiveness and demand for future replacement and/or upgrades. The district is currently considering a proposal to replace 20% of the computer workstations at a cost of \$220,000.

The district will continue to investigate a thin client solution to use in computer labs throughout the district as a means to decrease the amount of technology support personnel time required to keep open computer labs functioning at 100%.

Software Inventory

Non-instructional: Licensing will be reviewed bi-annually as part of the district technology plan. Utilization, cost and functionality will be taken into consideration when evaluating the need to upgrade or replace software.

Instructional: The approval/upgrade process will be addressed through the Curriculum Development Committee.

Technology Services Department Staffing

A staffing proposal was presented for the 2006-2007 school year to add one additional information technology specialist and increase the database programmer time from .5 FTE to 1 FTE. The board of education has not taken any action on 2006-2007 staff recommendations at this writing. (See Appendix XII)

Technical Support

Internal Technology Support Services Personnel: The district is served by a department of 6. For specific roles and responsibilities see Appendix V.

Remote Management: Continue to utilize the remote management features of network operating software to effectively utilize available support staffing levels and improve the response time for technology service requests.

User Print Management: Continue to promote the use of IPrint to all staff and teachers.

Computers and Network Equipment: Replace computer equipment on a five-year replacement cycle and annually review the network/server equipment on a five-year replacement cycle.

New Technology: Investigate the cost and availability of funds in the use of thin client technology in computer lab settings.

Increase Access

Assistive Technologies

A variety of Assistive Technology devices are used within Lincoln Schools. These items range from “low tech” items to “high tech” equipment. Assistive Technology is used to allow access to the curriculum for students who would have difficulty accessing the curriculum through traditional means. The population using Assistive Technology would be those with specific learning disabilities, cognitive impairments, autism, visual impairments, hearing impairments, physical impairments and even emotional impairments (in certain cases).

Assistive Technology Committee

The district-wide committee works closely with instructional staff, administration and the Washtenaw Intermediate School District in formalizing methods to assess the effectiveness and appropriate utilization of assistive technology software and hardware as it relates to the student’s Individual Educational Plan (IEP)

As Assistive Technology becomes more widely used, it is our goal to provide more Assistive Technology training for staff on professional development days. This will allow the teachers to understand what options are available and allow them to be trained on the proper use/features of most devices. (See appendix XIV for a listing of assistive technology devices)

Many of these Assistive Technology devices could benefit general education students to achieve the Grade Level Content Expectations as well. Therefore, it will be important to involve general education teachers in the training and discussions. Our goal is for all learners to learn (by traditional or non-traditional means).

Wireless Technologies

Currently the district is piloting wireless access in all building media centers and select areas in the high school. Additional wireless access points will be installed as the Curriculum Development Committee investigates the use of wireless access, as it relates to effective instructional practice.

FUNDING AND BUDGET

Goal: To acquire sufficient funding to support the technology plan elements, investigate the use of new technology equipment and software to efficiently utilize funding levels

Projected 2006-09 District Technology Budget			
Fiscal Year	YEAR 1 2006-07	YEAR 2 2007-08	YEAR 3 2008-09
Funding Sources			
*General Fund Technology Department Budget	\$608,217	\$633,772	\$656,909
E- RATE Funding	\$35,405	\$37,175	\$39,034
Grant Funding	\$3,000	\$3,000	\$3,000
General Fund Telecommunications	\$70,400	\$70,400	\$70,400
Total Funding Sources Totals	\$717,062	\$744,347	\$769,343
Technology Services Department Expenditures			
Local/Long Distance	\$55,000	\$55,000	\$55,000
Cell Phones	\$13,000	\$13,000	\$13,000
Enhanced 911 (CAMA trunk phone lines)	\$2,400	\$2,400	\$2,400
Communications (phone-fax-mobile-long distance-local-paging)	\$69,423	\$72,239	\$75,168
Purchased Services	\$17,800	\$18,711	\$20,800
Travel	\$3,000	\$3,000	\$3,000
Annual Support Contracts/Licensing	\$34,900	\$36,900	\$38,900
Training	\$5,000	\$6,000	\$8,000
Technology Supplies	\$5,500	\$5,500	\$5,500
Office Supplies	\$2,800	\$2,800	\$3,000
Dues and Fees	\$1,500	\$1,500	\$2,000
Hardware	\$34,700	\$37,700	\$34,700
Dpt Cell Phones (4)	\$1,100	\$1,100	\$1,100
MISC Maintenance Total	\$946	\$946	\$922
Operational and Instructional Software Support	\$30,000	\$30,000	\$30,000
**Staffing	\$439,953	\$ 457,551	\$475,853
Total Expenditures	\$717,062	\$744,347	\$769,343

* Telecommunication expenditures and ERATE funding are included in this budget but are not directly administered by the Department of Technology.

**The personnel expenditures in this budget include all salaries, benefits and retirement costs.

Coordination of Resources

At Lincoln Consolidated Schools, USF E-rate telecommunication discount funds are applied directly to telecommunication costs. Title II D funds are used to fund technology trainers, materials and software required for professional development sessions.

Lincoln Consolidated Schools will continue to seek federal and state grants that will help in implementing our long-range educational technology plan. Any grant funds received will be disbursed according to the goals and objectives outlined in our Educational Technology Plan. Accordingly, our plan will evolve as new technologies arise. To avoid duplication of funds, we will consistently update our Educational Technology Plan to reflect technologies that have been acquired.

Additional District Revenues

National, State, Local, and Corporate Sources	Partnerships and Grants	Expenditures
USF (ERATE)		Telecommunication Services
Title I	Grant	Low achieving students resources, reading specialists and staff
Title II	Grant	Class size reduction and Technology Professional Development
IDEA Federal Flow Through (Special Education)	Grant	District resource room teachers
Small Learning Communities	Grant	High School 9 th Grade Academy
Preschool Incentive	Grant	IEP teacher grades 3 – 5 special education services
Early On	Grant	Early Childhood intervention contracted Services, benefits, supplies and staff

Technology Funding and Budget Strategies

Universal Funding Service (USF): Secure telecommunications discount funding via the USF grant process. Discount reimbursement funds are applied directly to telecommunication services. Currently the district receives a 46% discount on the following telecommunication services.

- Local and Long Distance, Pagers, SBC/ATT (CAMA trunks)
- Cell Phones and *Blackberry devices (effective 2007-2008)

*Our district currently has 4 Blackberry's. The Blackberry service maintains communication with parents and staff when computer access is not available and can be used for emergency purposes to maintain a safe environment. For the Internet function, the educational staff could: Locate test results or other local student data during a meeting or parental discussion, access information from the district web sites, Identify curricular goals, objectives, and instructional methodologies available on national, state, or local web sites, Access student web-based data.

Technology Department Funding: The technology department at Lincoln Consolidated Schools will continue working with the superintendent and the Board of Education to provide adequate funding for replacement, maintenance and repair of district technology equipment and software.

Smart Cellular Phones

The district plans to purchase 50 smart cellular phones. We intend to purchase more smart cellular phones as the need arises. The smart phone function maintains communication with parents and staff when computer access is not available and can be used for emergency purposes to maintain a safe environment. For the Internet function, the educational staff could:

- Locate test results or other local student data during a meeting or parental discussion;
- Invoke the MDE website for contact information;
- Access information from the district web site;
- Identify curricular goals, objectives, and instructional methodologies available on national, state, or local web sites;
- GPS for busses;
- Access student web-based data.

MONITORING AND EVALUATION

Goal: *To generate processes and time lines for the collection of evidence (data and contextual) to evaluate the utilization, integration and effectiveness of technology.*

Evaluation

The goal strategy assessment tool (Appendix VI) will be used to collect evidence of change, data and/or contextual, identify the sources of that evidence, timelines for collection and evaluation, and the person responsible for the completion of the strategy assessment document.

Each goal strategy will be reviewed bi-annually by the District Technology Committee for evidence of change to meet the goal, adjustment in the strategy or renewal or discontinuance of strategy.

Technology Monitoring and Evaluation Strategies

District Needs Assessment: Develop and distribute by May 22, 2006 an online survey to all instructional and support staff that reflects the current level of utilization of technology equipment/software and identifies the needs of technology professional development.

Assessment Tool: Develop and distribute an assessment tool that will be used to collect and report out data required to assess the utilization and effectiveness of instructional technology strategies. (Appendix XIV)

Bi-Annual Review: The District Technology Committee will dedicate two meetings, fall and spring, to the review the technology strategies assessment tool and make adjustments to the technology plan goals and strategies.

