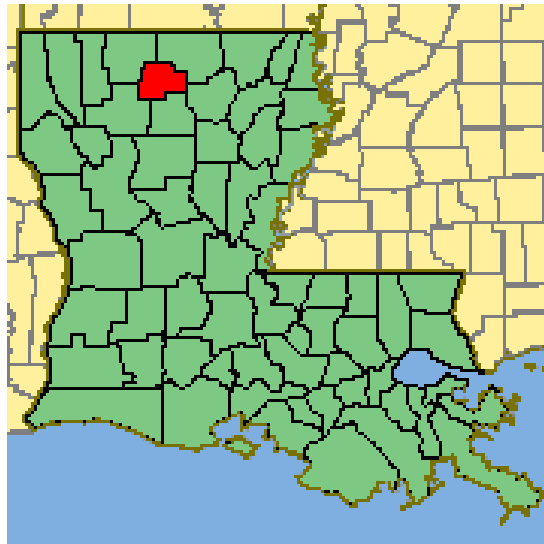# Lincoln Parish School Board

Lincoln Parish Technology Plan

Adopted on April 10, 2007
Updated January 2012

"A Quality Education for A Quality Life"

Lincoln Parish Technology Plan

SCHOOL BOARD and SUPERINTENDENT

Name	Title
Danny Bell	Superintendent
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Michael Barmore	Ward 4 Board Member
Lisa Best	Ward 8 Board Member
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George Mack	Ward 11 Board Member
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Joe Mitcham	Board Vice President Ward 6 Board Member

Lincoln Parish Technology Plan

TABLE OF CONTENTS

OVERARCHING GOAL:
ALL LINCOLN PARISH EDUCATORS AND LEARNERS WILL BENEFIT FROM
TECHNOLOGY-RICH ENVIRONMENTS THAT SUPPORT STUDENT ACHIEVEMENT AND PRODUCE LIFE-
LONG LEARNERS ABLE TO SUCCEED IN AN INFORMATION SOCIETY.

LINCOLN PARISH TECHNOLOGY PLAN

INTRODUCTION/OVERVIEW

Lincoln Parish is primarily a rural community with a student population of approximately 6,560 students at eighteen (18) school sites. Due to economic conditions, over 57% of our students receive free or reduced lunches. In spite of limited resources, the Lincoln Parish School Board has made a serious commitment to using technology to work toward educational improvement and provide the opportunity for our students to be competitive in the 21st century. With the support of the Lincoln Parish School Board, the district implemented the first technology plan in 1997 and facilitated its implementation at each of the schools.

Technology within our district is a constant process of evaluating and training of administrators, teachers, and students. At the end of the 1996-97 school session the student to computer ratio was 20 to 1. At the end of the 2005-2006 school session the student to computer ratio was 3.5 to 1 and at the end of the 2010-11 school session the student to computer ratio was 2.1 to 1. Each elementary school in the district has a computer assisted instruction lab. All of the high schools have computerized business departments, and several schools have technology resource centers. Each high school has a mobile computer lab with thirty (30) laptops and a printer for student/teacher access. Instructional classrooms are wired for Internet access and approximately 90% of them have at least one multimedia computer with Internet capabilities. Our parish schools are continuing to undergo renovation/new construction which has and will create the need for rewiring and adding wiring for new classrooms/facilities.

Integrating technology in the student-centered classroom is a primary component of staff development training for technology use in the classroom. In order to effect change in our schools, it is essential that our teachers have opportunities to explore and develop classroom management techniques, new design for learning, research-based pedagogy, curriculum standards, and technical skills. Teachers are provided a variety of technology-based professional development activities including after school, Saturday in-service and workshops, and on-line coursework along with college courses. We are working toward meeting the all important challenge of utilizing technology in the facilitation of the teaching and learning process. This will provide an opportunity for our students to reach their potential and increase their level of academic achievement.

The Louisiana INTECH program provides a means for teachers to grow in their understanding of how technology can be used to support and enhance the existing curriculum, as well as drive change in teaching and learning. Teachers learn basic technology skills while focusing on project-based activities that are based upon the Louisiana Content Standards. Louisiana INTECH is an intensive, structured, approximately 56-hour staff development.

Other staff development activities will be tailored to help teachers use technology to improve students' reading and math skills. Training to help teachers integrate technology in all content areas will allow teachers to individualize instruction to meet the needs of disadvantaged students, students with disabilities, and students with limited English proficiency more effectively. Annual surveys will be used to identify needs for staff development. The A+ Learning System Program is

available at four high schools and four elementary schools serving approximately 4000 students for the purpose of improving academics, particularly literacy.

