

School District of Greenwood

District Information and Technology Plan

Effective July 1, 2012 – June 30, 2015



Signature of School District Administrator_____

Date of Board of Education Approval_May 14, 2012_____

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Executive Summary

The Greenwood School District's Information and Technology Plan provides guidelines for the systematic acquisition, maintenance and effective use of technologies, curriculum integration and staff development regarding the use of technology in the classroom. It focuses on the effective integration of technology to improve student performance. Previous plans focused on building a district-wide infrastructure for technology integration into the classroom, on providing the necessary staff development for technology integration into the curriculum, and focusing on technology integration to address the need of our students and staff as determined through various documentation, including but not limited to student surveys, teacher observation, EnGauge interviews, NCLB guidelines, WKCE testing and LoTI documentation.

This plan, while promoting and supporting the district's philosophy and goals, focuses on using technology integration to accomplish the goals set forth in the [Greenwood School Improvement Plan for 2011 – 2012](#) and in addressing the trends in educational technology and how K-12 students learn best using the *Speak Up* assessment tool. The national results are posted at http://www.tomorrow.org/speakup/pdfs/Infographic_PersonalizedLearning2012.pdf.

The School District of Greenwood will focus on:

- Increasing the percentage of students demonstrating mastery of information technology standards,
- improving teacher awareness of research and best practices for integrating information and technology literacy skills,
- reinforcing the effective use of technology across the curriculum,
- continuing to provide comprehensive information and technology resources to support the instructional program, and
- continuing to emerge as a technology community learning resource center.

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Greenwood School District Policies

- Collection Development – Policy #361.2**
Professional Library Bill of Rights – Policy #362.1
Access/Use of Instructional Technology – Policy #363
Internet Safety Policy (CIPA) (Pending Board Approval)
Permission to Publish Student Work On the Web
Student Acceptable Use Policy (AUP)
Staff Acceptable Use Policy (AUP) – Policy #522.7
District Web Site/Pages – Policy #821.4
Materials Reconsideration – Policy #871
Assistive Technology Policy (Pending Board Approval)
Copyright Policy (Pending Board Approval)
Interlibrary Loan Policy (Pending Board Approval)
District Equipment Use (Pending Board Approval)
Bring-Your-Own-Technology (B.Y.O.T.) Responsible-Use Guidelines
(Pending Board Approval)

Introduction

Research

As part of the initial planning process members of the Information and Technology Planning Committee reviewed Internet sources relating to relevant research and best practices as provided by the Wisconsin Department of Public Instruction. Members of the committee selected a site and reported findings for discussion and recommendations as related to the Greenwood School District. A list of resources can be found in Appendix C, Relevant Research and Best Practices.

The Technology Planning Committee and the Greenwood Data Review Committee examined the results of reading and math assessments such as running records, the American College Test (ACT) scores, the Response Model for Academic Success (Rtl), the Student Intervention Monitoring System (SIMS) Program, the Scholastic Reading Inventory (SRI), the Measures of Academic Progress (MAP) benchmark assessments, the Wisconsin Knowledge Concepts Examination (WKCE), the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Star Math and Reading Assessment, and Unit Math Assessments to determine the district's technology status and needs.

Vision

The Greenwood School District believes that a robust information and technology program is essential to the development of life-long learning. The Greenwood School District will promote an environment in which students and staff will employ technology and information resources to successfully compete in a digital, knowledge-based, global society. The Greenwood School District will provide, to the best of their ability, up-to-date technology, information resources, and training for students and staff to facilitate learning, resource sharing, innovation, and communication.

Mission

The primary purpose of the Greenwood School District's Information and Technology Plan is to promote and support the [district's philosophy and goals](#), encourage life-long learning, and enhance and reinforce the instructional design of the district.

The Greenwood Information and Technology plan is structured to promote the development of impartiality and freedom of access to information and ideas, unimpeded by social, cultural, economic, geographic, or technological constraints. The plan promotes the integration of Wisconsin's Model Academic Standards for Information & Technology Literacy and the Common Core Standards into the curriculum. The plan promotes the improvement of classroom instruction through the integration of technology. Teachers, library media specialists and technology specialists collaborate to integrate the Information and Technology Literacy Skills

into the curriculum for all students to increase student achievement. The Information and Technology plan provides students with leadership and expertise in the use of information and current instructional technologies so they will be able to develop powers of constructive and critical thinking as well as those of self-expression with special consideration to individual interests, needs, and ability levels.

