

Lincoln School
Technology Plan
2011 – 2014

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School's Profile

Lincoln School, founded in 1954, is an independent, co-educational day school for students of all nationalities in Preschool through Grade 12 that is governed by a nine-member Board of Directors. Lincoln School is fully accredited by the New England Association of Schools and Colleges in the USA and by the Council of International Schools in Europe.

The school enrolls approximately 340 students. Lincoln School offers an American curriculum with an international perspective. There are special programs in English for Speakers of Other Languages (ESOL), learning resources, physical education, music, art, computer studies, French, and Nepal Studies. There is a full time nurse and a guidance and counseling program. The campus also houses a 23,000 volume library, theater, and gymnasium.

Lincoln has 3 Computer Labs and other networked facilities available to students and staff. Each of our labs has 25 networked computers and a high speed printer to service them. The Upper Lab is generally used by our HS Students both inside and outside of classes. The newer Middle Lab was built in 2008 to meet the growing demand for Lab space in the Secondary School. The Lower Lab is available for bookings by teachers at times when classes are not being held. Our library has

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5 computers available on a drop in basis and 2009 brought us a new lab of 12 computers for use in HS Writing and Research Classes. Each classroom, with few exceptions has 2 - 5 computers for students' immediate needs. Each of these computers is identically equipped with Windows Office 2007 and various age-appropriate educational software packages. In addition, the LS campus is WiFi enabled. All workstations are supported by a central file server allowing students to logon from any workstation on campus and also have FTP access to their documents from any internet browser worldwide.

Lincoln's Vision, Mission and Beliefs

Lincoln School is a multicultural community in the foothills of the Himalaya that inspires in each student a passion for learning, the confidence and competence to pursue their dreams, and the commitment to serve as a compassionate global citizen and leader, who is a steward of the environment.

Core Values

- Experiencing and understanding diversity enriches life and learning.
- Continuous learning is essential to growth and well-being.
- Each individual has value and positive contributions to make.
- Working together benefits the individual and the community.
- Working together towards a common goal creates limitless possibilities
- A nurturing environment encourages people to realize and express their full potential.
- When individuals act with integrity and take responsibility for their actions, the community and the environment thrive.

Lincoln's Vision for Technology Use and Integration

Lincoln School envisions a learning community where all members understand and model respectful, responsible, and ethical uses of technology in academic, social and personal contexts. We envision students, faculty and staff using technology in innovative ways to enhance learning and advance understanding. We commit to facilitating Information and Communication Technology (ICT) literacy in all students, faculty and staff enabling the enhanced growth of higher order thinking skills, creativity, communication, collaboration and research skills necessary to succeed in the 21st Century.

Our vision supports meaningful learning for all students, outlines the educational goals for placing technology in the hands of students and staff, and supports the mission of our school.

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The following belief statements will guide the realization of this vision:

- * We believe technology enriches and enhances student learning.
- * We believe the use and understanding of technology will prepare our students to function more effectively in a digital society and economy.
- * We believe that technology allows us to work outside of constraints which have in the past influenced educational programs; e.g. classroom walls, time schedules, course offerings, age, or ability.
- * We believe students and staff should have access to current, reliable and efficient educational technology resources.
- * We believe parents play a major role in the education of their children and should work actively with teachers to connect formal and informal uses of technology.
- * We believe students and staff should be skilled users of technology, and that acquiring and maintaining skills is a continuing process.
- * We believe students and staff must understand and apply the ethical guidelines associated with the use of technology.
- * We believe that ongoing and consistent staff development is an essential component of a dynamic ICT literacy program.
- * We believe all teachers must be responsible for the appropriate integration of technology across the curriculum.

Specific Goals

I. Integration of Learning and Technology

1. The school adopts the National Education Technology Standards (NETS) published by the International Society for Technology in Education as the document that identifies the technology skills and knowledge students need to learn.
2. Elementary and Middle School technology curriculum is gradually aligned with both NETS standards and core subject standards.
3. A High School Program of Computer Studies is developed, implemented and gradually aligned to NETS.
4. Teachers are encouraged and supported in integrating technology into the curriculum and aligning their lessons with NETS.
5. Technology is used to facilitate differentiation to help address the diverse learning needs and abilities of students.