Technology Integration Assessments Strategies

1. The Curriculum Development Committee and District Technology Committee working with the Director of Curriculum and Director of Technology will annually distribute a survey to all staff to collect information about the utilization and integration of technology software and hardware into the teaching and learning environment and operations of the district. The results of the survey will be reviewed bi-annually.
2. Teacher evaluations will include a technology utilization and integration component.
3. Professional development sessions and number of participants in attendance

Measurements

1. The utilization and integration survey will be distributed annually in the spring. The 2005-2006 survey will provide baseline data for comparison within the District Technology Plan's three year timeline.
2. Teacher technology integration evaluation measurements will be identified as evidence of integration or no evidence of integration. Guidelines based on the International Standards for Technology in Education (ISTE), see Appendix VII
3. The Professional Development Committee will annually review the number of technology integration sessions offered to instructors and levels of participation

Criteria for Goal Attainment

1. The 2005-2006 end of year utilization and integration survey will provide baseline data. Each of the three years of the technology plan will be compared to the baseline data for measurement of growth. The survey will provide the committee with the number of staff who are using the technology, number of staff interested in attending associated training the next year and those who have utilized the technology for at least one year.
2. The Director of Curriculum will provide teacher evaluation summary information by school building, to the Professional Development Committee.
3. The Director of Curriculum and Director of Technology will be responsible for conducting and sharing the survey data each May.

Strategies for correcting unmet goals: Professional Development and District Technology Committees will perform an annual evaluation and make adjustments to the plan strategies and session offerings. (Appendix XIV)

Student Achievement Assessments

Strategies: See Student Achievement Plan (Appendix I)

Measurements

1. MEAP Scores
2. STAR Reading and Math
3. AYP/EdYES Assessments
4. Levels of Technology Integration as reported via teacher surveys and evaluations

Criteria for Goal Attainment

1. 2005 Survey results will provide a baseline for the technology plan's three year time-line
2. Percentage of evidence by building will be used to demonstrate growth of technology integration
3. Fall and spring bi-annual review by the District Technology Committee and Professional Development Committee
4. Director of Curriculum and Director of Technology will be responsible for the assessments

Strategies for correcting unmet goals: The Professional Development and District Technology Committees will perform an evaluation and make adjustments to the strategies for meeting the plan goals. (Appendix XIV)

Acceptable Use Policies

Internet Filtering

- Novell Border Manager Server establishes a packet filter firewall to disallow all traffic to and from the network. All Internet traffic coming into the district is redirected and scanned by the Proxy filter before it reaches students or staff.
- Lincoln subscribes to the "LinkWall" Internet filtering solution. LinkWall receives all Internet web pages requests and blocks sites designated as inappropriate. The LinkWall Internet filtering database is updated weekly.

- A process is in place that allows staff to request an educationally legitimate web site to be unblocked.

CIPA (Children’s Internet Protection Act) Compliance

- Board of Education Public Notice (see Appendix VIII)
- Board of Education Agenda (see Appendix IX)

District Acceptable Use Policy

- The district requires all staff to sign an Acceptable Use Policy contract. Certified instructional staff Acceptable Use Policy contracts are included in bargaining unit contractual agreement.
- Acceptable Use Policy contracts (see Appendix X)

Backup And Disaster Recovery Plan

Arcserve Server And Client Agent Pool:

1. The current day’s tape is placed in the tape drive for the backup job.
2. The tape is formatted and ServerF, Cserver1, ServerB1, ServerB2, ServerB3, ServerKN, Finance Server, Transport, and ServerB5, are backed up.
3. The next day the tape is placed in the safe at the end of the row of tapes in sequence.
4. The tapes are rotated in and out of the safe referencing the day of the week.
5. A scan is run to verify the sessions have been backed up.
6. A test restore is run, restoring critical data from one server. The data is saved in a folder on Server1.
7. The dates and volumes of the backups are recorded in spreadsheet
8. The dates of the backups, scans, and test restores are recorded in a spreadsheet.

Ultrium Server Pool:

1. The current day’s tape is rotated into the drive for the backup job.
2. The tape is formatted and ServerB1, ServerB2, ServerB3, Server1, Server2, and Server3 are backed up.
3. The next day the tape is placed in the safe at the back of the row of tapes, in sequence.
4. The tapes are rotated in and out of the safe referencing the day of the week.
5. A scan is run to verify the sessions have been backed up.
6. A test restore is run, restoring critical data from one server.
7. The dates and volumes of the backups are recorded in spreadsheet.
8. The dates of the scans, and test restores are recorded in a spreadsheet.

On the first and fifteenth of the month a complete backup is run for the entire network. On the following day of each full backup the tape is sent off site. The tapes currently offsite will remain there until the end of the school year at which time they will be cycled back in.

Server Failure:

1. In the event of a hardware failure, that renders a server unusable, either the part will be ordered, or replaced with a spare in stock. The entire system will be sent back for evaluation.
 - a. If the entire system needs to be restored as a result of hardware or software, the user data for the failed server will be restored on another server of the same machine type and model.
2. When the failed server is repaired, an entire system restore is performed on that server.

- a. The full system tape will come from the offsite location.
 - b. All subsequent backups from the crash to the current date will be restored.
 - c. The data on the temporary server will be deleted when the restore is completed on the failed server.
3. If the problem can be resolved in a short period of time (two hours or less), and the crash results in a partial loss of data, the data will stay on the failed server, and the most recent backups for that server will be used for any data loss.
 - a. The tape will come from the collection of tapes in the safe at the Technology department
4. A monthly tape of the entire district is stored at remote location at the WISD.

Appendix I

Student Achievement Plan 2006-07

(Under Review)

I. CURRICULUM DEVELOPMENT AND REVISION

- ④ **Re-Establish Existing District Committees**
 - *Establish committee members for each building*
 - Curriculum Development Committee (CDC)
 - Board Curriculum Committee

 - *Bridge the communication gap*
 - Disband Instructional Committee
 - Merge Committees
 - CDC (Teachers)
 - Instructional (Administrators)
 - Develop a communication system
 - Between CDC, Central Office, Board Curriculum Committee, School Board at-large

 - *Develop a posted meeting schedule*

 - *Establish attendance policy*

 - *Define roles and responsibilities*
 - Curriculum approval
 - New course approval
 - New program approval
 - Textbook approval
 - Pilots
 - New
 - Instructional technology application approval
 - Parent book, textbook, program contest review board
 - Serve as district academic oversight board

- ④ **Assess and Evaluate the State of the District Curriculum**
 - *Determine district curriculum alignment (add Michigan Technology Literacy Standards? Your call.)*
 - To Michigan state standards (GLCE)
 - Across buildings (K-5)

- Across district (K-12)
- Most recent curriculum developed and followed
- *Inventory programs*
 - All core subjects
 - K-12
 - Determine what's being used where
 - Determine program differences among buildings
- *Review district test data and determine areas where performance is struggling*
 - Look for trends over time
 - Look for trends by building or grade span
 - Look for gaps in the curriculum

Define and Establish District Curriculum Procedures and Processes

- *Develop consistent procedures*
 - Curriculum development
 - New courses and programs
 - Textbook and educational resource adoption
- *Clearly define roles in curriculum development*
 - School Board
 - Superintendent
 - Director of Curriculum
 - Committees (CDC, AD Council, Board Curriculum Committee)
- *Revise and implement district curriculum handbook*
 - To include
 - Adoption procedures
 - Approval processes
 - Key player roles
 - Curriculum development/revision schedule
 - Removal of old curriculum materials
 - Procedure to ensure a consistently taught curriculum
 - School Board approval
 - Distribute and implement with staff

Identify a District-Wide Target Area for Improvement

- *Review district data with CDC*
- *Identify a target area for immediate improvement and curriculum revision*
- *Form district sub-committee*
 - 2 members per elementary building

- 1 lower elementary, 1 upper elementary
 - 1 member from Model Elementary
- 1 member for each grade at middle school
- 2 members at high school
 - To include department head
- *Revise curriculum in target area*
 - Develop a timeline for completion
 - Curriculum document development K-12
 - Aligned to GLCE
 - Aligned to new MI Merit Curriculum
 - More academic rigor
 - Revise graduation requirements in targeted subject area (if needed)
 - Research programs and textbooks
 - Pilot textbooks and programs
 - CDC approval
 - Board Curriculum Committee approval
 - School Board approval and adoption
 - Implementation
 - Removal of old materials and outdated curriculum
- *Develop a plan to ensure that district staff is consistently following the approved curriculum*
 - Insuring fair and consistent content and delivery
 - Allowing creative freedom for teachers
 - Ensuring high standards for mastery

 **Identify Timeline for Revision for Remaining Core Subjects**

- *Develop a curriculum adoption cycle that is fair, consistent and covers all core and specialty subject areas*
 - Includes timeline for completion
 - Includes
 - Written curriculum
 - Assessment
 - Textbooks and support resources

 **Revise Lincoln High School Graduation Requirements**

- *Develop a plan to implement new state standards and increase requirements of all high school students to create more academic rigor*
 - Increase credits to graduate
 - Revisions of types of credits to graduate
 - Aligns with new Michigan state high school standards and requirements
 - Promotes a variety of challenging, innovate courses that promote higher-level thinking skill

II.