The Lincoln Parish Technology Plan, aligned with the Louisiana State Technology Plan, provides a common vision for continued technological advancement and strategic planning for future growth and needs in the area of educational technology.

ACTION STEPS

Four major action steps (objectives) are addressed in the plan and have been reviewed for alignment with the Louisiana goals and expectations, as well as the overall parish technology goal. Addressing the following four action steps will assist Lincoln Parish in developing technology integrated learning environments supported by all stakeholders:

Action Step 1: Strengthen Leadership

Action Step 2: Improve Teacher Training

Action Step 3: Support E-Learning and Virtual Schools

Action Step 4: Provide Improved Access and Technology Usage

While necessary revisions will occur during the life of this document, it is intended to serve as a model by which Lincoln Parish schools will create an individual school plan aligned to the parish and state plans. Lincoln Parish and individual school plans will be evaluated and revised annually. The technology plan consists of the following sections: (1) statement of action step, (2) statement of current status, (3) listing of benchmarks/targets for 2014, and (4) evaluation strategies and timelines.

Action Step 1: *Strengthen Leadership*

Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts.

Current Status:
- Annual surveys, school improvement plans, and school technology plans are used to identify needs for technology improvement/integration and professional development.
- Information is disseminated throughout the parish regarding local and regional technology workshops, online and university technology courses, grants, and other funding opportunities.
- Each Lincoln Parish administrator/supervisor, teacher, cafeteria manager, and office staff member has a Lincoln Parish School email address to use as a means of professional communication.
- Funding and technical support for our administrators at all levels is available for participation in professional development activities such as, but not limited to TechTools for Administrators, LEADTECH, and LA LEADS.
- Funding and technical support is available for our leaders at all levels to participate in leadership conferences such as, but not limited to the state LaLeads Conference, Louisiana Association of Computer Using Educators (LACUE) Conference, and National Education Computing Conference (NECC).
- A technology needs assessment is conducted for each school as well as a plan for technology professional development for our leaders each year.
- An indicator is included on the parish observation, evaluation or walk-through district forms that monitors and evaluates not only the use of classroom technology but curriculum integration with technology.
- Implementing parish-wide technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.
- Lincoln Parish school district has a district web site that is updated monthly with links to schools in the district. Each of the eighteen schools' web pages are currently active. The lab schools' websites (AE Phillips and Grambling schools' websites are maintained through LA Tech and Grambling State universities). A parish calendar, news/upcoming events, contact information/personnel directory, map to the school(s), school menus, resource information, school board members and contact information, employment information, schools' mission statements, Student Progress Center Information/Quick How-To-Guide, and National Technology Standards are an example of available links on the web pages.

Benchmarks, Target Year 2014:

1. All educational administrators/leaders will be technology proficient according to state adopted standards found in the International Society for Technology in Education's National Educational Technology Standards for Administrators (NETSA).
2. All current educational administrators/leaders will participate in leadership professional development offered by the Louisiana Department of Education.
3. All current educational administrators/leaders will be encouraged to use technology to effectively monitor and evaluate teachers.
4. All newly appointed educational administrators/leaders will participate in ongoing professional development designed to develop/strengthen leadership skills and provide support during the first years of service.
5. All educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.

6. All educational administrators/leaders will use a variety of emerging technologies (i.e., e-mail, voice technologies, and school and district intranet) as primary sources of communication.
7. All educational administrators/leaders will include components of effective technology integration in the development of school improvement plans.
8. All educational administrators/leaders will support, evaluate, coordinate, and modify their district and school technology plans and/or school improvement plan annually to ensure alignment with overall federal, state and district educational technology and accountability goals.
9. Districts and schools will use innovative and restructuring and reallocation of existing budgets to purchase needed technology and provide access to high quality professional development opportunities.
10. Educational administrators/leaders and curriculum specialists will integrate educational technology into the state-mandated *Comprehensive Curriculum* or locally adopted curriculum.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Lincoln Parish Schools Directory	Annual	October
Professional Port-Folios of Administrators/Teachers	Annual	June
Lincoln Parish/School Technology Surveys	Annual	May
Lincoln Parish Administrator/Teacher Proficiency Surveys	Annual	May
Lincoln Parish Technology Plan associated with grant and/or E-Rate applications / School Technology Plans	Annual	Spring
Lincoln Parish/School-Level Monitoring of School Improvement Plans as it relates to educational technology leadership	Annual	Spring
Budget Reports (federal and/or state grants)	Annual	Fall, Spring
Lincoln Parish Web Site / Schools Web Sites	Annual	Fall, Spring
Lincoln Parish Professional Development Workshop Agendas/Sign-In Sheets	Annual	Fall, Spring