The Greenwood School District is in compliance with the Wisconsin State Statue – Standard H and with CIPA (Pub. L. (106-554). The Greenwood School District has a written, board-approved long-range plan for library services development. This plan designates a licensed library media person, supports library facilities within the school buildings and supports intellectual access to information and ideas to all pupils in kindergarten through grade 12. The School District of Greenwood provides a current, well-balanced collection of books, basic reference materials, text, periodicals, and audio visual materials which depicts the cultural diversity and pluralistic nature of American society.

The School District of Greenwood has an Internet Safety Policy addressing Internet filtering to block access to inappropriate sites as decided by the school board, local educational agency, and library. The district enforces the Greenwood Internet Safety Policy by monitoring the online activities of minors, providing information on cyberbullying and social networking in the district newsletter, and in providing instruction in Internet safety in a K-6 Computer Literacy Curriculum, in Grade 8 Computer Applications and in Grades 9 – 12 Computer Applications II. In addition, the Greenwood School District provides cyberbullying presentations annually to all grade levels. Most recently the School Districts of Greenwood and Loyal contracted with Dr. Justin Patchin, an Associate Professor of Criminal Justice in the Department of Political Science at UW-Eau Claire and a co-director of the Cyberbullying Research Center, to provide a cyberbullying presentation to Greenwood and Loyal students in grades 5 – 10.

Background

Community/District Demographics

Greenwood is centrally located in the heart of Clark County. It is only 30 miles from Marshfield, with its renowned medical facilities, and only 60 miles from Eau Claire, Wausau, Stevens Point, and Wisconsin Rapids. The opportunities for cultural, educational, and entertainment experiences, offered by the relatively close proximity of these communities, are only an hour away. Lastly, it is only 10 miles to the nearest four-lane highway, Hwy. 29, which connects to the major interstate highway system. This means easy access to the Twin Cities, Madison, Milwaukee, and Chicago.

Many local economic opportunities exist in the Greenwood area. The Greenwood Business Directory, located on the Greenwood Community Home Page, is indicative of the local employment opportunities. The growth potential of Greenwood is

exciting and the community appears to be ready. The Greenwood Information and Technology Plan was written to tie the school and the community together.

The Greenwood School District is a PreK – 12 public school system comprised of ten municipalities with a substantial Amish and Mennonite population. The municipalities in the district include all or portions of the Town of Beaver, Town of Eaton, Town of Hendren, Town of Longwood, Town of Loyal, Town of Mead, Town of Reseburg, Town of Seif, Town of Warner and the city of Greenwood, the largest of which is the city of Greenwood. In total, there are approximately 180 square miles of territory in the district. About 80% of the 377 Greenwood students are bused to school each day.

The Greenwood students are divided equally between the PreK – 6 building on the east side of the city and the 7 – 12 building on the west side of the city. The Greenwood School District is a low socio-economic rural area and a Title I district with 50% of elementary and high school students receiving free or reduced lunch. Our 2012 graduation rate was 100% and approximately 94% of our students enrolled in training beyond high school.

The staff in the school district is comprised of 39 teachers, 10 full-time/part-time support staff and 2 administrators from many parts of the country. This is a definite strength for our district since it allows for us to draw upon new ideas and varied perspectives, unimpeded by a limited focus.

In addition, Greenwood's staff and students have received many prestigious awards, including the Herb Kohl Foundation Award and Fellowship, the Crystal Apple Teacher of the Year Award, the Crystal Apple Teacher of Distinction Award, the Central Wisconsin American Chemical Society's Chemistry Teacher of the Year Award, the FBLA National Wall of Fame recognition, and the Wisconsin Football Coaches Association's Hall of Fame Award. Greenwood staff members have also been featured and published in professional journals, [*Small-Time School With Big-Time Results*](#) and [*Big Changes in a Small School*](#).

Historically, the School District of Greenwood has been committed to excellence and innovative thinking. Since 1986, the school district has belonged to the Consortium for School Improvement and the School Evaluation Consortium. Our participation has meant a continual review and upgrading of the curriculum. It has also meant greater cooperation among staff at various levels and the inclusion of community members, board members, teachers, administrators, and students on a Steering Committee which oversees the actions of all subject area committees.