GRANTS



State and Federal Grant Programs

- *Develop grant budgets for state federal grants to support student achievement, staff improvement, and district initiatives*
 - Title I, Part A
 - Target struggling students for core subject support
 - Purchase support materials to enrich pull-out programs
 - Provide additional training for Title I, Part A funded teachers
 - Title II, Part A
 - In-Service training for teachers focused on district NCA goals
 - Training for new teachers to enhance their classroom performance
 - Training for veteran teachers to enhance classroom performance
 - Testing for teachers to meet highly qualified guidelines
 - Training for administrators to promote instructional leadership
 - Mentor teacher activities to support probationary teachers
 - Materials to support teacher training and classroom instruction
 - Title II, Part D
 - Training and materials for staff members in support of 2006-2009 district technology plan integration initiatives, I.e.; web-page design to increase district communication
 - Training for technology teachers to support and enhance Math and Science instruction (could we offer \$\$ for technology teachers to team with teachers to integrate engaging activities related to Math, Science and Technology? I have \$150,000 worth of elementary instructional modules that elementary tech teachers could use with core teachers.
 - Title V
 - Training for staff on drop-out prevention and strategies for retention
 - Materials to support district training and academic initiatives to enhance student achievement
 - Section 31a
 - Training and materials to support alternative education program aimed at student retention
 - Additional personnel to work with students at risk of failing or dropping out of school
 - After school tutoring programs for struggling students or students who are at risk of failing



Additional Grant Funding


- *Investigate additional funding sources from the federal, state and private funding sources*
 - Competitive grants
 - Technology (Math, Science and Technology collaborations)
 - Gifted programs
 - Additional programs for at-risk students
 - Smaller learning communities
 - Professional development
 - Additional funding to support district initiatives

- Researched-based programs
- Enhancement of existing curriculum

 **District Grant Writer**

- *Research the need for hiring an on-staff grant writer and analyze the benefits versus the costs*
 - Full or part time
 - Funding of the position
 - Bringing additional funding into district
 - Funding sources for new programs for underachieving students
 - Funding sources for new programs for gifted students
 - Additional funding to support district initiatives and researched-based programs to support and enhance existing curriculum

III. NEW AND INNOVATIVE PROGRAMS

 **High School Advanced Course Offerings**

- *Investigate and develop more Advanced Placement Courses*
 - Mathematics
 - Sciences
 - Social Sciences
- *Investigate and develop more integrated math, science, and technology courses*
- *Investigate and develop new, innovative elective courses that tie into core area subjects*

 **Alternative Education Program**

- *Finish development of Alternative Education Guidelines*
 - Qualifications
 - Rules
 - Expectations
 - Processes and procedures
- *Finish development of Alternative Education Curriculum*
 - Problem-based model
 - Project emphasis
 - Academic rigor
 - Clear expectations
 - Alternative approaches to instruction

 **Elementary Foreign Language Programs**

- *Research and develop a foreign language program for elementary age students*
 - Pull out program

- Specials addition
- Building immersion program
- High school student teacher program
- After school enrichment programs

🕒 Gifted and Talented Programs

- *Research and develop K-8 gifted and talented program*
 - Seek out funding to develop a program for advanced K-8 students
 - Pull out programs
 - Advanced electives (MS)
 - After school enrichment programs
 - Math Equations team(s)
 - Science Olympiad team(s)
 - Gifted and talented class

IV. ASSESSMENT AND DATA ANALYSIS

🕒 Data Analysis

- *Investigate and purchase a data analysis tool for district*
 - Research-based
 - Teacher friendly
 - Training for all staff
 - Goals for integration and ties to student achievement
 - Track all testing progress
 - MEAP, local assessments
 - By cohort, class, subgroups, etc.
 - Use to evaluate curriculum programs
 - Indicate gaps
 - Identify interventions
 - Develop NCA or School Improvement goals
 - Make data-driven decisions across district
- *Provide annual reports of academic progress and student achievement*
 - Periodic updates of student achievement in all areas
 - MEAP
 - Local district Assessments
 - Scholarship programs
 - Retention rates

🕒 District Level Assessment

- *Investigate and purchase a new assessment system to replace S.T.A.R. program*
 - Research-based
 - Teacher friendly
 - Useful in monitoring and improving student achievement
 - Cost-effective
 - Web-based interface
 - Instant scoring

- Contains usable data
- Develop common assessments
 - Across grade levels
 - Aligned to GLCE
 - Provide academic rigor
- *Train all staff in development of common assessments and alignment to state standards (GLCE)*
- Different types of assessment
 - MEAP-like items
 - Performance-based
 - Project-based
 - Summative and formative
 - Quality rubric development
- *Develop common district assessments in all core subject areas*
 - Consistently used across all
 - Grade levels
 - Buildings (K-5)
 - Departments/courses (MS, HS)
 - MEAP-like
 - Performance-based
 - Tied to revised district curriculum standards
 - Aligned to GLCE
- *Develop some common district assessments to be used at different assessment points throughout the school year*
 - Given quarterly across the district
 - Using commercial software
 - Developed by staff
 - Aligned to GLCE
 - To replace S.T.A.R
 - Used to make instructional changes
 - Used to evaluate current curriculum and if it's being followed



K-5 Electronic Report Card

- *Evaluate existing elementary report card*
 - Determine necessary revisions
 - Determine effectiveness
 - Communication tool
 - Performance indicator
 - Management
 - Investigate alignment
 - Current district curriculum

- GLCE
- *Make necessary revisions and/or changes to existing elementary report card (as needed)*
 - Make alignment changes
 - Investigate other report card options
 - Different standards-based
 - Letter grade-based
 - Implement revised and/ or new report card across district K-5

V. PROFESSIONAL DEVELOPMENT




Professional Development Committee

- *Re-establish the existing Professional Development Committee (PDC)*
 - Director of Curriculum
 - Chairperson
 - Voting rights
 - LEA members
 - 1 per building (per master agreement)
 - Voting rights
 - Administrative representation
 - Director of Technology
 - Director of Special Education
 - 1 building administrator from each building
- *Define committee roles and responsibilities*
 - In-calendar professional development day planning
 - LEA events only
 - Off-calendar professional development approval
 - Develop district training initiatives
 - Data-driven
- *Investigate and research new, innovative teaching strategies aimed a student achievement to bring to district teaching staff*





District In-Service Days

- *Develop data driven professional development plan for scheduled district in-service days*
 - Designed by PDC
 - Driven by curriculum initiatives
 - Systemic
 - Planned in the spring for upcoming school year
 - Tied to NCA and school improvement plans
- *Fund district in-service days using state and federal program monies to bring in high quality presenters*

- 
Off-Calendar Professional Development
 - *Research quality professional development and arrange for appropriate district staff members*
 - *Align off-calendar professional development to building NCA and school improvement plan goals and strategies*
 - *Fund district off-calendar days using state and federal program monies to send teachers and administrators to high quality workshops and conferences*
 - *Cutting edge classroom strategies*
 - *State core subject conferences*
 - *National core area subject conferences*
 - *Provide additional opportunities for professional growth for staff members*
 - *All new teachers and administrators*
 - *All teachers on a plan of assistance or an individual development plan*
 - *All teachers who demonstrate a need for additional support*
 - *Provide specific curriculum training for district core subject committee members to become instructional leaders*
 - *Trainer or trainers approach*
 - *Advanced training in new programs brought the district*
 - *Create building points of contact and in-house experts*
 - *Develop district presenters for state and national conferences*

VI. QUALITY PROFESSIONAL STAFF

- 
NCLB Highly Qualified Guidelines
 - *Develop and implement a plan to ensure that all LEA staff meet the NCLB “Highly Qualified” guidelines*
 - *Review all LEA staff credentials*
 - *Develop a list of affected staff*
 - *Notify affected staff in writing*
 - *Set up an informational meeting on options*
 - *Develop a plan to attain HQ status*
 - *Complete plan by deadline*
 - *Complete verification placed in personnel files*
 - *Update REP database to 100% HQ*
 - *Provide funding to assist staff members in becoming “Highly Qualified”*
 - *Grant funded*
 - *Covering testing, professional development, portfolio review costs*
- 
Interview Procedure Revisions
 - *Review board policy 5000 regarding professional staff and make revisions*

- Hiring committee structure
 - LEA positions
 - Building Administrators
 - Central Office Administrators
- Interview selection process
- *Review and revise interview process for all professional staff*
 - More rigorous
 - More specific, job related scenario questions
 - Include writing sample(s)
 - Demonstrate technology literacy (Bless You, my son!)

