

# **Technology Plan**

**July 2014-June 2017**



**Lawton Community Schools  
101 Primary Way  
Lawton, MI 49065  
District Code # 80140**

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**Van Buren Intermediate School District  
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# Introduction

## Mission Statement

The Lawton Community School District will set the standard in academic excellence and career preparation while fostering social, emotional and physical development. The educational needs and safety of our students are first in mind, along with the concerns of parents, community members and staff.

## Introduction

Lawton is located in Van Buren County, 25 miles southwest of Kalamazoo. The district covers 80 square miles, with a population of approximately 5,000. The district serves 1,050 students in grades K-12. The elementary school also serves 16 students in a four-year-old program. During the 2003-04 school year, the district began an Adult and Alternative High School program which is currently serving 22 students. The district has 60 teachers, 51 support personnel and 12 administrators. Out of the 1050 students, 59.5% of the district's students qualify for free or reduced lunch.

Welch Foods chain, owned by the National Grape Cooperative has a large plant located in the village of Lawton, which is the area's largest employer. Honee Bear Canning Company, a national and international food processing firm is also located in Lawton, as well as several other smaller transportation, manufacturing, business and technology firms.

## School Buildings

Lawton Elementary School  
(Grades K-5, 4 yr. olds)  
100 Primary Way  
Lawton, MI 49065

Lawton Middle School  
(Grades 6-8)  
100 Blue Pride Drive  
Lawton, MI 49065

Lawton High School  
(Grades 9-12)  
101 Blue Pride Drive  
Lawton, MI 49065

Old Middle School  
(Adult and Alternative Ed.)  
100 N. Nursery St.  
Lawton, Mi 49065

## Technology Vision

Students and staff in the Lawton Community Schools will be skilled in the ethical and critical access, development and distribution of information. Technology will be used to facilitate teaching and learning, increase organization and efficiency, and enhance communication within the school community.

## District Technology Goals

The district will:

- encourage appropriate use of technology to increase academic achievement and responsible behaviors.
- maintain relevant technology for staff and student use in teaching, learning, management, and communication.
- evaluate the effectiveness of current technologies and research the integration of emerging technologies that support the vision of the district.
- provide training and support to empower staff in the use of technology and its role in teaching, learning, management, and communication.

## Curriculum

### Curriculum Integration

**A. Goals and strategies, aligned with challenging state and national standards, for using technology to improve teaching and learning.**

- I. Technology content standards and benchmarks are to be integrated into existing content standards and applied to established district curricular content.
- II. Technology skills will be utilized in curricular areas throughout the student's K-12 experience.
- III. Technology integration will result in increased student achievement for all learners.

### Standards and Integration

Technology integration is key to the curriculum at Lawton Community Schools. Activities in computer and content area classrooms will continue to be revised to reflect changes in state content guidelines as well as changes in available technology. Specific computer activities are geared to orient students to the skills each will need in academic pursuits. Practical application is stressed. Students learn keyboarding skills as developmentally appropriate in the early grades to facilitate their use of computers through the rest of their academic careers. Students also prepare time management tools and complete assignments based on content area class work at each level. Test preparation programs ensure student readiness for standardized tests. Eighth grade students complete a short research paper in MLA style in preparation for high school content expectations. The district has licensed an extensive library of digital media

which supplements print and online resources in support of the curriculum and ongoing student research. STAR Reading is used to evaluate reading improvement in all students. Accelerated Reader is used with all students to promote individual reading practice and critical thinking skills. Math levels of students in the elementary and middle schools are tested with STAR Math, and Accelerated Math is used to give students math practice at their own level. These programs allow instruction to be differentiated and assist in early recognition of learning gaps.

Lawton Community Schools employs a Curriculum Specialist, whose responsibilities include identifying and promoting curriculum materials and teaching strategies that will integrate technology into the Lawton Community Schools curriculum. She also designs and conducts professional development activities to train staff in these areas.

For each content standard listed here, examples are given of how it is applied in the Lawton Community Schools.