II. Staff Development

1. Faculty and staff are surveyed to identify strengths, areas for improvement, and needs in the area of technology integration. Results of this survey will be used to differentiate professional development.

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2. Faculty is provided with support and opportunities for training in integrating technology into the curriculum and aligning lessons with NETS.
3. On-going in-house professional development is conducted in the areas identified by the Technology Committee as critical.
4. Outside opportunities for professional development, as well as digital learning resources for teaching and learning with technology are identified and made available.
5. Support individuals and teams are identified and made available to staff and faculty.

III. Environment (Resources, Labs, Technology in Classrooms, Policies)

1. The Technology Committee meets regularly to help review and implement the Technology Plan. The Technology Committee is composed of the Director of Technology, representatives for each academic section (Elementary, Middle School and High School,) and a technology support staff member.
2. A revised Technology Plan is presented by the Tech Committee to the Administration for approval every 3 years.
3. An annual technology budget to support ongoing technology needs, infrastructure, professional development and the implementation of the technology plan is available. The Technology Director under the supervision of the school's Director is in charge of keeping track of the technology budget.
4. A full time Technology Support team composed of a Technology Director, a Systems Administrator, an Elementary IT Specialist, and an IT Technician is available to support the implementation of this plan.
5. Student- to-computer ratio is increased at the Elementary, Middle and High School levels. A 1-1 ratio is attained at the Middle and High School levels.
6. The Elementary Computer Lab is a lab "on wheels." A mobile lab consisting of at least two laptop carts is available for checkout at the elementary level.
7. A stable, secure and reliable network for wired and wireless internet connectivity and file sharing is in place and continually upgraded to meet growing needs and standards. Cloud computing (hosting resources outside on our local network) is given priority whenever feasible.
8. Google Applications for Education is fully implemented as the only platform for student and staff e-mail. It is also the main platform for online collaboration and publishing, in addition to our school's website.
9. Teachers are expected to maintain a website/blog as a means for improved communication for students and parents.
10. The school's website is redesigned, and its content updated periodically.
11. Every classroom is equipped with a multimedia projector.
12. Additional multimedia equipment, including interactive boards, document and digital cameras are procured and shared with teachers and students.
13. Policies and Procedures for appropriate use, and recycling of, technology

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resources are drafted, shared and enforced.

14. A centralized, online Student Information System is acquired and implemented.

IV. Monitoring and Evaluation

- The Director of Technology is in charge of monitoring the implementation of the Technology Plan. Progress or issues during the implementation are discussed with the Technology Committee and the Administration. An annual report stating the implementation status of each goal in the Plan is prepared by the Technology Committee and presented to the school's Director.
- The Technology Committee through formal and informal means collects, analyzes and disseminates the content of the Technology Plan and the progress made in implementing it. Formal means include surveys and colleague professional observation. Informal means include conversations with parents, students and colleagues.
- Evaluation of lesson plans, curriculum maps, and other documentations take place during the year.
- Instructional technology projects are shared and publicized.
- Assessment of students based on their performance in relation to NETS is available.

V. Implementation Issues

Nepal's current social, economic and political situation is characterized by extreme poverty, political instability, and high unemployment. All of these are recipes for conflict. Lincoln School is not immune to the development of Nepal as a country. Nepal is also a country that is technologically underdeveloped. Cutting edge technology is not available or difficult to acquire. Internet Service Providers rely on one fiber line connected through India or expensive satellite connections. The number of Internet subscribers is low. Internet bandwidth available is expensive. There is not a diverse availability of brands and models, and many of these are overpriced.

Kathmandu currently has long hours of load shedding throughout the school year. The school currently has stable electricity generators and several power back up units to avoid file loss. Malfunctioning of these units would hinder the implementation of the Technology Plan.

Lincoln students and staff exposure to cutting edge educational technology resources has until recently been limited. The school's technology teaching model has not been integrative, mainly focused on taking students to the computer lab for independent rather than collaborative work. Past documentation for technology planning and integration, as well as policies and procedures, is missing.

V. Budget

In preparation.

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VI. Action Plan Matrix

In preparation.