Ⓢ Evaluation of Professional Staff

- *Review and revise existing evaluation tools for professional staff members*
 - LEA members
 - Building administrators
 - Central Office Administrators
- *Develop and implement revised evaluation tools as necessary to ensure the district maintains a high quality professional staff*

VII. TECHNOLOGY

Ⓢ Technology Bi-Annual Plan Revision

- *Review and revise the existing technology plan to meet the new educational technology standards and expectations required by NCLB and the state of Michigan*
 - Basic operations and concepts
 - Technology productivity tools
 - Technology communication tools
 - Technology research tools
 - Technology problem-solving and decision making tools
- *Train staff and implement new technology plan*
 - Share district goals and strategy in technology
 - Provide support and training for goals and strategies

Ⓢ Technology Curriculum

- *Review and revise existing district technology curriculum for technology-based classes*
 - Aligned to new state technology standards
 - Aligned to district technology proficiency assessment as required by NCLB
 - Designed to support and/or reinforce core classroom instruction, projects, and activities
 - Develop student competency in major Microsoft applications
- *Work to redevelop existing computer education classes K-8 to include more integrated applications*

- Aligning to HS philosophy
- Integrating math, science, and ELA with technology
- Project and performance-based
- High academic rigor
- Aligning with NCLB required district assessment

- *Explore and integrate more technology applications into classroom instruction*
 - Handheld technology
 - Multimedia applications
 - Assistive technology applications

- *Develop a district assessment/evaluation tool to measure student technology proficiency*
 - Required under NCLB
 - Given by the end of 8th grade
 - Clearly defined, measurable objectives
 - Aligned
 - Michigan Educational Technology Standards and Expectations and International Technology Educations Association (ITEA)
 - District curriculum
 - System for implementation

Appendix II

Recommended Technology Training by Groups

LEVEL 1

Instructional

Basic Network, Web and Internet (AUP)
Word I
GroupWise I
MS Publisher
Basic PowerPoint
Basic Excel
Intro to Web Page (FrontPage)
CLASSxp (Attendance)
AR and STAR
Elementary Report Card system (data entry) Elementary
Voicemail
United Streaming Online Instructional Video (Integration)
Kalpa-Professional Development Tracking System

Support Staff

Basic Network, Web and Internet (AUP)
Word I
GroupWise I
GroupWise Calendaring
MS Publisher
Basic PowerPoint
Basic Excel
Voice Mail
Intro to Web Page (FrontPage)
SASIXp Introduction
CLASSxp (Attendance)
MS Access
MSAGE (Schools Open) Purchase order and budget system (FAS/HRS)

Administrative Staff

Basic Network, Web and Internet (AUP)
Word I
GroupWise I
MS Publisher
Basic PowerPoint
Basic Excel
Voice Mail
Intro to Web Page (FrontPage)
SASIXp Introduction
MSAGE (Schools Open) Purchase order and budget system (FAS/HRS)

Appendix III District Servers

Server Name		Maintenance/Warranty, and Expiration	Description	Recommendation	Cost
DSS Server					
Bordermanager IBM	(x-336) 8837 11u kp- hdh83	M-F Next Day 4/1/2008	Firewall	No actions needed	
Server3(Groupwise) IBM	(x-345) 8670m1x kp- afyck	M-F Next Day 8/9/2007	Groupwise mail	update to 24/7	\$600.00/4hr.r esp. \$720.00/2hr.r esp.
Districtbackup IBM	1s 8478 41x 23c5666	Expired 3/24/2004	Entire Network backup	Warranty Parts only	\$333.00
ServerB3(Sasi) IBM	1s 8658 2ry 23d3953	M-F Next Day 6/30/2006	Sasi Student Administration	Replace	\$2,463.00
Server2(Apps Server) IBM	1s 8658 2ry 23d3947	24/7 4hr resp. 6/30/2006	DSSMS, Home Folders	No actions needed	
Server1(User Data)gateway IBM	1s 8478 41x 23c5686	M-F Next Day 6/30/2006	Home Folders, Print Queues	No actions needed	
ServerB1(Student Data) IBM	1s 8479 41x 78cz262	Expired 12/2/2004	Home Applications, and Home Folders	Replace	\$2,463.00
ServerB2(Students Apps) IBM	1s 8658 2ry 23d0274	M-F Next Day 6/30/2006	Home Folders and Common Areas	No actions needed	
ServerF(Follet) DELL	dkc3g11	None	Library Database, IGPro Grading	No actions needed	
ServerB5(Report Cards) IBM	8670 61x kp- btzm4	M-F Next Day 1/05/2007	Report Card Server	No actions needed	
Cserver1(Norton) COMPACT	D013dkn1k9 38	None	Norton Virus Protection Server	Retire	
Scnc Server DELL	67xyg	None	Web Server	Retire	
Finance Server IBM	8670 11x 78af456	24/7 4hr resp. 11-24- 2006	School Finance and Central Admin Server	No actions needed	

911 Server	N/A	None	911 Server	No actions needed	
ServerKN IBM	6214 20u kaxmwc8	Expired 8/26/2005	Queue Base Print Server	No actions needed	
ServerKS IBM	8676 11x kp- gnhz9	M-F next day 4-6-2007	Zenworks and NDPS/lprint Server	No actions needed	
Ifolder IBM	8478 11x 23c5864	M-F next day 6/30/2006	Internet Folder	No actions needed	
MailscanWebserv IBM	m8840 01u 99bb612	M-F next day 8-22-2008	MailScan and future Web Server	No actions needed	
Lincolnbackup IBM	N/A	None	Daily Backups	No actions needed	
Transportation IBM	m8840 01u kp-vmfc9	M-F next day 7-11-2008	Transportatio n	No actions needed	

Appendix IV Software Inventory

STAR Reading	ScanTools for Opscan 361
STAR Math	Attendance Supplemental Report (75% Attendance)
Accelerated Reader	Attendance Report Generator
Accelerated Math	CEPI Error Checker (SRSD error checking software)
STAR Early Literacy	InDesign
STAR Math Facts (Bessie only)	Adobe Create Suite Premium
TAP (Total Academic Profile)	VersaTrans (Transportation)
Cruncher 2.0	Edulog (Transportation)
Kid Pix	CAD Cam
Print Artist	Teledent (E911 software)
Table Top Jr.	Print to Mail (HS and MS Report Cards)
Ultra Key	DeepFreeze
Norton Anti-Virus	MCIR (immunization)
GroupWise email and calendaring	MICIS (Special Education software)
Facts Plus	RMS (Special Education software)
Novel License	EDP
NT 2000 Server License	Acrobat Pro
Netware	Solar Winds
Eterm (DSCI)	Synrevoice
Report Builder	DBF Viewer (Database viewer)
MS Office	Visnetic (mail scan)
FrontPage	Dream Weaver Suite
MS Project 2000	MS Works
Pagemaker	Terminal Services
Acrobat 5.0	Tree Size
CA Universal Client License	Follett Media Circulation Catalog Plus
Lotus Screen Cam	LinkWall
ArcServe	Geometry Sketchpad
ArcServe Changer Agent	IGPro
ArcServe Client Agent	Win Plot
Inspiration Software	
All the Right Type 3.0	
NetSchool	
OmniPage Pro11	
PaintShop Pro	
Visio Enterprise 2000	
Elementary Class Assigner	
MathType 4.0	
Intellitrack	
Netbuster (Analyzer, Sniffer, Protogen)	
MARS (SRSD submission software)	
SASIXp (Student Management Software)	
CLASSxp (Attendance)	

Appendix V Technology Support Technology Services Department

An external consultant evaluated the Lincoln Technology Services department in the winter of 2002. Recommendations were made that resulted in the district hiring a certified Novell network administrator and a second A+ certified computer repair technician. One additional repair technician was also recommended. This position is on hold due to technology budget reductions due to a decrease in state per-pupil funding. Currently the technology services department consists of the following:

Title	Name	Funding Source	FTE
Director	John McGehee	Lincoln	1 FTE
Secretary, Student Management, SRSD	Jona Ramey	Lincoln	1 FTE
Repair and Software Technician	Kathy Sells	Lincoln	1 FTE
Repair and Video Technician	Peter Williams	Lincoln	1 FTE
Network Administrator	Michael Berg	Lincoln	1 FTE
Database Programmer	Leslie Rzeznik This position has been most beneficial for the district's assessment, elementary electronic report card and database warehouse system.	Lincoln	.5 FTE
Web Master	Dan Stearn	Schedule B	Schedule B
Building Instructional Support	HS Joe Nuzzo MS Dianna Hinderer Brick Kelly Grubb Bessie Hoffman Lila Mitchell Childs Robert Westcott Model/Redner Carole Ryburg	Lincoln	1.5 hours per week

Appendix VI

Lincoln Consolidated Schools Technology Strategy Assessment Tool

Goal:	State the District Technology Goal
Name:	Person responsible for reporting evidence of change at the bi-annual, fall and spring, District Technology Plan review meetings
Strategy:	State the Goal Strategy
Data Sources and Dates:	Identify the sources of data used to evaluate the goal strategy and milestone dates for the collection of evidence
Contact Person	
Name:	Person Responsible for Strategy
Email:	Email Address
Phone:	Phone Number
Location:	Location in the district
Baseline	
Students affected:	Identify Student Target Group
Staff affected:	Identify Staff Target Group
Parents/Guardians affected:	Identify Parent Target Group
Community affected:	Identify Community Target Group
Location:	Identify Location of Target Group
Time frame:	Identify Year 1 timeline for collection of evidence
Training required:	Identify Required Training
Resources required (materials, software, equipment, etc.):	Identify Materials, Software or Equipment required for Training
Cost:	Identify Costs
Milestones	
Data Collection (Dates):	Identify dates for the collection of evidence for Year 1
Data Trends (charts, tables, etc.):	Provide reports from the Year 1 collection of evidence.
Review Summary	
Evidence of change:	Compare baseline evidence and Year 1 evidence and provide a summary of any trends positive or negative as it relates to the strategy meeting the goal.
Strategy Adjustments:	Define and adjustment to strategy annually
Cost:	Cost of any adjustment in goal strategy
Adjustments to process	
Year 2:	
Year 3:	

APPENDIX: VII

International Standards for Technology in Education “Technology Standards for Teachers”

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- a. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology
- b. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- a. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- b. Apply current research on teaching and learning with technology when planning learning environments and experiences.
- c. Identify and locate technology resources and evaluate them for accuracy and suitability.
- d. Plan for the management of technology resources within the context of learning activities.
- c. Plan strategies to manage student learning in a technology-enhanced environment.

3. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- a. Facilitate technology-enhanced experiences that address content standards and student technology standards.
- b. Use technology to support learner-centered strategies that address the diverse needs of students.
- c. Apply technology to develop students' higher order skills and creativity.

d. Manage student-learning activities in a technology-enhanced environment.

4. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:

a. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.

b. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

c. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

a. Use technology resources to engage in ongoing professional development and lifelong learning.

b. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

c. Apply technology to increase productivity.

d. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

a. Model and teach legal and ethical practice related to technology use.

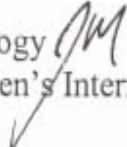
b. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

c. Identify and use technology resources that affirm diversity

d. Promote safe and healthy use of technology resources.

e. Facilitate equitable access to technology resources for all students.

Appendix VIII
Children Internet Protection Act (CIPA)
Compliance Document

Memo to: Fred Williams, Superintendent
From: John McGehee, Director of Technology 
Topic: District Technology Plan and Children's Internet Protection Act (CIPA)
Date: Tuesday, January 03, 2006

To ensure that we have proper documentation that the district is complying with the Children's Internet Protection Act (CIPA) please have this notice read at the next board of education meeting. It needs only be documented that it was made public and the public was given an opportunity to comment.

Notify me of the date this will be read and I will attend the board meeting to clarify and/or address any questions from the public or board.

**LINCOLN CONSOLIDATED SCHOOL DISTRICT
EDUCATIONAL TECHNOLOGY PLAN
CHILDREN INTERNET PROTECTION ACT (CIPA)
COMPLIANCE DOCUMENT**

Required by the FCC for your board agenda/public meeting:

The Lincoln Consolidated School District has and will continue to comply with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l). The district is committed to assuring the safe conduct of all students while online and has a comprehensive policy about the proper use of our technological resources. At the beginning of each school year, students and staff are made aware of the district's Acceptable Use Policy and must sign an internet use agreement before they are allowed access to the Internet. It is the district's intent to preserve network bandwidth and improve network response times by limiting Internet access to educational-related sites. The filtering software used to block and filter access to the Internet from pornographic and obscene sites is Linkwall-Adwall, published by Connect Hotel, ensuring compliance with district policies and maintaining a positive environment.

Appendix IX

CIPA (Children's Internet Protection Act) Compliance

LINCOLN CONSOLIDATED SCHOOLS
Ypsilanti, Michigan

BOARD OF EDUCATION MEETING

Monday
January 9, 2006
7:00 p.m.

Community Center

AGENDA

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 ESTABLISHMENT OF QUORUM

4.0 PLEDGE TO FLAG

5.0 ACCEPTANCE OF AGENDA

6.0 PRESENTATIONS

6.1 Middle School Presentation

7.0 SUPERINTENDENT AND STAFF REPORTS/CORRESPONDENCE

7.1 Superintendent's Report

7.2 Assistant Superintendent's Report

7.3 Director of Business Services' Report

7.3.1 November 2005 Food Service Report

7.3.2 November 2005 Student Enrollment Summary

8.0 PUBLIC COMMENTS

9.0 BOARD REPORTS/CORRESPONDENCE

- 9.1 Board Correspondence and Reports
- 9.2 Board Building and Site Committee Report
- 9.3 Board Policy Committee Report

10.0 NEW BUSINESS

- 10.1 **Children's Internet Protection Act (CIPA) Notice**

11.0 OLD BUSINESS

- 11.1 Minutes of Previous Meetings
 - 11.1.1 Board Meeting of December 12, 2005
 - 11.1.2 Closed Session of December 12, 2005
 - 11.1.3 Special Meeting of January 3, 2006
 - 11.1.4 Closed Session of January 3, 2006
- 11.2 Police Service Agreement
- 11.3 Special Education Parent Advisory Council Representative
- 11.4 Curriculum Department/Grant Writer
- 11.5 November 1-30, 2005 Check Register
- 11.6 November 2005 Financial Report
- 11.7 Personnel Transactions Summary

12.0 ADJOURNMENT

Appendix X
LINCOLN CONSOLIDATED SCHOOLS
Ypsilanti, Michigan

NETWORK AND INTERNET ACCESS AGREEMENT FOR STAFF MEMBERS

This agreement is entered into this ____ day of _____, 20__ between _____, hereinafter referred to as Staff Member, and the Lincoln Consolidated Schools, hereinafter referred to as District. The purpose of this agreement is to provide Network (Electronic Mail and Electronic Bulletin Board) and Internet access, hereinafter referred to as Network, for educational purposes to the Staff Member. As such, this access will (1) assist in the collaboration and exchange of information (2) increase productivity, efficiency and effectiveness of employees in the workplace, and (3) enhance information gathering and communication skills.

This contract is meant as a good faith agreement between the Staff Member and the District. The Staff Member will be responsible for policing their own actions.

The intent of this contract is to ensure that Staff Members will comply with all Network and Internet acceptable use policies approved by the District.

- A. The use of the Network is a privilege, which may be revoked by the District. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software, the placement of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, limit or deny access, and refer the Staff Member for other disciplinary actions.
- B. The District may require demonstrated proficiency on systems software and Network prior to authorizing use of the Network or Internet.
- C. The District reserves all rights to any material stored in files and will remove any material that the district, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. A Staff Member will not use his/her District-approved computer account/access to obtain, view, download, or otherwise gain access to such materials.
- D. All information services and features contained on District or Network resources are intended for the official district business use by its registered users and any use of these resources for commercial-for-profit or other unauthorized purposes (.e. advertisements, political lobbying), in any form is expressly forbidden.
- E. The District and/or Network resources are intended for the exclusive use by their registered user. The Staff Member is responsible for the use of his/her account/password and/or access privilege. Any problems which arise from the use of a Staff Member's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges and further disciplinary action.
- F. Any misuse of the account will result in suspension of the account privileges and/or other disciplinary action determined by the District in accordance with master collective bargaining agreements. Misuse shall include, but not limited to:
 - 1) Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users.

- 2) Misrepresenting oneself as another user.
- 3) Disrupting the operation of the Network through abuse of the hardware or software.
- 4) Malicious use of the Network through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks.
- 5) Interfering with others' use of the Network.
- 6) Illegal installation of copyrighted software.
- 7) Unauthorized down-loading, copying, or use of licensed or copyrighted software.
- 8) Allowing anyone to use an account other than the account holder.

G. The use of District and/or Network resources are for the purpose of (in order of priority):

- 1) Support of the instructional/administrative programs & operations
- 2) Telecommunications
- 3) General information

H. The District and/or Network does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.

I. The Staff Member shall diligently delete old mail messages on a weekly basis from the individual mail directory to avoid excessive use of the electronic mail disk space. The District will purge all non-active files older than one year.

J. The District and/or Network will periodically make determinations on whether specific users of the Network are consistent with these acceptable-use practices. The District and/or Network reserves the right to log Internet use and to monitor electronic mail space utilization by users.

K. The Staff Member may transfer files from information services and electronic bulletin board services. For each file received through a file transfer, the Staff Member agrees to check the file with a virus detection program provided by the district before opening the file. The Staff Member may be liable for damage caused by a virus and/or may be subject to disciplinary action in accordance with master bargaining agreements, if it is determined that he/she should have used the district-provided virus detection program and failed to do so. Also, the Staff Member will be liable to pay the cost or fee of any file, shareware, or software transferred, (whether intentional or accidental), without permission from his/her supervisor.

L. The District reserves the right to log computer use and to monitor fileserver space utilization by users. The District reserves the right to remove a user account on the Network to prevent unauthorized activity.

In consideration for the privilege of using the District and/or Network resources, and in consideration for having access to the information contained on the Network, I hereby release the District, Network and their operators and administration from any and all claims of any nature arising from my use, or inability to use the District and/or Network resources.

I agree to abide by such rules and regulations of system usage, as may be further added from time to time by the District and/or Network Administration.

(Sign and return to the Technology Director).

Signature of Staff Member

Date

Appendix XI
District Technology Committee Meeting Dates
2006-2007 School Year

All dates are subject to change as the district calendar for the 2006-2007 school year have not been confirmed.