Strategies:

- Maintain district-wide systems of communication that support the effective use of electronic communication.
- Provide funding and technical support for leaders at all levels to enable participation in ongoing professional development activities such as, but not limited to LEADTECH, TechTools for Administrators, and LaLEADS.
- Provide funding and technical support for leaders at all levels to participate in leadership conferences such as, but not limited to the state LaLeads Conference, LACUE, and NECC.
- Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
- Conduct a technology needs assessment of the parish and of each school and establish a plan for technology professional development for leaders/aspiring leaders.
- Provide for a plan to systematically update equipment which keeps pace with the changing world of technology.

- Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through district evaluation forms.
- Continue to upgrade Student Information System (JPAMS)
- Move toward web-based lesson plans to communicate more effectively with parents and continue to improve our Student Progress Center that was implemented in January 2007 to provide parents with access to information relative to their child's learning and classroom activities.
- Recommend leaders at all levels to model technology integration.
- Recommend authentic assessment of the technology proficiency of returning and newly hired personnel.
- Continue to recommend that all school webpages include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information.
- Continue to provide updated parish/district webpages that include links to each school's webpages, MOODLE (online learning environment), national technology standards, Louisiana Department of Education, parish calendar, news/upcoming events, contact information/personnel directory, Student Progress Center information/Quick How-To-Guide, school menus, resource information, school board members and contact information, and employment information.
- Seek all possible alternative sources of funding through strategic partnering with other programs at the district level to meet the needs of all schools.
- Continue to submit district application each year for participation in federal schools and libraries Erate program.

Action Step 2: *Improve Teacher Training*

Teachers will participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

Current Status:

- Teachers have been provided a variety of technology-based professional development activities including after school, Saturday in-service and workshops, and on-line coursework along with college courses.
- We continue to work towards meeting the all-important challenge of utilizing technology in the facilitation of the teaching and learning process to provide an opportunity for our students to reach their potential and increase their level of academic achievement.
- Integrating technology in the student-centered classroom is a primary component of staff development training for technology use in the classroom.
- Other staff development activities/workshops are tailored to helping teachers use technology to improve students' reading and math skills.
- Training to help teachers integrate technology in all content areas will allow teachers to individualize instruction to meet the needs of disadvantaged students, students with disabilities, and students with limited English proficiency more effectively.
- Training to help teachers create online course material within Lincoln Parish School system's MOODLE site (online learning environment).
- Online PreK-12 Database resources and accompanying professional development on using these resources are available. Online lesson plan resources, lesson planning tools and curriculum-aligned videos focused on integration of technology into the curricula and alignment with the Louisiana Comprehensive Curriculum are accessible parish wide through the Lincoln Parish School Board website: http://www.lincolnschools.org.
- Annual surveys are used to identify needs for staff development.

Benchmarks, target year 2014:

1. All teachers will engage in professional development activities offered that demonstrates how to integrate technology into the *Comprehensive Curriculum* or the local adopted curriculum.
2. All teachers will engage in professional development to enhance their technology knowledge and skills.
3. All teachers will engage in professional development that includes both online and face-to-face local and state developed professional development opportunities.
4. All teachers will participate in professional learning communities that facilitate the integration of technology into student learning.
5. All teachers will be proficient in the use of technology to increase parent/school communication.
6. All new teachers will participate in ongoing professional development designed to facilitate the integration of technology into instruction and support the establishment of highly-qualified teachers in Lincoln Parish.
7. All Lincoln Parish teachers will be proficient in the use of technology to enhance student learning by 2014.
8. All teachers will be trained in resources designed to allow students to safely and effectively conduct research using technology.
9. All teachers will know how to use data to personalize/individualize instruction.

10. All PK-12 teachers will receive instructional technology support on an on-going basis from a school/district technology facilitator so that there will be at least one half-time support person to support every site.

11. Appropriate support for the assessment, acquisition and implementation of Assistive Technology as outlined in the *LA Pupil Appraisal Handbook, Bulletin 1508* will be provided by at least one Assistive Technology Specialist and/or Augmentative Communication Specialist for each district.