The elementary building, built in 1970 with a major addition completed in 1992, was one of the first open schools (schools without internal walls). It has been modified somewhat since its inception, but the "spirit" of the place remains unique, inviting, and innovative with all day-every day kindergarten since 1970 and a large outdoor environmental "classroom" complete with pond, raised garden beds, and nature trails.

In October 1996, the Greenwood community passed a referendum with an 82% positive vote for the construction of a new senior high school, the remodeling of the 1960 portion of the building into the junior high, and the demolition of the oldest section of the building. The total approved referendum was for \$5.3 million dollars. As part of that project, the 7-12 building was wired for computer data, voice data, and television reception and the plan included a large media center with adjacent computer lab, distance learning room and centralized media distribution hub. Even with the new construction, the total debt of the district was less than one-third of its legal debt limit.

In 2005, Greenwood residents passed a five-year \$500,000.00 referendum to exceed the state-imposed revenue cap in order to continue providing a quality education for the children in our community. Despite the tax impact to the community, the referendum passed 935 to 450, a 68% approval.

In 2010, Greenwood School District voters passed a nonrecurring \$500,000.00 referendum for the school district's general operating costs. Residents voted 567 to 287 in favor of the referendum. This six-year referendum coincides with the number of years Greenwood has left to pay on the loan for its 1996 school addition.

In 2006, 2010 and 2011, the Greenwood Elementary School received the New Wisconsin School of Promise Recognition. The Greenwood Middle/High School received the New Wisconsin School of Promise Recognition in in 2005, 2006, and 2007.

The passing of the referenda and the many achievements of Greenwood District individuals and schools are not only an indication of the community's focus on education but also its pride in their local schools.

Overview of the Library Media and Instructional Technology Programs

The Greenwood School District provides two library media centers, one in the elementary building and the other in the middle/high school building. There is one certified librarian for the district, with time divided between the two libraries. Each library employs a full-time aide. Library aides also have non-library responsibilities. Both school libraries are open from 7:30am to 3:30pm on regular school days. Each library contains a vast collection of resources to support the curriculum and which reflect the cultural diversity and pluralistic nature of American society.

The elementary library is located in the center of the building with easy access from all grade levels, PreK – 6. The library media specialist promotes flexible scheduling and collaboration with staff to integrate media literacy skills into the established curriculum. All grade levels, including Head Start, visit the library either daily or biweekly. With the implementation of the Accelerated Reader (AR) Program for kindergarten through 6th grade in 2011, the circulation of elementary school library resources has increased considerably.

In the spring of 2008, a separate Technology Curriculum was written for grades K-6 to align instruction with the Wisconsin Information and Technology Literacy Standards. In the fall of 2008, technology classes were scheduled for all students in kindergarten through grade 6. In addition an Elementary Student Assistant Library Club was formed to work closely with library media personnel on daily tasks and special projects which incorporate the use of technology, such as videotaping and video editing of school activities.

In 2004, the Greenwood School District was one of six Western Wisconsin school districts, within the boundaries of CESA 10, awarded the *Revitalizing Reading: Improving Literacy Through School Libraries* federal grant. The \$210,289.00 grant was written to enhance literacy efforts, primarily at the K-3 level, by improving school library media resources and expanding the role of school librarians in literacy programs. The grant allowed individual libraries an opportunity to acquire fiction, nonfiction, and multimedia resources to promote and strengthen reading skills. This grant concentrated primarily on purchasing up-to-date nonfiction titles for kindergarten through grade 3, but it also provided funds for purchasing additional computers for the school library and it provided funds for a variety of literacy program activities for librarians, school staff and school administrators.

Library automation was incorporated into the Greenwood Elementary school as early as 1984. In 1988, a networked elementary school Apple Computer lab was created adjacent to the elementary library. During the same year, the elementary building was completely wired and a wide-area network was created between the elementary and middle-high school buildings. In 2004 a second networked computer lab, with PCs, was created adjacent to the elementary library and the original Apple lab was changed over to a PC lab to provide consistency in student and staff use. The connection speed between the two school buildings was increased in 2008 and again in 2011. In 2011, a 30-netbook wireless lab was added to the elementary school. To accommodate the increased access to wireless computing, more wireless access points were recently added in the elementary school building. All desktop and wireless computer labs in the elementary building are either scheduled or circulated through the elementary school library.