September 21 (dedicated to Tech Plan Review)

October 19

November 16

December 7

January 25

February 15

March 15

April 19 (dedicated to Tech Plan Review)

May 17

June 7

Appendix XII

Database Administrator Job Description

Superintendent / School Board

Statistical Reports

- Student Retention
- District/School MEAP Scores over time and as compared to State scores
- District/School Star/AR Scores over time
- Student / Instructional Staff Ethnicity Distribution
- Student / Instructional Staff Gender Distribution

PA25 Editing and Charts

Staff Professional Development (Word, Excel, Access, FrontPage, SASI, ERC, SRSD, UIC, TSR)

Data Integrity

Data Entry Policies and Procedures that ensure data integrity

Curriculum

Identification of At-Risk students

Statistical Reports

- District/School MEAP Scores over time and as compared to State scores
- District/School Star/AR Scores over time
- Program Evaluation (e.g., Star Reader Scores as compared to MEAP)
- AYP
- As needed out of SRSD, Star/AR, MEAP, SAT, ACT

Elementary Report Card

- Ongoing updates to reflect GLCEs
- Changes in Reporting Schedules

MEAP Pre-ID

UIC Integrity – especially important for High School students, as it can affect scholarship money

Student performance as it relates to Attendance, Discipline, GPA

PA25

Professional Development/Training (Word, Excel, Access, FrontPage, SASI, ERC, SRSD, UIC, TSR)

LINCOLN CONSOLIDATED SCHOOLS
8970 Whittaker
Ypsilanti, MI 48197

POSITION: Information Systems Computer Technician - 12-month position
REPORTS TO: Director of Technology Services
JOB GOAL: Maintain/repair computer workstations, associated productivity and instructional software applications in an educational environment.

MINIMUM QUALIFICATIONS:

- A high school diploma or its equivalency.
- Proficiency in written and oral communication skills.
- Strong problem solving skills.
- Knowledge of Windows computer operating systems, including computer hardware component installation, configuration and software installation.
- A strong work ethic.
- The ability to work with limited direct supervision.
- Two (2) years of experience in troubleshooting computer problems in a network environment.

DESIRED QUALIFICATIONS:

- A+ certification or currently studying for A+ certification tests.
- Demonstrated ability, training and experience in supporting personal computers as well as the associated operating systems (e.g., Windows 95/98, Windows 2000, Windows XP) including associated productivity software and Internet based tools.
- Familiarity with MAC OS on a Novell network.
- Ability to work a flexible workday and work week.
- Demonstrated ability and willingness to learn new instructional technology and administrative applications.
- Demonstrated ability to work as part of a team, to communicate clearly, think creatively and relate well with other team members.

DUTIES AND RESPONSIBILITIES:

- Supports technology help desk.
- Creates/loads desktop and laptop images in conjunction with other district technology staff.
- Coordinates preventive maintenance activities on network printers.
- Diagnoses/documents hardware and software problems and problem resolutions.
- Installs, configures, and updates workstation hardware and software.
- Sets up new hardware.
- Repairs computer workstations.
- Maintains district equipment inventory and repair database.
- Answers and responds to repair requests.
- Sets up computer labs for training and district technology projects.
- Manages student repair technicians.
- Attends technology-related training seminars, conferences and meetings.
- Other duties as assigned.

EQUAL OPPORTUNITY EMPLOYER

Job Hotline: (734) 484-7002

Internet: <http://lincoln.k12.mi>

Appendix XIV

Assistive Technology Devices

Low Tech

Pencil grips
Slantboard
Highlighter pens
Highlighter tape
Large print books
Books with page separators
Wrist rest
Eye gaze communication systems
Communication picture board
Color coded planners
Carbonless notebooks

Mid Tech

Calculators
Talking calculators
Tape recorders
Franklin Homework Wiz
Franklin Language Master
Personal digital assistants
Switches for communication devices
Switches for computers and toys

High Tech

Portable word processors
Software for word processing
Computers
Text reading software
Screen reading software
Organizational software
Voice recognition software
Input devices for cursor control
Alternative keyboards
Augmentative communication hardware
Augmentative communication software
Cause and effect software

Appendix XV

Strategies Assessment Tools

The following strategy assessment documents are organized by the following Lincoln Consolidated Schools District Technology Plan goals.

Curriculum: To support new ways of teaching and learning

Professional development: To support teachers in their instructional tasks and professional learning

Communication: To bring schools closer to community

Infrastructure, Hardware, Software, Technical Support, and Design: To maintain and support the district technology plan components necessary to implement technology district-wide

Funding and Budget: To acquire sufficient funding to support the technology plan elements, investigate the use of new technology equipment and software to efficiently utilize funding levels

Monitoring and Evaluation: To generate processes and time lines for the collection of evidence (data and contextual) to evaluate the utilization, integration and effectiveness of technology

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #1
Name:	Richard Schaffner and Elementary Report Card Committee
Strategy:	Support and Align report card system with state Grade Level Content Expectations
Data Sources and Dates:	Survey of Elementary Report Card Committee, Fall 2006
Contact Person	
Name:	Richard Schaffner
Email:	schaffner@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7658
Location:	High School
Baseline	
Students affected:	K-5
Staff affected:	K-5
Parents/Guardians affected:	K-5
Community affected:	None
Location:	High School
Time frame:	05-06
Training required:	TBA
Resources required (materials, software, equipment, etc.):	State Grade Level Content Expectations, database programmer, computers, word processing
Cost:	
Milestones	
Data Collection (Dates):	Review data September 21.
Data Trends (charts, tables, etc.):	Baseline-2005/06 # of sessions and # of participants
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #2
Name:	Director of Technology
Strategy:	Support and Maintain Career Cruising Database
Data Sources and Dates:	SASIXp, Fall 2006
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	Grades 7-12
Staff affected:	MS and HS Counselors
Parents/Guardians affected:	Grades 7-12
Community affected:	None
Location:	High School
Time frame:	
Training required:	None
Resources required (materials, software, equipment, etc.):	Internet Access, Database Programmer and Career Cruising System
Cost:	\$3,000
Milestones	
Data Collection (Dates):	June 2006
Data Trends (charts, tables, etc.):	EDP Completion Snapshot End of Year Report
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #3
Name:	Kathleen Betrus
Strategy:	Classroom Polling Devices
Data Sources and Dates:	Student Survey and teacher narrative
Contact Person	
Name:	Kathleen Betrus
Email:	betrus@gw.lincoln.k12.mi.us
Phone:	734-484-7001.7656
Location:	High School
Baseline	
Students affected:	70
Staff affected:	1
Parents/Guardians affected:	0
Community affected:	0
Location:	Room 1405
Time frame:	
Training required:	
Resources required (materials, software, equipment, etc.):	Polling Devices (30),
Cost:	\$2500
Milestones	
Data Collection (Dates):	June 2006 Student survey and Teacher Narrative
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #4
Name:	Daniel Stearn
Strategy:	Smart Board Presentational Tool
Data Sources and Dates:	Student Survey and Teacher Narrative
Contact Person	
Name:	Daniel Stearn
Email:	stearnd@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7635
Location:	High School
Baseline	
Students affected:	120
Staff affected:	1
Parents/Guardians affected:	
Community affected:	
Location:	High School room 1406
Time frame:	2005-06 school year
Training required:	Training by Smart representative on 8-10-2005 Training at T3 conference, Sienna Height University, 05-12-06
Resources required (materials, software, equipment, etc.):	Smart Board LCD Projector, Computer (laptop), Internet Access
Cost:	\$1200 (purchased in 2004)
Milestones	
Data Collection (Dates):	
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #5
Name:	Director of Technology
Strategy:	Technology Support for United Streaming On Line Instructional Video
Data Sources and Dates:	United Streaming Video Administration Report End of Year
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	K-12
Parents/Guardians affected:	All
Community affected:	Non
Location:	
Time frame:	
Training required:	Some
Resources required (materials, software, equipment, etc.):	Internet Access and state Grade Level Content Expectations
Cost:	\$2,000
Milestones	
Data Collection (Dates):	Top Videos Report by Building 2006-07, March 2007
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	Top Videos Report by Building 2005-06
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Curriculum #6
Name:	Director of Technology
Strategy:	Support in-house video system
Data Sources and Dates:	Survey of staff May, 2006
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	K-12
Parents/Guardians affected:	None
Community affected:	None
Location:	
Time frame:	
Training required:	
Resources required (materials, software, equipment, etc.):	Replacement modulators and transmitters
Cost:	\$12,000
Milestones	
Data Collection (Dates):	
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #7
Name:	Lab Instructors, Joseph Nuzzo, Dennis Halalay, Dianna Hinderer
Strategy:	Provide technical, annual maintenance and upgrade support
Data Sources and Dates:	Teacher Survey, May 2005
Contact Person	
Name:	Dianna Hinderer
Email:	hinderer@gw.lincoln.k12.mi.us
Phone:	734-484-7000.2092
Location:	Middle School
Baseline	
Students affected:	6-12
Staff affected:	Lab Instructors
Parents/Guardians affected:	None
Community affected:	None
Location:	MS and HS
Time frame:	
Training required:	
Resources required (materials, software, equipment, etc.):	Net-op Software and annual support contract
Cost:	\$3000
Milestones	
Data Collection (Dates):	05-06 Teacher utilization report and narrative, student survey
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #8
Name:	Director of Technology
Strategy:	Instruction and support for IFolder Internet file sharing software
Data Sources and Dates:	Survey of Staff, May 2006
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	None
Staff affected:	All
Parents/Guardians affected:	None
Community affected:	None
Location:	
Time frame:	
Training required:	
Resources required (materials, software, equipment, etc.):	Novell Operating system and Zenworks Academic Services
Cost:	\$12,000
Milestones	
Data Collection (Dates):	05-06 Staff survey, requests for training and installation
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #9
Name:	Dennis Halalay
Strategy:	Support and wireless accessibility for Tablet PC devices
Data Sources and Dates:	Teacher Narrative
Contact Person	
Name:	Dennis Halalay
Email:	halalay@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7616
Location:	High School
Baseline	
Students affected:	9-12
Staff affected:	1
Parents/Guardians affected:	9-12
Community affected:	None
Location:	High School
Time frame:	05-06
Training required:	None
Resources required (materials, software, equipment, etc.):	Tablet PC, Wireless Access Points
Cost:	\$2000
Milestones	
Data Collection (Dates):	05-06 teacher narrative
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #10
Name:	John McGehee
Strategy:	Online Instructional Capability (Go Grolier)
Data Sources and Dates:	Survey of Staff, May 2006
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	9-12
Staff affected:	9-12
Parents/Guardians affected:	9-12
Community affected:	None
Location:	District Wide
Time frame:	05-06
Training required:	None
Resources required (materials, software, equipment, etc.):	Internet Access, computer workstation/lab
Cost:	Unknown
Milestones	
Data Collection (Dates):	05-06 Staff Survey, Baseline, May 2006
Data Trends (charts, tables, etc.):	Views thru June 30 th , 2003 = 0 Views thru June 30 th , 2004 = 1156 Views thru June 30 th , 2005 = 977
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Curriculum #11
Name:	John McGehee
Strategy:	Utilization of video broadcast carts as a method of delivery of instruction
Data Sources and Dates:	Follett Media Catalog report, May 2006
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	K-12
Parents/Guardians affected:	None
Community affected:	None
Location:	
Time frame:	
Training required:	
Resources required (materials, software, equipment, etc.):	Broadcast Video Cart
Cost:	\$6000 ea (2001)
Milestones	
Data Collection (Dates):	05-06 Staff Survey, Follett utilization report
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool

Goal:	Communications #1
Name:	Director of Technology
Strategy:	Identify and support Board External Relations Committee (BERC)
Data Sources and Dates:	Number of meetings attended, number of communicator articles, update web site, communication audit, May 2005
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K12
Staff affected:	All
Parents/Guardians affected:	All
Community affected:	All
Location:	District-Wide
Time frame:	05-06
Training required:	None
Resources required (materials, software, equipment, etc.):	WISD, MSPRA,
Cost:	Unknown
Milestones	
Data Collection (Dates):	Geri Allen, Presentation to BERC, Summary of 05-06 Communication Audit
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Communications #2
Name:	Director of Technology
Strategy:	Provide software licensing, instructional materials and training for instructor web pages
Data Sources and Dates:	Number of participants in training sessions for 2005-06 school year
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	K-12
Parents/Guardians affected:	K-12
Community affected:	All
Location:	District-Wide
Time frame:	05-06
Training required:	6 hrs
Resources required (materials, software, equipment, etc.):	FrontPage Web Design Software Licensing, Trainer and Books
Cost:	\$4,000
Milestones	
Data Collection (Dates):	23 staff completed the 6 hour training during the 05-06 school year.
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Communications #3
Name:	Director of Technology
Strategy:	Broadcast district educational events and district information bulletin board
Data Sources and Dates:	Number of events broadcast during the 2005-06 school year
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	K-12
Parents/Guardians affected:	All
Community affected:	All
Location:	High School
Time frame:	05-06
Training required:	None
Resources required (materials, software, equipment, etc.):	Fiber fee, pre-recorded school events, High School Video Broadcast students
Cost:	Unknown
Milestones	
Data Collection (Dates):	05-06 Number of events broadcast over Channel 22
Data Trends (charts, tables, etc.):	12 Basketball games, 3 wrestling matches, 2 volleyball games
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Professional Development #1
Name:	Carole Ryburg
Strategy:	Provide training for all teacher for integrate instructional video into the classroom
Data Sources and Dates:	Narrative from trainer, number of training sessions and participants for 2005-06
Contact Person	
Name:	Carole Ryburg
Email:	ryburg@gw.lincoln.k12.mi.us
Phone:	734-484-7000
Location:	
Baseline	
Students affected:	K-5
Staff affected:	K-5
Parents/Guardians affected:	K-5
Community affected:	None
Location:	
Time frame:	
Training required:	Yes
Resources required (materials, software, equipment, etc.):	Internet Access, state Grade Level Content Expectations, Computers
Cost:	
Milestones	
Data Collection (Dates):	05-06 Staff Survey, Number of staff attending training sessions
Data Trends (charts, tables, etc.):	Video Streaming counts for June 30 th 2003 = 0453 Video Streaming counts for June 30 th 2004 = 3755 Video Streaming counts for June 30 th 2005 = 4904
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	\$2000
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Professional Development #2
Name:	Director of Curriculum
Strategy:	Provide support for online PD tracking system and link from district home page
Data Sources and Dates:	Narrative from Director of Curriculum
Contact Person	
Name:	Richard Schaffner
Email:	schaffner@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7658
Location:	High School
Baseline	
Students affected:	None
Staff affected:	All Staff
Parents/Guardians affected:	None
Community affected:	None
Location:	
Time frame:	
Training required:	
Resources required (materials, software, equipment, etc.):	Internet Access, KALPA
Cost:	\$4,800
Milestones	
Data Collection (Dates):	05-06 Staff Survey
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Professional Development #3
Name:	Director of Curriculum
Strategy:	Support for district's instructional plan
Data Sources and Dates:	
Contact Person	
Name:	Richard Schaffner
Email:	schaffner@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7658
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	K-12
Parents/Guardians affected:	K-12
Community affected:	District-Wide
Location:	High School
Time frame:	05-06 school year
Training required:	Unknown
Resources required (materials, software, equipment, etc.):	
Cost:	Unknown
Milestones	
Data Collection (Dates):	
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Professional Development #4
Name:	Director of Technology
Strategy:	Provide support for building/departments professional development activities
Data Sources and Dates:	2005-2006 professional development sessions
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	K-12
Parents/Guardians affected:	None
Community affected:	None
Location:	District-Wide
Time frame:	05-06 school year
Training required:	
Resources required (materials, software, equipment, etc.):	Software, Trainer
Cost:	
Milestones	
Data Collection (Dates):	
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	SASI Attendance Phone Dialer (Infrastructure, Hardware)
Name:	To notify parents/guardians when their child is absent from a class, to improve student attendance, and achievement.
Strategy:	Use SASI period attendance record connected to outside analog phone line with assistant software to phone student's parent/guardians with automated message about absences.
Data Sources and Dates:	SASI beginning marking period 3 and 4, 2006.
Contact Person	
Name:	Dennis Halalay
Email:	Halaly@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7616
Location:	Lincoln High School
Baseline	
Students affected:	All high school students with parent/guardian phone on record
Staff affected:	All staff who record period attendance
Parents/Guardians affected:	All high school students parent/guardians wit phone on record
Community affected:	
Location:	High School attendance jurisdiction
Time frame:	Beginning 3 rd marking period of 05/06 school year to end of 4 th marking period
Training required:	
Resources required (materials, software, equipment, etc.):	SASI, phone dialer software, computer, analog phone line
Cost:	\$4000
Milestones	
Data Collection (Dates):	All reports at 3 rd quarter and end of year phone dialer call reports Baseline
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Funding and Budget/Infrastructure and Technology Support #1
Name:	Director of Technology
Strategy:	Remote Management utilize the remote capabilities for training and support
Data Sources and Dates:	Survey of Technology and district staff
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	All
Parents/Guardians affected:	None
Community affected:	None
Location:	District-Wide
Time frame:	05-06 School Year
Training required:	
Resources required (materials, software, equipment, etc.):	Novell Academic Licensing, Zenworks
Cost:	\$12,000
Milestones	
Data Collection (Dates):	Staff Survey, Technology Request Resolution utilizing Remote Control
Data Trends (charts, tables, etc.):	Baseline
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Funding and Budget/Infrastructure and Technology Support #2
Name:	Director of Technology
Strategy:	Promote and support Iprint printer installation utility
Data Sources and Dates:	Survey of staff
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	All
Parents/Guardians affected:	None
Community affected:	None
Location:	District-Wide
Time frame:	05-06 School Year
Training required:	
Resources required (materials, software, equipment, etc.):	Novell Academic Services, Zenworks
Cost:	\$12,000
Milestones	
Data Collection (Dates):	05-06 Staff Survey, requests for installation
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Funding and Budget/Infrastructure and Technology Support #3
Name:	Director of Technology
Strategy:	Five year replacement cycle for computer workstations and network services
Data Sources and Dates:	Narrative and invoicing
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	All
Parents/Guardians affected:	None
Community affected:	None
Location:	District-Wide
Time frame:	06-07 School Year
Training required:	None
Resources required (materials, software, equipment, etc.):	Board Approved Expenditure (not yet approved)
Cost:	\$220,000
Milestones	
Data Collection (Dates):	Percentage of computers replaced
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Funding and Budget/Infrastructure and Technology Support #4
Name:	Nicola Brunk
Strategy:	To strengthen writing content and fluency by effectively organizing student concepts/thoughts
Data Sources and Dates:	Inspiration Software, Inc. Phone: 800-877-4292 9400 SW Beaverton-Hillsdale Hwy. Suite 300 Beaverton, Oregon 97005-3300
Contact Person	
Name:	Nicola Brunk
Email:	brunkn@gw.lincoln.k12.mi.us
Phone:	734-484-7075 ext. 7870
Location:	Lincoln Consolidated Schools Special Education Office
Baseline	
Students affected:	Secondary Special Education students primarily (depending on writing goals/needs)
Staff affected:	Special education teachers and paraprofessionals (primarily secondary)
Parents/Guardians affected:	This program can be used to make graphic organizers depicting student thoughts. These graphic organizers are used as a template for students to write.
Community affected:	Parents of special education students with writing needs
Location:	All school buildings (Lincoln Consolidated Schools)
Time frame:	2006-2007 School Year
Training required:	Training to be accomplished through building contact person
Resources required (materials, software, equipment, etc.):	Inspiration software and manual for each of the school buildings
Cost:	\$69.00 per building (IDEA grant monies may be used)
Milestones	
Data Collection (Dates):	Survey regarding use (frequency and effectiveness) Spring 2006, Fall 2006 and Spring 2007
Data Trends (charts, tables, etc.):	Database data depicted in graph and table format
Review Summary	
Evidence of change:	Frequency of use related to writing goal achievement rates
Strategy Adjustments:	This aspect will be reviewed in the Spring of 2007
Cost:	Possibility of increased need of software (if effective)
Adjustments to process	
Year 2:	To be determined
Year 3:	To be determined