12. All teachers and teacher preparation faculty will be trained in software that uses technology to perform administrative tasks efficiently. (i.e., digital records, such as electronic gradebooks, *IEP Maker*, attendance, planning)

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Lincoln Parish / School Technology Surveys	Annual	May
Teacher/Student Proficiency Self-Assessments	Annual	May
Lincoln Parish/School Technology Plan associated with grant and/or E-Rate applications	Annual	Fall
Certificates or agendas/sign-in sheets identifying participation in teacher professional development opportunities	Ongoing	Fall, Spring, Summer
Appropriate Lincoln Parish reports (i.e., NCLB consolidated monitoring reports)	Annual	July
Lincoln Parish and school-level monitoring of professional development plans as it relates to educational technology leadership	Annual	Fall, Spring
Teacher Professional Development Portfolios	Ongoing	June
Classroom Observations	Lincoln Parish Approved Cycle	Fall, Spring
Teacher Lesson Plans	Annual	Fall, Spring
Teacher presentation at local, regional, or state conferences/workshops	Ongoing	Fall, Winter, Spring, Summer

Strategies:

- Allocate sufficient funds and resources for professional development and technology support personnel.
- Provide opportunities for all teachers to enhance their educational technology knowledge and skills by developing and providing access to professional development programs, funding stipends and substitutes, and providing travel assistance.
- Provide technical troubleshooting training for teachers.
- Utilize e-mail as the official source of communication.
- Encourage teachers to learn and use correct technology vocabulary.
- Require all teachers to complete appropriate technology integration training(s) to become technology proficient by 2014.
- Provide teachers with access to appropriate software and hardware in order to integrate technology into daily instruction to facilitate and enhance student learning.
- Include components of effective technology integration in the development of lesson plans.

- Add a technology strand to teacher/administrator evaluations in line with *Louisiana Components of Effective Teaching* so that technology becomes a seamless part of daily classroom teaching and learning.
- Recommend monthly grade-level meetings include activities that address the integration of technology into the curriculum.
- Send regular email messages about sound educational websites, technology lesson plans and resources, and instructional tools.
- Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school and district.
- Provide access to a Technology/Instructional Facilitator to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, and development of technology integrated curriculum.
- Recommend a Technology Liaison serve as a member of the school improvement committee.
- Recommend and support participation in professional organizations (i.e., LACUE, NECC, ISTE, and CoSN—Consortium for School Networking) by providing financial assistance to staff.
- Incorporate Universal Design for Learning strategies emphasizing accessible technology/curriculum into professional development initiatives.
- Utilize state provided tools and evaluation instruments for determining teacher, technology proficiencies.
- Provide professional development in the use of various aspects of JPAMS (i.e., JGradebook, GLE documentation, and parent communication and student progress reports)
- Provide training for teachers in Information and Communication Technology literacy and seek funding to provide the needed software to supplement instruction.
- Provide professional development opportunities for newly-hired teachers to enhance their knowledge of educational technology.
- Provide training for teachers to enhance home/school communication and ultimately student learning through expanded school and district websites where teachers may post assignments and provide links to access and download hard copies of class presentations such as notes, handouts, PowerPoint presentations, etc. All teachers and administrators as well as students in grades 6-12 will be provided a MOODLE login and password. Teachers and administrators will be trained and given permission to create courses within MOODLE. Parents may use their child's MOODLE login and password information to access MOODLE courses/information.
- Provide training for teachers to enhance parent/school communication through expanded school and district websites that include documents such as teacher and student handbooks, school/classroom newsletters, policy manuals, and the Student Progress Center.

Action Step 3: Support E-Learning and Virtual Schools

In the past five years there has been significant growth in organized online instruction (E-learning) and "virtual" schools, making it possible for students at all levels to receive high quality supplemental courses or full courses of instruction personalized to their needs. Traditional schools are turning to these services to expand opportunities and choices for students and professional development for teachers.

Current Status:

- The Louisiana Virtual School (LVS) provides access to high quality teachers and courses for students and schools across the state.
- Three students from Choudrant High School were enrolled in Louisiana Virtual School during the 2006-2007 school year with five students from Choudrant High School currently enrolled during the summer 2007.
- Representatives from Lincoln Parish attended Louisiana Virtual School Informational meetings about Online Summer School for Algebra I.
- A parish-wide meeting is planned for Thursday, April 12, 2007 to discuss how LVS may be utilized within Lincoln Parish schools and the LVS opportunities for our students.
- Online professional development courses are offered through state agencies, school and universities.
- Lincoln Parish administrators and staff are currently making plans for Louisiana Virtual School to be a vital resource for our students to have access to a multitude of subjects during the upcoming year.