In 2009, the Greenwood School District participated in a Library Services & Technology Act (LSTA) grant to upgrade the library circulation/catalog systems to [*Destiny Library Manager*](#) at both the elementary school and the middle-high school. The \$15,000.00 LSTA grant funded initial hosting fees and the migration of MARC records, patrons and statistics to the new system. The grant also funded a subscription to the *Catalog of Wisconsin Library Holdings* (WISCAT) union catalog.

Since updating to *Destiny Library Manager*, the library subscribed to Follett's *Reading Program Service (RPS)* providing staff and students with the ability to search the district collections by *Accelerated Reader* levels and points, *Lexile* levels, and *Fountas & Pinnell Guided Reading* levels. The current library circulation/catalog system incorporates subscriptions to *TitlePeek*, *WebPath Express*, and *One-Search*.

Also in 2009, the Greenwood School District and six other rural Western Wisconsin school districts, within the boundaries of CESA 10, began collaborating on a consortium grant focused on their elementary students and libraries. What developed from this collaboration was a proposal to the U.S. Department of Education as an *Improving Literacy Through School Libraries Grant*, to improve reading achievement by providing students with increased access to an extensive and varied collection of print and digital texts as well as providing students with advanced technology. This consortium proposal, known as *ILTSL: Project WORD*, was facilitated by the Director of the Instructional Media Center at CESA 10, Jan Adams.

In August 2010, the seven consortium elementary school librarians were awarded the \$478,100.00 grant. Of the 500 applications submitted nationally, only 50 proposals were awarded. Funds from the grant were used to purchase leveled readers, recreational readers, online resources, advanced technology and to provide school staff training opportunities in the areas of reading instruction and technology as well as to provide programs for parents to help them create literacy-rich home environments. Grant purchases are summarized in [Project WORD: Working on Reading Development](#). Training opportunities included *Balanced Literacy & The Daily 5* by Yvonne Harness, *Early Literacy Workshop* with Lori Jamison Rog, *Off to a Good Start! Early Literacy Workshops for Parents, Early Childhood Educators, Childcare Providers & Librarians* with Amy Carriere, and *Interactive Whiteboard Training* by Neil Johnson,

The 1996 remodeling and construction project provided the students, staff, and community with a state-of-the-art 7 – 12 school library. The new middle-high school 7300 square foot library included a 20-computer lab, a 6-computer library workstation, conference rooms, a distance learning classroom, a local area network (LAN), and sufficient space to house the print, audiovisual and hardware collections. In 1998, the 7-12 building was completely wired, establishing a wide-area network between the elementary school and the middle-high school buildings. The connection speed was increased between the two school building in 2008 and again in 2011. Also, in 1998 a PC lab was created in the middle-high school Business Education classroom. The computers in both the library and the classroom are upgraded on a three-to-four-year rotation schedule. A wireless lab with 20 laptops was added to the middle-high school in 2006 and a second wireless lab of netbooks was purchased in 2011. To accommodate the increased access to wireless computing, more wireless access points were recently added to the middle-high school building. All desktop and wireless labs in the 7-12 building are scheduled or circulated through the middle-high school library.

In 2012, the Greenwood School District and two other rural Western Wisconsin school districts, within the boundaries of CESA 10, chose to work together and submit a middle-high school library proposal focused on providing information literacy instruction, including research strategies, to meet the demands of post-secondary education. This recent grant application, based on the Common Core Standards, will address the need to increase the quantity of information literacy

instruction time for students in grades 7 – 12 and the need for students to improve the quality of information literacy skills in preparation for either post-secondary education or a career. This \$25,000.00, one-year grant is known as Sparks! Ignition Grants for Library and Museums. Sparks is a special funding opportunity within the Institute of Museum and Library Services (IMLS) National Leadership Grants program. IMLS will notify applicants of final decisions by late July 2012.

The Library-Media program is the core of the educational experience in the Greenwood School District due to abundant, up-to-date in-house and online resources, “state-of-the-art” facilities, and School Board approved policies for Internet Safety, Acceptable Use, Copyright, Collection Development, Inter-Library Loan, and Assistive Technology.