### ***Content Standard Area 1: Basic Operations and Concepts***

- Early Elementary learners will use the computer at a basic level. They are able to log into the Renaissance Place Program as well as using keyboarding and drawing tools. Students will also use technology in science investigations and begin simple use of a calculator. Proper use of technology, safety, and procedures will be emphasized.
- Later Elementary learners use technology at a more advanced level. They touch type, save files on a common drive, use the computer for research, and use the computer to create final drafts of writing.
- Middle School learners will keyboard, use the range of Microsoft Office Suite and file formats, compose and save documents in a variety of manners, and develop the confidence to do some problem solving as they gain independence on the computer.
- High School learners will evaluate and appropriately use technology developing college and workplace skills including the use of a full range of software integrated through the English Language Arts Curriculum and the use of online learning. Learners will use technology as a tool in everyday lessons, as well as for production of quality expression in multiple formats.

### ***Content Standard Area 2: Social, ethical, and human issues***

- Early elementary learners will begin to identify appropriate uses of technology, use a simple username and password for privacy in selected programs, recognize technology as a tool for learning, research, and entertainment, and complete simple tasks using technology tools including science kit components, calculators, and computers.
- Upper elementary learners will begin to discuss the uses of technology, have age appropriate training of acceptable use, complete simple research tasks, and seek

technological assistance as appropriate including computers, calculators, and science kit components.

- Middle school learners will have age appropriate training on the safe use of technology, including internet safety; learn when to seek technological solutions to problems; engage in career exploration using online tools, including Career Cruising; use proper MLA style to credit resources when engaging in research; and use knowledge of the server and intranet to safely exchange information and files.
- High school learners will demonstrate ethical use by agreeing to and complying with the district acceptable use policy; following fair use and copyright guidelines; following an Education Development Plan with digital components, and participating in appropriate and accurate research including documentation.

***Content Standard Area 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.***

- Early elementary learners with teacher guidance and support will choose and use appropriate simple software to complete a task including conveying a message through art or writing.
- Later elementary learners will participate in individual and group projects including mixed media and creative projects, independently using the commands in the menu bar and shortcut menus of Windows and some Office Programs.
- Middle school learners will develop and improve projects using online and local sources to boost creativity using advanced features and commands as well as the integration of multimedia features.
- High School learners will participate in online learning and tutorials, use assistive technology as necessary, and use technology tools to complete group and individual projects. Students will evaluate the advantages and disadvantages of online learning.

***Content Standard Area 4: Technology Communications Tools***

- Early elementary learners will use basic telecommunication tools or models of tools and media to communicate with classmates, families, and friends.
- Later elementary learners will use collaborative communication tools and a variety of presentation media and formats and identify formats of communication appropriate for various audiences.
- Middle school learners will use a variety of online resources for communication and create a project using a variety of media and formats.
- High school learners will use technology to collaborate on projects and assignments, use a variety of media to present information, and plan and implement a collaborative project which uses technology.

### ***Content Standard Area 5: Technology Research Tools***

- Early elementary learners will recognize and use limited age appropriate resources online and collect resources with assistance from a supervising adult. Learners will interpret simple, age appropriate electronic information with assistance and provide a rationale for choosing a form of technology.
- Later elementary learners will find information using search engines, determine the validity of a source using basic guidelines, perform simple queries, identify appropriate resources, and compare and contrast the capabilities of a spreadsheet and a word processor for reporting different kinds of information.
- Middle school learners will use and choose search engines, evaluate information found on the web, identify domain names and create and use databases.
- High school learners will compare and select search engines; evaluate and use source evaluation criteria; describe online sources in terms of authority, validity, reliability, relevance, and comprehensiveness. High School students will examine sites to distinguish fact, opinion, point-of-view and inference, evaluate stereotyping, prejudice, and misrepresentation, and develop a plan to gather information including online sources.

### ***Content Standard Area 6: Technology Problem Solving and Decision Making Tools***

- Early elementary learners will discuss how to use technology to solve age-appropriate problems and identify ways that technology has solved real world problems.
- Later elementary learners will use technology resources to make informed choices and use information and communication tools including science kit components to collect information.
- Middle school learners will use spreadsheets to evaluate experiments and other problem-solving activities and identify technology tools available for collecting and analyzing data related to real world problems.
- High school learners will seek out technological resources for independent learning and academic problem solving, collaborate with other learners within and outside of the school community, and participate in problem solving and/or scientific research using technology resources.