Benchmarks, Target Year, 2014:

1. Lincoln Parish school district will expand enrollment in e-learning courses by 10% each year to meet the curriculum needs of Lincoln Parish students.
2. Lincoln Parish school district will use the Louisiana Virtual School as a resource to provide for the needs of both students and teachers through an array of curriculum and online staff development programs that support the educational goals of Lincoln Parish schools/district.
3. Lincoln Parish will continue to seek opportunities to expand e-learning and online course offerings to meet the evolving needs of Lincoln Parish students.
4. Lincoln Parish school district will use the Louisiana Virtual School to expand course offerings based on needs (including advanced placement courses and dual enrollment courses).

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Enrollment and course offerings numbers	Annual	Fall, Spring, Summer*
Carnegie Units awarded for Louisiana Virtual School course offerings annually	Annual	Fall, Spring, Summer*
*When Summer school is offered.		

Strategies:

- Inform Lincoln Parish school administrators, teachers and students of e-learning opportunities provided for them by Lincoln Parish and the state.
- Allocate federal, state and local funds and resources for e-learning.

- Offer students the opportunity to take e-learning courses during the summer school sessions.
- Disseminate Louisiana Virtual School information and promote the enrollment of students in the Louisiana Virtual School.
- Offer low-income students the opportunity to have AP exam fees reimbursed through the Advanced Placement Test Fee Reimbursement Program.
- Collaborate with legislators, SBESE members, BOR members and other policymakers to identify and secure funds to support e-learning.
- Create e-learning opportunities that support goals and benchmarks provided by the state, district, and local levels.
- Allocate sufficient funds and resources for high quality professional development and technology support personnel for training personnel in using and creating e-learning opportunities and resources.
- Encourage teachers and principals to participate in state initiatives that provide e-learning experiences.
- Provide after-hour access to technology resources.
- Collaborate with district policymakers, legislators, and community members to secure annual funds to support e-learning.
- Offer incentives to teachers and administrators who complete e-learning classes and/or workshops.
- Provide all high school students with the opportunity to complete one online learning experience prior to graduation.

Action Step 4: *Encourage Improved Access and Technology Usage*

Most public schools, colleges and universities now have access to high-speed, high-capacity hardware, software, and broadband communications. However, improved access, usage and integrated, interoperable data systems that are current and well-maintained could empower educators to transform teaching.

Current Status:

- Over eighty-five percent (87.3%) of Lincoln Parish classrooms have Internet access. The status and options of expansion of technology is continuously evaluated.
- Distance Learning is available in each of our four high schools with six classrooms equipped for our distance-learning courses.
- E-Rate and other funding resources to help with broadband and network support are available.
- Integrated data systems provide educators with access to (a) school performance data and analysis tools, and (b) different types of student-level data.
- Telecommunication and email service supports communication between parents and teachers.

Benchmarks, Target Year 2014:

1. All students, teachers and administrators will have access to computers and appropriate connectivity in educational settings.
2. The district will have broadband capabilities available to the end user for data management, online and technology-based assessments, e-learning, distance learning, and accessing high-quality digital content.
3. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.
4. At least eighty percent (80%) of all instructional spaces in PK-12 classrooms will exhibit a minimal ratio of 3:1 student-to-networked computer, one networked teacher computer, one networked printer, and a large screen display.
5. At least eighty-five percent (85%) of students will use software packages including a productivity package, virus protection, and software that promote open-ended reasoning and higher-order thinking skills.
6. Every student, administrator, and teacher will receive high-quality technical support to manage and maintain computer networks and plan for future needs, so that there will be at least one (1) full-time technical support person for every 500 computers.
7. Every school in the district will use the LPSB adopted Technology Acceptable Use Policy. The policy addresses online safety, Fair Use, intellectual property, and privacy issues.
8. The district will establish recurring funding for technology.
9. The district will restructure budgets to reveal cost savings and will reallocate monies to maximize technology resources.
10. The district will continue to seek recurring funding sources to support systems and schools in implementing their technology plans and also encourage strategic system level convergence of funds.
11. All students will use age appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.
12. All teachers will collaborate with PK-12 leaders to provide field-based experiences in PK-12 classrooms where excellent models of technology integration are exhibited.
13. The district will provide personnel with access to an efficient, cost effective phone system to facilitate communication with parents.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Report tracking bandwidth utilization of schools	Monthly	As Conducted
Lincoln Parish and School Technology Survey Report Data	Annual	Spring, Summer
Lincoln Parish/School Technology Plan Updates	Annual	Spring
Technology Proficiency Self-Assessment	Annual	Late Spring
Appropriate State and System Reports	Annual	Late Spring
Student Teacher and Supervising Teacher Electronic Portfolios	Annual	End of Semester
Classroom Observations and Evaluations by Principals/Assistant Principals	Parish Policy	As Conducted
Review e-rate application process and e-rate applications to optimize funding opportunities for telecommunications and internet access	Annual	Fall
Distance Learning Opportunities/Course schedules and class enrollment	Annual	Fall, Spring, Summer