School District of Greenwood Technology Team

Jean Zimmer (Chair)	District Technology Specialist
Jennifer Vogler	District Superintendent Public School Principal (Grades PK-6)
Corey Peterson	Public School Principal (Grades 7-12)
Janine Raycher	Parochial School Principal (Grades 1-6)
Troy Thomas	School Board Representative
Pat Braun	Public Library Director
Becky Bogdonovich	Business and Community Representative
Tayt Wuethrich	Business and Community Representative
Connie Bushman	Business Education Instructor (Grades 7-12)
Abbi Roehborn	Science (Grades 9-12)
Chad Hanson	Social Studies (Grades 9-12)
Brent Steinke	Technology Education Instructor (Grades 7-12)
Lee Briggs	Elementary School Instructor
Cheri Lenz (Secretary)	Elementary Library/Technology Assistant (Grades PK-6)
Marilyn Ramseier	District Library Media Specialists (Grades PK-12)
HS Student Council President	Student Representative
Sheila Nyberg	Director of Clark County Economic Development Corp.
Janet & Stan Schwarze	Clark County Wi. Internet Library

Overview of the Planning Process

Technology has had a rich history in the Greenwood School District. After the building referendum was passed in 1996, it was apparent that a technology plan of action was needed. In the same year, a Technology Planning Committee was formed based on an identified need to plan effectively for technology integration, prepare for grant proposals, evaluate current technology use and assess local technology needs. Since its formation, the Technology Planning Committee has met regularly to help align the district technology needs with the Information and Literacy Standards and to address staff development opportunities. Additionally, the Technology Planning Committee participated in consultation meetings with members of the Educational Technology Board and Wisconsin Advanced Telecommunication Foundation at CESA 10.

After input from the various school/community stakeholders and consultation with technology planning experts, a Technology Planning Committee was developed and charged with the task of developing a plan to technically link our school and community. The initial technology plan included the development of local area networks (LANs) at and links to the elementary and high school buildings, the public library building, the parochial school building, and various interested community businesses as well as to provide access to resources outside of the community.

In 1998, a local assessment survey was developed, by the Technology Planning Committee, and administered to Greenwood students and staff to plan for future needs. In 2000 and again in 2002, the district completed the LOTI Survey and in 2003, completed the enGauge Online Survey and the enGauge On-site Survey to help determine technology needs.

The LANs became part of the “everyday” operation of both the elementary and high school buildings. Since the initial installation of LANs, there has been a need to increase the points of access for students and staff. In addition to utilizing technology during the school day, a need developed going beyond the typical school day and school building. This need became apparent with the increase of after-school student club and organization meetings, open lab time, tutoring sessions, access to online databases, summer school programs, and adult technology literacy classes. This additional need for greater access was addressed in subsequent Technology Plans.

In 2000, a Technology Tips program was established by the mentors on the Technology Planning Committee. Weekly technology tips were sent to all district staff by designated technology mentors (selected from information gathered through a technology staff survey). Each quarter, technology tips were based on a particular software program starting with basic level information, then moving to more advanced use. A technology mentoring program was also established about the same time. Each designated mentor was responsible for “coming to the assistance of” a small group of staff members near their classroom or work area.

In 2001, the Greenwood School District Curriculum Council Committee began a process of reviewing and updating curriculum maps to include the integration of the Information and Technology Literacy Standards. The Language Arts/Reading curriculum leaders were the first to start the process, implementing the new curriculum in 2003. Using the ITLS as their guide, the Language Arts/Reading Curriculum Committee addressed the progression of technology proficiencies in the years leading up to each standardized-tested grade level – grade 4, grade 8, and grade 12.

With the need to combine the plans for Library Media and Technology Planning in 2004, the Technology Planning Committee was renamed the Information and Technology Planning Committee.

With the passing of the 2005 referendum, the Greenwood Information and Technology Planning Committee decided to use this time to closely examine the various available assessment tools to determine future technology goals in support of the community's resolution.

In 2005, the School District of Greenwood partnered with the City of Greenwood, the Clark County Economic Development Corporation and other area businesses to form a Community Technology Learning Center (CTLC) located in the Greenwood Middle/High School. The CTLC developed into a county-wide project to provide technology resources and learning opportunities for all community members as well as give area businesses a local training site.

Also in 2005, instructors of grades 5-8 began to align the Information and Technology Literacy Standards with their [curriculum maps](#). This alignment of ITLS with current practices allowed the Greenwood Information and Technology Planning Committee to determine areas of need and to plan staff development opportunities. This project was facilitated by district participation in the ESEA Title II-D Grant—*Enhancing Education Through Technology: 8th Grade ITLS Literacy*. The grant leader/mentor for this project was the K-12 district librarian and, initially, the participating teachers were from the middle school English and Social Studies departments. Again in 2006, the school district participated in the second round of the ESEA Title II-D Grant expanding the alignment of Information and Technology Literacy Standards in the areas of Science and Mathematics.