### **Student Achievement**

**B. Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.**

- I. All students will improve writing across the curriculum.
- II. All students will improve reading across the curriculum.
- III. All students will improve computation and problem solving skills across the curriculum.
- IV. All students will increase their knowledge of and work toward healthy, active lifestyle choices.
- V. All students will create appropriate career plans.
- VI. All students will demonstrate positive participation and behaviors that contribute to an improved school climate.
- VII. Each year academic classes will improve their scores on the MEAP assessment when compared to their statewide peer group between each test cycle.

### Strategies and Timeline

Currently In Place	In Implementation Phase	Future Plans
K-8 students are tested during each grading period at each level in <i>STAR</i> Reading and Math. High school students are tested each semester until they reach 12.9 grade level equivalent.	Continue the use of diagnostic software and integrate the results with the Response to Intervention Plan.	Implementation of Apple Ipads and instructional software to create a 1 to 1 learning environment
The district acquired and utilizes <i>Accelerated Reader</i> software at each grade level.  <i>Accelerated Math</i> is used to extend the curriculum for both special needs students and gifted and talented students K-8.	Students can access math, secondary science, Spanish and English language arts curricular materials online, and receive supplemental assistance and practice. Classroom response systems will be used to supply teachers with immediate feedback to evaluate students' participation and understanding.	

<p>Developmentally appropriate calculators are accessible to all students as needed.</p>	<p>TI-84 graphing calculators including Geometry Software will be in use in secondary math classes.</p>	<p>Calculators will be replaced and upgraded to keep math students at the cutting edge of problem solving.</p>
<p>Study Island provides online practice in grade level content expectations for students in grades 2-5.</p> <p>Secondary students utilize <i>NovaNET</i> as a credit recovery resource for a student who has failed a class.</p>		
<p><i>Career Cruising</i> Software is provided for student identification of specific career paths.</p> <p><i>Career Forward</i> is being evaluated for inclusion in curriculum to fulfill the online learning graduation requirement.</p> <p>Van Buren ISD Educational Development Plans, an online career pathway and class schedule planning tool, are developed by each seventh grader and a counselor.</p>		
<p><i>NovaNet</i> is used by Adult and Alternative Education students for course content delivery.</p> <p>Secondary students who have failed a class utilize <i>NovaNET</i> as a credit recovery resource.</p> <p>Michigan Virtual high school is in the process of</p>	<p><i>NovaNET</i> will be utilized as a tutoring and review resource for students enrolled in pre-algebra, algebra I, and English 9.</p>	<p>Installation of laptops in Alternative Education building preparing for a virtual school environment.</p>

implementation to offer classes to students for advanced classes currently not offered.		
High school students attend the Van Buren Technology Center to participate in technical and career oriented classes not available at Lawton High School.	Students are using <i>KeyTrain</i> at the Van Buren ISD to prepare for National Career Readiness Certificate.	
College level classes are being offered in Lawton High School's distance learning room in partnership with Van Buren ISD and KVCC.	Catalog of college courses delivered via distance learning will be expanded.	
Physical Education teachers participate in a county wide grant funded program using wireless tablet computers and <i>Polar TriFit</i> software to record results of student fitness assessments and communicate those results with students and parents.	Use of equipment and software obtained through the grant program will be continued after the end of the grant period to continue to focus on wellness for students and parents.	
Students currently receive instruction based on curriculum statements revised in 2002.	Curriculum being evaluated and revised to reflect current METS guidelines.	All standards represented in METS guidelines will be integrated into technology and content area instruction.

## Technology Delivery

### **C. Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.**

The distance learning lab at Lawton High School is used to make college level classes available to Lawton High School students in partnership with the Van Buren ISD and KVCC. The facility is also used for virtual field trips and collaborative connections with students at other schools for students in all grades. The room is also used by staff members for professional development delivered via distance learning.