Strategies:

- Advocate that all teachers and students have access to a variety of electronic resources such as digital and video cameras, scanners, graphing calculators, and science scopes/probes.
- Establish a partnership with CoSN (Consortium for School Networking) and other organizations.
- Support the creation of local and state recurring funding sources for technology in Lincoln Parish schools.
- Encourage the district and schools to establish budget line items for technology maintenance and a replacement plan to address aging technology resources.
- Encourage our district to develop clear and concise guideline/policies for online resources (i.e. online grade book, attendance, posting of assignments, and student progress reports). Provide access to data for school systems to facilitate reporting without duplication of effort and to simplify district and school use of data.
- Participate in State Contract purchasing opportunities that support school systems.
- Continue to support Lincoln Parish School System's budgeted line items for technology bandwidth and infrastructure.
- Collaborate with other local and state educational entities for purchasing power by establishing a clearinghouse for local bids that can be accessed by schools and systems.
- Participate in e-rate to maximize the funds available for technology.
- Seek federal, state and corporate grant funding for technology where available.
- Track bandwidth utilization for district and school network environments.
- Continue to expand the computer education courses and distance learning opportunities for students.
- Use data from both administrative and instructional systems to understand relationship between decisions, allocation of resources and student achievement.
- Provide new teachers with a laptop and digital projector during their first year of teaching.
- Expand the distance learning course availability to our junior-high schools.
- Provide content filtering for all internet users in Lincoln Parish. Content filtering is provided through the contractual agreement with our internet provider. School administrators and teachers may request the blocking of additional sites that are deemed inappropriate for students.

APPENDIX A
Lincoln Parish School Board
NEEDS ASSESSMENT DATA

Included below are some guidance questions for the system to consider in compiling its needs assessment. The questions are intended as guidance in compiling data and developing the needs assessment. Submission of responses to these questions is not required.

GUIDANCE QUESTIONS FOR THE SYSTEM NEEDS ASSESSMENT

What do school and system data reveal about the following:

- Distance learning opportunities for students and teachers *(Distance Learning opportunities are available for each of our four high schools. There are currently six classrooms throughout the parish with Distance Learning equipment available, and there are currently five courses being taught through Distance Learning. Current plans are to implement distance learning opportunities within our junior high school classes as well.)*

- Student-to-computer ratio *(2.1 to 1)*

- Professional development opportunities in instructional technology *(United Streaming in the Classroom and Learn360 in the Classroom, Views Using Scope on a Rope, Implementing JGradebook and Parent Command Center through our JPAMS system, Online Databases: World Book, Kids College, Kidspiration/Inspiration, MOODLE)*

- Technical support for teachers and schools *(There is at least one teacher at each school who serves as a Technology Coordinator to serve as a troubleshooter and one to provide technical support for teachers and staff at their individual schools. Should the school Technology Coordinator not be able to solve or correct the issue, he/she contacts the parish Technology Coordinator and/or technicians for technical support.*

- Number of instructional classrooms with at least one multimedia computer with internet access *(550 classrooms out of 556)*

- Online database and other web resources utilized within the classroom *(World Book)*

- Technical skill level of teachers and staff *(According to our Technology Proficiency Surveys for the 2010-2011 school year, 49.03% of our teachers are proficient, 47.54% of our administrators are proficient, and 37.5% of the central-office administrators are proficient – our goal is to improve these percentages).*

- Teacher and principal quality relative to integrating technology into the curriculum *(We need to have 100% of our principals modeling and encouraging the integration of technology)*

- Budgetary support of technology in teaching and learning *(local, federal, state and e-rate discount program)*

What are the system's strengths and weaknesses as identified by the data? *(Limited funds— previous technology grants (FirstTech) have either been discontinued or cut (EETT)*

What patterns and trends emerge from the data? *(The greater the proficiency and integration of technology at the district and leadership levels, the greater the implementation and integration of technology within the classroom.)*

What are the areas of weakness that must be affected to help the system accomplish the technology plan goal and objectives? *(There needs to be an increase in the number of technical support staff for equipment maintenance. The district needs to employ school technology facilitators/school improvement personnel with technical skills to assist other teachers in the development of lesson plans with technology components and to model the integration of technology into the curriculum.)*