During the 2008-09, school year the district provided online access to *Skyward Grading and Attendance* for parents and students. This has been a great communication tool with parents.

Currently, using technology in the Greenwood School District has become "routine" for the staff and students. Staffs utilize an online automated budgeting/purchasing program, an online attendance program and online food service accounts. Staffs use technology to record and analyze mathematical/scientific data and to create/maintain *Moodle* classes, an online

learning management system. They utilize e-calendars, e-grade books and “cloud computing” for out-of-building data storage. Staff and students produce multimedia presentations, write music and create/edit video. They often communicate through e-mail and *Edmodo*, a secure, private, social networking site for education. Follett’s *Destiny Library Manager* provides access to the local library collections, keyboarding practice, age-appropriate search engines, citation-maker web sites, links to other libraries, online encyclopedias and dictionary, online magazines, newspapers and newsletters, online databases and an *Accelerated Reader* quiz finder. Online software and resources are available twenty-four hours a day, seven days a week.

Throughout 2011-12, Greenwood District staff participated in various workshops on the Common Core State Standards. Each workshop, provided by CESA 10, specifically addressed the CCSS and a curricular area. The workshops covered the impact the CCSS will have on teaching, learning, and technology use in Wisconsin.

For the 2012 – 2015 Technology Plan, the Greenwood Information and Technology Planning Committee began informal discussions in September 2011 for reviewing current technology needs and updating technology goals. In November 2011, committee members attended a workshop, *Online Information/Technology Plan*, in Chippewa Falls to participate in a CESA 10 Moodle-based, online, collaborative, technology plan update/submission vehicle for school districts with technology plans due June 30, 2012. On March 22, 2012, the committee chair and the district librarian met with Neil Johnson, from CESA 10, to continue updating Greenwood’s Technology Plan narrative. On March 28, 2012, the Greenwood Information and Technology Planning Committee met to continue formal discussions on current technology needs in the district, technology purchases for 2012-13, and to finalize recommendations for Greenwood’s 2012-2015 Technology Plan. During the Greenwood School Board meeting on May 14, 2012, a second reading of the technology goals was completed and the technology plan was approved by the School Board. The Technology Planning Committee met on May 30, 2012 to review 2012-2013 purchases, review the “Bring Your Own Technology” policy and review the Board approved Greenwood School District Information and Technology Plan, July 1, 2012 – June 30, 2012.

Local school reform has been guided by district curriculum. But a curriculum is bare without materials and equipment and people who care. At Greenwood, you will find that all students get a free education with resources of high quality and recent origin. In short, Greenwood’s curriculum does not sit on the shelf; it is in constant review to keep instruction current with the times.

The Greenwood Board of Education and administration give strong technical support for virtual learning. The elementary and high school library staff communicates frequently with district staff regarding available resources and courses being offered locally and at area higher education facilities.

Community Resources and Adult Literacy Providers

The Information and Technology Planning Committee continues to look for ways to provide a technology framework for our community so all individuals have equal access to a wealth of resources. It is our intention to better prepare all individuals to meet the challenges of the ever-changing world in the Information Age.

The Greenwood School District and the Greenwood Public Library have collaborated on professional development opportunities including Basic Internet, Internet Safety, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. The school is partnering with CESA 10 to offer more i-Safe training for staff, parents, and students. I-Safe newsletters are sent out to staff on a regular basis. Internet safety articles are being published in the district newsletters. The district web page links to the [Helping Hand Newsletter](#), published by the AODA Education Network and the Drug Free Schools Consortium, which includes articles on Internet safety and bullying issues.

In conjunction with our local FBLA chapter, our district has offered numerous evening professional development workshops for community members including Basic Internet, Beginning Microsoft Word, Advanced Microsoft Word, and Microsoft PowerPoint. In the fall of 2002, the school district began offering MOUS and A+ certification classes. The district is also a MOUS certification testing center for students, staff, and community. Classes in web page design and photo editing were added due to the community requests.

In 2001, the city of Greenwood and the school district joined in partnership to establish a local public access cable channel. The local cable provider assisted with the installation of the system which is housed at the high school building and maintained by Greenwood students. The local public access channel broadcasts school and public information to cable subscribers.