Students in the adult and alternative education program currently use NovaNET for their required and elective courses. Use of this program will be expanded to the middle school and high school where it will be used for remediation, enrichment, and classes not offered in Lawton.

## Parental Communications and Community Relations

### **D. Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.**

Technology has greatly improved the ability of teachers as well as the district to communicate with parents. All district employees and itinerant ISD staff have email accounts on the district server to be used for professional communication. The Global Scholar Gradebook Software makes it possible for teachers to instantly prepare a sheet of student progress for a parent. Recent updates to this program make it possible to email such an update directly to parents. Secondary students and their parents may access class materials and assignments, grades, and attendance reports from the internet via Global Scholar.

The primary tool of school community communication is the Lawton Community School newsletter. This has been supplemented in recent years with a Lawton Community Schools website. This site includes the school district's PA 25 annual report, previously only available through the superintendent's office. The Technology Plan is also available at this site. Additional resources available on this site include the district and building calendars, Board of Education Bylaws and Policies, contact information and email links for all district employees and school board members, athletic schedules and results, lunch menus, and other newsworthy items. The library catalog for each building is also searchable online.

EduPoint Synergy system has been partially implemented and will be in full service next school year (2014-2015). Currently we have the Pinnacle Parent internet viewer which

allows parents to login to check grades, attendance, and any missing or incomplete assignments.

Because not every family has access to a computer, the district has donated several older computers to the public library. This allows any family in the community to access the school's web page at the library as well as allowing students to share presentations and other digital work with their parents.

Comments and suggestions regarding technology use, acquisition and planning are welcomed by the district and the Technology Director at all times. In addition, the following individuals contributed to the development of this technology plan in one or more areas:

Chris Rice.....	Superintendent
Stephanie Brown.....	Elementary Principal
Tim Cerven.....	Middle School Principal
Tammy Wilson.....	High School Principal
Micheal Stephayn.....	Technology Director
Tamara Webster.....	Curriculum Director
Mike Meyer.....	High School Teacher
Craig Fisher.....	High School Teacher
Leslie Welburn.....	Elementary Teacher
Chris Hamilton.....	Parent, Consultant—Secant Technologies

## Collaboration

### E. Strategies for developing the program, where applicable, with adult literacy providers.

The availability of school computers at the public library makes it possible for anyone in the community to have the same access to district resources via the Internet as the students and to learn along with them.

A primary source of adult literacy in our community is our Adult and Alternative Education program, which started in September 2003. This program uses a computer lab to deliver high school content through NovaNET to members of the community interested in high school completion. It is free to any member of the community.

# Professional Development

## Professional Development

**F. Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.**

The professional development calendar and specific professional development programs have been formulated with the following standards agreed upon April 2001 by the Michigan Department of Education, Michigan Education Association, Michigan Federation of Teachers and School-Related Personnel and Michigan Association of School Boards ([http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_5703---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5703---,00.html) ).

### “Professional Development

- ✚ □ Is for the purpose of enhancing teaching and learning;
- ✚ □ Is consistent with building and district school improvement plans and, when available, NCA goals and district strategic plans;
- ✚ □ Is part of an ongoing comprehensive professional development plan that addresses the long-term professional needs of the individual as well as the long-term change of practice in the building and district;
- ✚ □ Is characterized by the knowledge of educational needs of students, the study of proven research and inclusive of the best use of new technologies;
- ✚ □ Includes best principles of adult learning that includes design by the educators and non-teaching staff for whom the professional development is intended;
- ✚ Occurs when educators and non-teaching staff collaborate and share knowledge with each other;
- ✚ Requires ongoing reflection;
- ✚ Is helpful to all school staff as they work to meet the needs of students who learn in different ways and come from diverse backgrounds and
- ✚ Is no less than one hour in length”

Assisting teachers in integrating technology into the classroom is a vital component of the professional development plan. During the 2007-2008 school year ten hours of professional development were held in a computer lab. Topics included graphing calculators, Global Scholar, United Streaming, student response pads, online textbooks, Department of Education website, Renaissance Learning, test preparation programs, PowerPoint, data storage and transfer, use of templates, and online professional development resources for teachers. Some of these programs were also attended by administrators and staff members.