How will the system set priorities to address the needs revealed by the weaknesses? *(Through our needs assessment, we will be able to determine and set our priorities as to where and how our monies need to be used/implemented. Provide various technology workshops/training sessions for our system administrators/principals; communicate technology standards and technology needs of our teachers/classrooms to our leaders/administrators.)*

Which of the needs have the greatest potential for influencing student learning? *(Our teachers being technology proficient and being trained, confident and classroom-equipped to implement the use of technology within their curriculum to enhance student achievement and student proficiency.)*

The Needs Assessment Summary follows. The purpose of the summary page is to provide a "snapshot" of the system's strengths and weaknesses. Strengths are on the left and weaknesses are on the right of the page. Careful consideration should be given of how the technology plan will address the weaknesses and how it will utilize the strengths to build a stronger foundation for the system.

NEEDS ASSESSMENT SUMMARY

List the System's strengths and weaknesses as identified by data collected.

System's Strengths	System's Weaknesses
Lincoln Parish administrators/teachers have professional development opportunities in instructional technology through local funding, and Title I funding. Student: Computer ratio is 2.1:1 Online database, WorldBook, is utilized within the classroom in elementary, junior high and high schools. Each school has a technology coordinator available to help teachers with technology issues and troubleshooting. Distance Learning courses are available at each of our four high schools with a total of six classrooms equipped for distance learning. The parish web site provides up-to-date information concerning our school system. Each of the eighteen schools have an updated website. Teachers and administrators are able to communicate through email accounts.	Teachers need more hands-on professional development in computer/internet use and implementing interactive boards as an interactive technology tool. Technology proficient skills among our teachers need to improve. Limited professional development opportunities for technology integration into the curriculum Many of our multimedia computers need upgrading. Central office has only a part-time computer technician. Schools need technology facilitators with time to help teachers integrate technology into the curriculum. All teachers, at the present time, are not using JGradebook for grades and GLE documentation.

Teachers are provided training and permission to create courses (online learning environment) within the Lincoln Parish School Board's MOODLE site. Students and parents are able to login to their MOODLE account to access course information and to upload assignments. Through a local television channel provided by our local cable company, communication is enhanced between schools, parents, and general public. All schools are connected to the district WAN or the university WAN. Local funding initiative for technology through the passing of a property tax of which a portion is dedicated to technology. Parish-wide implementation of DIBELS within our elementary schools—Dynamic Indicators of Basic Early Literacy Skills	

APPENDIX B
Lincoln Parish School Board
System Review Assurance

By signing this form, you confirm that your school board reviewed and approved the system technology plan for 2007-2014. This signed form is to be included with the system technology plan at the time of its submission to the State Department of Education.

We hereby acknowledge this 28th day of February, 2012, that we have reviewed and approved the System Technology Plan for Lincoln Parish.

*on file at LDE*_____
Mr. Dannny Bell, Superintendent

*on file at LDE*_____
Mr. Otha Anders, School Board President

APPENDIX C
Lincoln Parish School Board
School Review Assurance

By signing this form, you confirm that you were issued a copy of the updated Lincoln Parish Technology Plan for 2007-2014. Revised plan approved February 28, 2012.

WE HEREBY ACKNOWLEDGE THIS 19TH DAY OF MARCH, 2012, THAT WE REVIEWED AND ARE FAMILIAR WITH THE SYSTEM TECHNOLOGY PLAN FOR LINCOLN PARISH. WE UNDERSTAND THAT OUR SCHOOL TECHNOLOGY PLAN SHOULD MIRROR THE SYSTEM'S PLAN AND SHOULD BE ON FILE WITH THE SYSTEM.