The Greenwood School District Web Page, <http://www.greenwood.k12.wi.us>, provides general information for the community about the school and, more specifically, up-to-date calendars of events, building use schedules, athletic schedules, scholarship applications and employment applications. School newsletters are now published on the web page.

Since the submission of the last technology plan, the district web page has grown, expanded and has been entirely redesigned. Currently the district web page is maintained by the library media staff. Plans are in effect to shift the maintenance of the web page from the library staff to high school students enrolled in a web design class.

The Greenwood Information and Technology Planning Committee will continue to distribute meeting summaries to all staff in the district, Parent Advisory Council members, the Curriculum Council and Curriculum Leaders Committee, the Staff Development Committee, and the entire community. Information is disseminated

through the local newspaper, the district newsletter, the local public access channel, the district web site and the family access hyperlink. All of these communication vehicles have become vital links between the school and the community. They also provide the Information and Technology Planning Committee with the opportunity to gain additional input from all stakeholders in our district.

Current Status & Needs

Analysis of Previous Plan Goals

Early technology plans addressed the infrastructure, wiring computers and telephones into all classrooms and the use of technology in Language Arts/Reading, Math, Social Studies, Vocational Education, Science, Physical Education, and Health curriculums. The 2006 - 2009 plan concentrated on the most significant needs of students and staff as determined by various assessment tools, such as student surveys, teacher observation, EnGauge interviews, NCLB guidelines, WKCE testing and LoTI documentation.

By the nature of technology, many of the goals and objectives identified in previous technology plans are ongoing, though not necessarily restated as specific goals in the updated plan. Many of the objectives are incorporated into curriculum documents as each curriculum committee reviews and updates their curricula. Access to technology is used to achieve curriculum goals, communicate and collaborate with stakeholders, and assess student learning. Staff development and resources are provided to continually work toward these goals and objectives.

Goal 1: To increase percentage of students demonstrating mastery of information technology literacy standards.

No.	Objective	Status
1.A.1	Review research for enhancing technology skills	Ongoing
1.A.2	Determine current level of student information process skills	Ongoing
1.A.3	Review the information literacy standards assessment	Ongoing
1.A.4	Revise curriculum to ensure greater success.	Ongoing
1.A.5	Provide staff development, as needed	Ongoing
1.A.6	Implement curriculum changes	Ongoing

1.B.1	Review research for enhancing technology skills	Ongoing
1.B.2	Determine current level of student information processing skills	Ongoing
1.B.3	Develop an information literacy standards assessment tool	Ongoing
1.B.4	Review curriculum to ensure greater success	Ongoing
1.B.5	Provide staff development, as needed	Ongoing, CESA 10 staff members and other specialists have been working with our staff across all curricular areas
1.B.6	Apply the information literacy standards assessment to existing core content and elective course projects	Ongoing

Goal 2: Continue to improve teacher awareness of research and best practices in integrating information and technology literacy skills.

No.	Objective	Status
2.A.1	Explore successful methods for sharing best practices	Ongoing, staff members share workshop information at regularly scheduled building staff
2.A.2	Select appropriate strategies for our district	Ongoing
2.A.3	Implement appropriate strategies for our district	Ongoing
2.A.4	Provide staff development relevant to best practices & WISCNET initiatives	Ongoing, some staff members participated in Moodle training & are using Moodle as a learning management system with their students

Goal 3: Reinforce 6+1 Writing Traits across the curriculum through the effective use of technology.

No.	Objective	Status
3.A.1	Explore technology	CESA 10 provided 6+1

	interventions in writing	Writing workshops to all district staff
3.A.2	Select technology strategies that enhance the 6+1 Writing Traits	Purchased LCD & Elmo Projectors to critique student class work
3.A.3	Provide staff development as needed	Ongoing, CESA 10 staff members & other specialists provided staff development opportunities across curricular areas
3.A.4	Implement technology support	Ongoing, purchased & utilized Scholastic proof reading software & SRI software
3.A.5	Evaluate, monitor, & revise on an annual basis	Ongoing

Goal 4: Continue to provide comprehensive information and technology resources to support the instructional program.

No.	Objective	Status
4.A.1	Document all available resources	Ongoing
4.A.2	Analyze documentation for omissions and excess	Ongoing
4.A.3	Establish a resource & reallocation replacement schedule – <ul style="list-style-type: none"> • Annually prioritized through CIC • Vocational priorities based on alignment with technical school programs • Equity among programs & buildings 	Renewals, licenses, & new purchases are evaluated each spring by the Information and Technology Planning Committee
4.A.4	Monitor & Revise	Ongoing

Goal 5: Use technology to enhance and support the math curriculum revisions for improved student achievement.