The professional development calendar includes twelve hours of professional development after school as well as three four hour sessions during professional development days. Sessions include computer basics for beginners, using Global Scholar, effective use of Renaissance Products, MEAP results, Microsoft Excel, and online textbooks and teacher resources, and handheld technology. These programs are available to all employees.

Professional development offerings for each year are planned prior to the start of the school year and are based on faculty and administration requests, areas of concern based on annual test results, and acquisition of new materials or technologies that require training, and preparing teachers to meet changing state and national standards for teacher competency.

Staff members also have access to a variety of professional development media, including audio tapes, video tapes and print materials through our curriculum office library which is supplemented regularly. They also have access to many sources of online learning via the Internet, including Michigan Learnport, webinars, MDE streaming media and other resources provided through textbook and other material vendors.

Every employee is able to complete his or her yearly training in blood borne pathogens, workplace safety, and state and federal laws through the online Global Compliance Network.

## **Professional Development Timeline**

### **2014-2015**

- ✚ Basic training on computers and applications will be provided for beginning users.
- ✚ Advanced training on computer applications will be offered for more experienced users.
- ✚ All teachers will continue to receive training on the effective use of Renaissance Reading.
- ✚ Teachers will receive training on creating, maintaining and using their Global Scholar pages.
- ✚ Staff will continue to attend off site conferences and training opportunities, including conferences, training offered by Van Buren ISD and Kalamazoo Regional Educational Service Agency, and other opportunities as appropriate.
- ✚ Business office staff will continue to receive training and support through Kalamazoo Regional Educational Service Agency on their software applications.
- ✚ All staff will assistance and support in the use of United Streaming video library, including operating the system and integrating the videos into instruction aligned with state standards.
- ✚ Interested staff will be offered training on use of mobile television studio.

- ✚ The professional development calendar for the 2014-2015 school year will be developed based on faculty requests, needs identified by administration through analysis of annual test scores, and acquisition of new resources that require training for effective use.

### **2015-2016**

- ✚ Basic training on computers and applications will be provided for beginning users.
- ✚ Advanced training on computer applications will be offered for more experienced users.
- ✚ Teachers will participate in guided sessions of MEAP test score analysis.
- ✚ Advanced training on computer applications will be offered for more experienced users.
- ✚ New teachers will receive training on creating, maintaining and using their Global Scholar pages. More advanced training will also be offered for teachers who have completed the beginning training and want to explore more possibilities for using Global Scholar.
- ✚ Staff will continue to attend off site conferences and training opportunities, including conferences, training offered by Van Buren ISD and Kalamazoo Regional Educational Service Agency, and other opportunities as appropriate.
- ✚ Business office staff will continue to receive training and support through Kalamazoo Regional Educational Service Agency on their software applications.
- ✚ Follow-up training will be provided on topics covered in previous training sessions as appropriate.
- ✚ Specific training on needs identified during the previous school year will be conducted.
- ✚ The professional development calendar for the 2015-2016 school year will be developed based on faculty requests, needs identified by administration through analysis of annual test scores, and acquisition of new resources that require training for effective use.

### **2016-2017**

- ✚ Basic training on computers and applications will be provided for beginning users.
- ✚ Advanced training on computer applications will be offered for more experienced users.
- ✚ Teachers will participate in guided sessions of MEAP test score analysis.
- ✚ Advanced training on computer applications will be offered for more experienced users.
- ✚ New teachers will receive training on creating, maintaining and using their Global Scholar pages. More advanced training will also be offered for teachers who

have completed the beginning training and want to explore more possibilities for using Global Scholar.

- ✚ Staff will continue to attend off site conferences and training opportunities, including conferences, training offered by Van Buren ISD and Kalamazoo Regional Educational Service Agency, and other opportunities as appropriate.
- ✚ Business office staff will continue to receive training and support through Kalamazoo Regional Educational Service Agency on their software applications.
- ✚ Follow-up training will be provided on topics covered in previous training sessions as appropriate.
- ✚ Specific training on needs identified during the previous school year will be conducted.
- ✚ The professional development calendar for the 2016-2017 school year will be developed based on faculty requests, needs identified by administration through analysis of annual test scores, and acquisition of new resources that require training for effective use.