__*on file at LDE*_____
Mr. Danny Bell, Superintendent

Principal Name	Signature	School Name
CARYNN WIGGINS	*on file at LDE*	A. E. PHILLIPS
ROSILAND RUSSELL	*on file at LDE*	ALMA J. BROWN
CHARLES HOGAN	*on file at LDE*	CHOUDRANT ELEMENTARY SCHOOL
LISA BASTION	*on file at LDE*	CHOUDRANT HIGH SCHOOL
DORIS LEWIS	*on file at LDE*	CYPRESS SPRINGS ELEMENTARY
JUDY MABRY	*on file at LDE*	DUBACH HIGH SCHOOL
LISA MANGUM	*on file at LDE*	GLEN VIEW ELEMENTARY SCHOOL
SANDRA BOSTON	*on file at LDE*	GRAMBLING HIGH SCHOOL
SANDRA BOSTON	*on file at LDE*	GRAMBLING MIDDLE SCHOOL
VICKY KEY	*on file at LDE*	HICO ELEMENTARY SCHOOL
PATRICE HILTON	*on file at LDE*	HILLCREST ELEMENTARY SCHOOL
SONJA FULLER	*on file at LDE*	I. A. LEWIS
DAVID ROGERS	*on file at LDE*	LINCOLN CENTER
KATHI PESNELL	*on file at LDE*	LINCOLN PARISH EARLY CHILDHOOD CENTER
SHAVONNE PRICE	*on file at LDE*	RUSTON ELEMENTARY SCHOOL
MIKE MILSTEAD	*on file at LDE*	RUSTON HIGH SCHOOL
TIM NUTT	*on file at LDE*	RUSTON JUNIOR HIGH SCHOOL
RICKY DURRETT	*on file at LDE*	SIMSBORO HIGH SCHOOL

APPENDIX D
Lincoln Parish School Board
TECHNOLOGY PLAN DEVELOPMENT TEAM MEMBERS

List the names and occupations of team members serving on your system's Technology Plan Development Team.

Dates of Meetings: Tuesday, January 23, 2007; Thursday, February 8, 2007; Thursday, March 29, 2007

NAME	OCCUPATION
Chris Campbell	Teacher
Donna Doss	Principal
Ricky Edmiston	Secondary Supervisor
Martha Hayes	Teacher
Cindy Kranz	Teacher
Brenda Lofton	Teacher
Wanda Mitchell	Lincoln Parish Technology Coordinator
Aaron Paul	Local Businessman
Debbie Pender	Lincoln Parish Technology Facilitator
Daryl Savage	Teacher
Carolyn Smith	Computer Lab Proctor
Tim Soto	Parent
Jo Tatum	Retired School Nurse
Willie Washington, Jr.	Federal Program Supervisor
Anita West	Librarian/School Technology Coordinator

APPENDIX E
Lincoln Parish School Board
E-rate Budget

The Analysis Sheet was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

SYSTEM: Lincoln Parish School Board	FUNDING YEAR: 2012-2013

Prepared by: Deborah G. Pender, Technology/Instructional Facilitator   Date: February 28, 2012

Specific E-Rate Service(s) Requested: Phone service (local and long distance), Paging Service, and Internet Connectivity, Internal Connections

E2T2 Goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description): These services address the E2T2 goals or providing/increasing communications access, increasing student access, and student and teacher technology proficiency at the schools within the district.

Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description): Assessment evaluation will be conducted annually by district and school administrators of actual usage and will recommend changes to enhance the productivity and effectiveness of these services.

Current level/amount of service:	Level after E-Rate request is filled:	Budget$ for system's share (for each charge involved in the service):	Planned budget source or line item for each amount:
$85,500—Telecom	$82,500.00	$18,150.00	District Operating Funds
$352,141—Internet	$352,141.00	$73,949.65	District Operating Funds
Internal Connections	$327,936.00	$52,470.00	District Operating Funds

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware required:	Current level:	New required:	Budgeted $:	Source of funds:
Computers, Printers & Peripherals	$298,275.00	$298,275.00	$298,275.00	REAP, Title I, District Operating Funds

Software required:	Current level:	New required:	Budgeted $:	Source of funds:
School Software	$200,000.00	$200,000.00	$200,000.00	EEF, REAP, District Operating Funds

Professional development required:	Current level:	New required:	Budgeted $:	Source of funds:
Professional Development	$9,000.00	$9,000.00	$9,000.00	District Operating Funds

Retrofitting required		Budgeted $:	Source of funds:
Cable drops, switch installations, wireless arrays		$40,000.00	District Operating Funds

Maintenance required:	Current level:	Location of serviced items:	Budgeted $:	Source of funds:
CPU Repair and Technician Salary	$57,600.00	District schools & central office	$57,600.00	District Operating Funds

	Total amount budgeted for Non-Eligible Requirements:	$604,875.00

APPENDIX F
Lincoln Parish School Board
Critical E-Rate Components to Technology Plan

Address the five critical e-rate components shown below. This should be reflective of your Form 470 and 471 and must be submitted every year as proof of having a written plan prior to submitting the Form 470 and/or 471.

E-RATE CRITERIA FOR THE TECHNOLOGY PLAN

To qualify as an approved Technology Plan for a Universal Service discount, the plan must meet the following five criteria that are core elements of successful school technology initiatives:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services;
4. The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and
5. The plan must include an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.