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Funding and Budget/Infrastructure and Technology Support #5
Name:	Nicola Brunk
Strategy:	To improve communication skills and direction following skills of special education students
Data Sources and Dates:	Mayer-Johnson LLC. Phone: 800-588-4548 P.O. Box 1579
Contact Person	
Name:	Nicola Brunk
Email:	brunkn@gw.lincoln.k12.mi.us
Phone:	734-484-7075 ext. 7870
Location:	Lincoln Consolidated Schools Special Education Office
Baseline	
Students affected:	Special Education students (depending on communication needs)
Staff affected:	Special education teachers and paraprofessionals (primarily elementary)
Parents/Guardians affected:	This program can be used to make visual schedules for home for students with severe communication needs. Parents may come to school to facilitate this process.
Community affected:	Parents of special education students with communication needs
Location:	All school buildings (Lincoln Consolidated Schools)
Time frame:	2006-2007 School Year
Training required:	Training to be accomplished through building contact person
Resources required (materials, software, equipment, etc.):	Boardmaker software and manual for each of the school buildings
Cost:	\$299.00 per school building
Milestones	
Data Collection (Dates):	Survey regarding use (frequency and effectiveness) Spring 2006, Fall 2006 and Spring 2007
Data Trends (charts, tables, etc.):	Database data depicted in graph and table format
Review Summary	
Evidence of change:	Frequency of use related to communication goal achievement rates
Strategy Adjustments:	This aspect will be reviewed in the Spring of 2007
Cost:	Possibility of increased need of software (if effective)
Adjustments to process	
Year 2:	To be determined
Year 3:	To be determined

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Funding and Budget/Infrastructure and Technology Support #6
Name:	Nicola Brunk
Strategy:	To strengthen writing content and fluency by effectively organizing student concepts/thoughts
Data Sources and Dates:	Inspiration Software, Inc. Phone: 800-877-4292 9400 SW Beaverton-Hillsdale Hwy. Suite 300 Beaverton, Oregon 97005-3300
Contact Person	
Name:	Nicola Brunk
Email:	brunkn@gw.lincoln.k12.mi.us
Phone:	734-484-7075 ext. 7870
Location:	Lincoln Consolidated Schools Special Education Office
Baseline	
Students affected:	Elementary Special Education students primarily (depending on writing goals/needs)
Staff affected:	Special education teachers and paraprofessionals (primarily elementary)
Parents/Guardians affected:	This program can be used to make graphic organizers depicting student thoughts. These graphic organizers are used as a template for students to write.
Community affected:	Parents of special education students with writing needs
Location:	All school buildings (Lincoln Consolidated Schools)
Time frame:	2006-2007 School Year
Training required:	Training to be accomplished through building contact person
Resources required (materials, software, equipment, etc.):	Kidspiration software and manual for each of the school buildings
Cost:	\$69.00 per building (IDEA grant monies may be used)
Milestones	
Data Collection (Dates):	Survey regarding use (frequency and effectiveness) Spring 2006, Fall 2006 and Spring 2007
Data Trends (charts, tables, etc.):	Database data depicted in graph and table format
Review Summary	
Evidence of change:	Frequency of use related to writing goal achievement rates
Strategy Adjustments:	This aspect will be reviewed in the Spring of 2007
Cost:	Possibility of increased need of software (if effective)
Adjustments to process	
Year 2:	To be determined
Year 3:	To be determined

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Funding and Budget #1
Name:	Director of Technology
Strategy:	Secure telecommunications discount funding (Universal Services Fund)
Data Sources and Dates:	USF discount funding, 2005-06 school year
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	K-12
Parents/Guardians affected:	None
Community affected:	None
Location:	District-Wide
Time frame:	
Training required:	None
Resources required (materials, software, equipment, etc.):	Elite Fund Consulting
Cost:	\$1,000
Milestones	
Data Collection (Dates):	Funding totals for 2004, 2005
Data Trends (charts, tables, etc.):	2005-06=\$35,567
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool	
Goal:	Funding and Budget #2
Name:	Director of Technology
Strategy:	Provide adequate funding for maintenance, replacement and repair of district technology equipment
Data Sources and Dates:	Narrative, May 2005
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	All
Parents/Guardians affected:	All
Community affected:	None
Location:	
Time frame:	
Training required:	
Resources required (materials, software, equipment, etc.):	Replace 20% of district computers
Cost:	\$220,000
Milestones	
Data Collection (Dates):	May, 2005
Data Trends (charts, tables, etc.):	Baseline
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool

Goal:	Monitoring and Evaluation #1
Name:	John McGehee
Strategy:	Develop, distribute and analyze technology needs assessment survey
Data Sources and Dates:	May, 2005
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	None
Staff affected:	All
Parents/Guardians affected:	None
Community affected:	None
Location:	High School
Time frame:	May 2005
Training required:	None
Resources required (materials, software, equipment, etc.):	Zoomerang Online Survey Tool or Web Page Survey
Cost:	None
Milestones	
Data Collection (Dates):	Baseline
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

Lincoln Consolidated Schools Technology Strategy Assessment Tool

Goal:	Monitoring and Evaluation #2
Name:	Dennis Halalay
Strategy:	Development a strategy assessment tool
Data Sources and Dates:	March, 2006
Contact Person	
Name:	Dennis Halalay
Email:	halalay@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7616
Location:	High School
Baseline	
Students affected:	None
Staff affected:	All
Parents/Guardians affected:	None
Community affected:	None
Location:	
Time frame:	
Training required:	
Resources required (materials, software, equipment, etc.):	Microsoft Word
Cost:	\$0
Milestones	
Data Collection (Dates):	Completed April, 2006
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	

**Lincoln Consolidated Schools
Technology Strategy Assessment Tool**

Goal:	Monitoring and Evaluation #3
Name:	Director of Technology
Strategy:	Bi-Annual review and adjustment of District Technology Plan Goals and Strategies
Data Sources and Dates:	May, 2006
Contact Person	
Name:	John McGehee
Email:	jmcgehee@gw.lincoln.k12.mi.us
Phone:	734-484-7000.7274
Location:	High School
Baseline	
Students affected:	K-12
Staff affected:	All
Parents/Guardians affected:	All
Community affected:	All
Location:	
Time frame:	
Training required:	
Resources required (materials, software, equipment, etc.):	HS Room 1536
Cost:	None
Milestones	
Data Collection (Dates):	End of Year 2005, Fall 2006, Spring 2007
Data Trends (charts, tables, etc.):	
Review Summary	
Evidence of change:	
Strategy Adjustments:	
Cost:	
Adjustments to process	
Year 2:	
Year 3:	