## Supporting Resources

**G. Strategies and supporting resources such as services, software, other electronically-delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.**

The following resources will be utilized to promote and support the use of technology in Lawton Community Schools.

- ✚ Network and Internet Acceptable Use and Safety Agreements for staff (<http://www.neola.com/lawton-mi/search/forms/fm7540F2.pdf> ) and students (<http://www.neola.com/lawton-mi/search/forms/fm7540F1.pdf> ).
- ✚ Board policies regarding technology (<http://www.neola.com/lawton-mi/search/policies/po7000.htm> policies 7540-7540.04),
- ✚ District web site (<http://www.lawtoncs.org> ).
- ✚ GroupWise messaging system.
- ✚ Follett Library Software.
- ✚ NovaNET
- ✚ STAR Reading Assessment System.
- ✚ STAR Math Assessment System.
- ✚ Accelerated Reader.
- ✚ Accelerated Math.
- ✚ Microsoft Office software.
- ✚ Media and online resources associated with subject area textbook series.
- ✚ Software and hardware associated with the Carol White grant (PEP Grant).
- ✚ Various software applications used in individual buildings and classrooms, including Type to Learn, Mavis Beacon Teaches Typing, AutoCad 2013, Adobe Premier Pro CC

- ✚ United Streaming video resources.
- ✚ Audio, video and print resources maintained in the curriculum office.
- ✚ Technology Service Departments of Van Buren ISD and Kalamazoo RESA.

## **Infrastructure, Hardware, Technical Support and Software**

### **Infrastructure Needs/Technical Specification, and Design**

**H. Strategies to identify the need for telecommunications services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.**

All buildings in the Lawton Community Schools are linked as part of a wide area network. Buildings are linked with multi-mode fiber, and internal connections within buildings are CAT-5 cable. In addition to data from the computer network, the cabling also carries voice traffic from a 3-Com VCX phone system. The district is connected to the outside world via 2 Comcast business class cable modems and 1 T-1 connection for phone service, as well as several POTS lines used for dedicated functions and as a backup for emergency communication in case the T1 line becomes unavailable. The high school, middle school, elementary school, and Alternative Ed School are equipped for wireless connectivity throughout.

Communication within the district is handled by a 3-Com VCX voice-over-ip phone system. Phones are available in all classrooms as well as any other areas where they may be necessary for the education or safety of students. These are supplemented by wireless smart phones used by all administrators, and other district employees to maintain communication when away from the land line phones or when phone service or the network is unavailable. 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. Using 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, or access student web-based data.

The district is a Microsoft Windows Environment, and has two physical servers, with 14 virtual servers for file and print services, web server, email, and running various applications including systems management, Financial Accounting software, and Follett Library Software. Several Microsoft servers are also used for dedicated functions such as network management, HVAC system control, PC Imaging service, and video

distribution. A Cisco ASA 5515 provides firewall protection for the district. Microsoft Exchange is used for internal communications and Internet mail. Internet access is controlled through Lightspeed Rocket for content filtering. Users and workstations are managed with Microsoft Systems Center 2012 and imaged and deployed with Windows Deployment services.

Every classroom in the district is equipped with a teacher workstation, two student workstations. High School and Middle School Classrooms are equipped with a suite of audio visual equipment including combo DVD-VHS players, ceiling mounted projectors, and SMART Sympodiums, all controlled through their workstation using the Intaglio Inforum Control System. Elementary Classrooms are equipped with ceiling mounted projectors, touch screen monitors, writing tablets, and document cameras.

The elementary school has one computer lab where students attend weekly computer classes. This lab is generally booked to capacity, and the principal has requested the addition of a mobile device cart for this building to allow more opportunity for teachers to bring classes in, particularly to make greater use of Study Island and Renaissance Place.

The middle school has two labs, one for regularly scheduled computer classes, and a second for walk-in use by teachers when their lessons require group computer use. The high school also has two labs, one for regular computer classes and one for walk-in use. There are also computers in the libraries of each building for Internet access, access to the Follett OPAC, and general use. The high school labs and library are regularly booked all day long, and the principal has requested additional capacity. A laptop cart is being purchased for the 2014-2015 school year. All computer labs in the district are currently at 32 computers.

All workstations in use are running the Windows 7 operating system. All workstations have Microsoft Office 2013 and at least two web browsers. Many other applications are installed on individual workstations in classrooms and labs as appropriate to support the curriculum. All workstations have Internet access.

The high school has a distance learning classroom, capable of two way, real time interaction with other sites using an ip connection. It is equipped with a Polycom VS-4000 codec. This room can also function as a television studio, where events can be recorded or broadcast to classrooms in real time. There is also a mobile television studio on a cart, which can be used in any location with network and cable tv connectivity.

As an initiative to lead by example, the School board has adopted the idea of becoming paperless. All board members will be given laptops and we will make use of a online board minute documentation system to hold paperless meetings. Each board member will be responsible to bring his or her laptop to the meetings and the board packet will be read and worked from electronically with no more paper copies being printed or used.

All computer hardware, peripherals and software in district-wide use are purchased by the Technology Director, and evaluated prior to purchase for compatibility with existing equipment. Workstations are purchased with one of two basic configurations (staff and student) and are generally purchased in blocks, such as an entire lab, an entire building, a specific group of users, etc.

Computers are now scheduled for replacement after five years, but may be upgraded in the interim as may become necessary for them to continue to perform their function. Inkjet and laser printers are not being replaced when they fail, centralized printing has been implemented to the copiers located in buildings. Servers are scheduled for replacement after five years but may be replaced sooner if they are no longer able to fulfill their role on the network. Software upgrades that are part of normal maintenance (patches, service packs, etc.) are applied as available and needed. Purchased upgrades are evaluated as they become available and implemented when the available improvements are judged to be necessary or worth the cost of the upgrade.

Computer hardware and software support for the district is handled by the Technology Director, who also acts as helpdesk, workstation support and engineering, network administrator, email administrator and webmaster. Additional support, when needed, is contracted out. Additionally, support contracts are maintained for products important to instruction or the functioning of the district, such as the phone system, the Student Information System, the Follett Library Software, Renaissance Place, copy machines, etc. Some purchased support has also been obtained from software and hardware vendors.

## **Increase Access**

### **I. Strategies to increase access to technology for all students and all teachers.**

The Lawton Community School district strives to make technology available and accessible for all students and teachers. Every classroom is equipped with a teacher workstation and two student workstations. Libraries also are equipped with multiple computers. The high school and middle school each have two computer labs, and the elementary school has one. As mentioned previously, additional computers have been requested by the elementary school, and a wireless cart and additional computers for the walk in lab are being evaluated for purchase as the budget permits.

Microsoft Exchange is used for email, and can be accessed by staff via the Internet from the district's web site. EduPoint Synergy is being used in the elementary, middle, and high school by teachers, students and parents to access assignments, grades and attendance reports online, as well as facilitate email communication between parents and teachers. The library catalog is also available on the district web site. The district

website is currently under a complete reconstruction that will provide more information to our staff, students and parents along with providing a brand for our school district.

The Internet is accessible through all district computers, and is widely used throughout the district for many purposes including Renaissance Place, Study Island, Edupoint, email for staff, research, United Streaming, and videoconferencing. Internet access is provided by two Comcast cable modem lines. As internet use is expected to continue rising, and also to allow the district to share resources, collaborate, or consolidate services with other districts or ISD's, a more robust internet connection is being sought. Currently Bloomingdale Communications has been awarded a grant to create a fiber optic connection of 10 MB, linking Lawton with other schools and the Van Buren ISD to each other and the internet.

In an effort to provide computers to staff and students who might not otherwise have one, computers that have been retired from use in the Lawton Community Schools are offered for sale to students and staff at a low cost. Additionally, some of these retired computers have also been placed in the Lawton Public Library to allow patrons additional opportunities for Internet access.

## **Funding and Budget**

### **Budget and Timetable**

**J. Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance, and professional development related to the use of technology to improve student academic achievement.**

Timelines for each of the items mentions above are contained in the narrative for that section. District-wide budget for each item follows. Additional funds may be budgeted for specific items at building level. Budget for any of these items may change in response to changes in district funding.

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Salaries and benefits	\$74,101.00	\$75,101.00	\$76,101.00
Hardware			
Equipment	\$100,000.00	\$100,000.00	\$100,000.00
parts	\$16,382.00	\$16,382.00	\$16,382.00
Maintenance and service contracts			
Follett	\$2,180.00	\$2,180.00	\$2,180.00
License agreements	\$18,623.00	\$18,623.00	\$18,623.00
Software and Curriculum support	\$1,800.00	\$1,800.00	\$1,800.00
Professional development	\$800.00	\$800.00	\$800.00
Contracted support			
Optimal (phone)	\$1,000.00	\$1,000.00	\$1,000.00
Other	\$5,000.00	\$5,000.00	\$5,000.00

Internet access	\$3,000.00	\$3,000.00	\$3,000.00
<b>Total</b>	\$221,886.00	\$222,886.00	\$223,886.00

## Coordination of Resources

### **K. Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.**

Although most of the hardware and software in the district has been purchased through operating monies or through bond funds, the costs were substantially reduced by participating in consortium purchasing agreements, through the REMC Association of Michigan or Kalamazoo RESA. Lawton will continue to search for these opportunities and participate whenever possible. Telecommunications costs and Internet access costs have also been reduced through e-rate funding, which the district will also continue to pursue. Grant funding has also been pursued on a limited basis, and this will continue when it is practical and appropriate.

## Monitoring and Evaluation

### Evaluation

### **L. Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards.**

Integration of technology into the curriculum and its effectiveness in impacting teaching ability and increasing academic achievement are currently evaluated primarily by a staff survey and test score analysis. Near the end of each school year, teachers are surveyed by the curriculum director regarding technology use, curriculum integration and professional development. Teachers answer, based on their observations and experiences with students in the current school year, and the results are used by administrators and the curriculum director to plan professional development for the next year. MEAP scores are analyzed and professional development activities, utilizing technology where appropriate, are developed to address any areas seen to be lagging.

Realizing that recognizing areas needing improvement and delivering training cannot be effective without actually putting them into practice, steps are being taken to evaluate this piece. The teacher evaluation tool is currently being redesigned, and guidelines are being developed for incorporating use of technology. Teachers will be given the opportunity to tell the principal how they are using technology, and the principals can then observe this in the classroom. Based on their observations, principals will be more able to determine what additional training or assistance teachers need to increase their

effective use of technology with students and what additional technologies might also benefit teachers and students in the district.

### **Acceptable Use Policy**

**M. Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.**

Board policies and administrative guidelines regarding all facets of technology use and Internet access are clearly defined. All students and staff are required to sign an Acceptable Use Policy to be eligible to use computers in the district. Links to these documents appear below. All computers access the Internet through a proxy server, and content is filtered using Lightspeed Rocket to insure the meeting of CIPA requirements. Differing levels of access exist, based on a user's role in the district and needs to access materials.

Board Policies:

<http://www.neola.com/lawton-mi/search/policies/po7540.htm>  
<http://www.neola.com/lawton-mi/search/policies/po7540.01.htm>  
<http://www.neola.com/lawton-mi/search/policies/po7540.02.htm>  
<http://www.neola.com/lawton-mi/search/policies/po7540.03.htm>  
<http://www.neola.com/lawton-mi/search/policies/po7540.04.htm>

Administrative Guidelines:

<http://www.neola.com/lawton-mi/search/ag/ag7540.htm>

Staff Acceptable Use Policy :

<http://www.neola.com/lawton-mi/search/forms/fm7540F2.pdf>

Student Acceptable Use Policy:

<http://www.neola.com/lawton-mi/search/forms/fm7540F1.pdf>