No.	Objective	Status
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5.A.1	Explore technology interventions in math	Ongoing
5.A.2	Select technology strategies that enhance the math curriculum	Ongoing
5.A.3	Provide staff development as needed	Ongoing
5.A.4	Implement technology support	Ongoing
5.A.5:	Evaluate, monitor, revise on an annual basis	Ongoing

We have accomplished many things, but we still see potential for future growth based on our needs assessment, district academic goals and school improvement plan. We have noted that we need to review the Information & Technology Plan frequently to reach our goals.

Analysis of Student Proficiency

Do students demonstrate an understanding of the skills for the ITLS?

Greenwood School District students, in general, possess knowledge in technology beyond the stage of information processing. Every student in the district will have experience in basic word processing, file management, equipment operation, simple desk-top publishing, organizational charting, presentation software, spreadsheet software, manipulation of digital imaging, Internet safety, web-site evaluation, and online research tools by the time they enter high school. Other students in the district have skills advanced beyond those basic skills, such as advanced word processing, spreadsheets, database management, charting, presentations, desktop publishing, the integration of software programs, computer ethics, web-page design, netiquette, photo-editing, and video editing. These areas depend greatly upon the electives taken by the student. There are some students who, on their own, have developed a greater knowledge base in the area of technology and its uses.

Can students use media and technology as tools to improve their learning?

The Greenwood School District students have demonstrated the use of media and technology as tools to improve their learning through the production of authentic projects including the development of web pages hyperlinked to our district web site during classes in Social Studies and Microcomputer Applications II; PowerPoint Presentations in Social Studies, Science, and English; spreadsheet applications in Mathematics and Science; graphical outlines of concepts in Science and Social Studies; desktop publishing applications in English, Social Studies, and Science; video editing in English, Elementary Library Club, elementary Science Fair projects and extracurricular events.

Are there underserved populations, including ALL students with special needs, concerning literacy, access and /or equity and assistive technology?

Greenwood School District staff members, especially the District Specialists, the District Technology Specialist and the District Library-Media Specialist are continually researching best practices in the area of serving students with special needs. Greenwood School District staff currently employ both low-tech and high-tech assistive technology with their students including text-to-speech software, *Via-Voice*, Recorded Books, eReaders, USB headsets, *iPads*, *Read: OutLoud 6*, *Therasimplicity*, MP3 players with headsets, *NovaNet*, viewer hardware and software (both for visually-impaired students), *Picture-It*, *Picture-This*, and *Board Maker*. All staff members collaborate on strategies for delivering instruction to students with special needs. Often district specialists and classroom teachers co-teach activities to meet individual learning styles through differentiation of instruction, including content, assessments and assignments.

In 2004 the Greenwood Elementary Library was part of a consortium of six area elementary libraries awarded the Improving Literacy Through School Libraries grant authorized under Title I, Part B, Subpart 4, of the No Child Left Behind Act of 2001. The grant application, *Revitalizing Reading: Improving Literacy Through School Libraries* concentrated on collection development, improved access, collaboration and professional development. Grant funds were targeted to improve collections through the purchase of new nonfiction and fiction resources to support K-3 literacy curriculums and to improve the collection of materials for struggling readers. Part of the improved access portion of the grant was devoted to special needs access for literacy skill practice, research and inquiry, and access to online resources. The grant afforded the purchase of quality computers with large flat-screen monitors and an adaptive keyboard to improve access to library materials, online resources, and adaptive technology tools. It also afforded the purchase of multimedia literacy kits and assistive technology literacy software.

The 2009 LSTA grant, used to upgrade the library circulation/catalog systems at both the elementary and middle-high schools, allowed the district to migrate from in-house access to online access. This upgrade helped improve student access and proficiency.

Analysis of Educator Proficiency

The Greenwood School District staff members display a variety of experience and knowledge levels for technology use. All district educators have progressed to being daily users of technological resources; some are very experienced technology users while others provide innovative leadership. All Greenwood staff members recognize the need to improve and increase their own knowledge for using technology as well as the primary concern of increasing the students' knowledge and understanding of technology.

Educators understand skills and processes students need in a knowledge-based digital age:

According to the enGauge Online Assessment, Greenwood High School teachers were at the Exploration level (3.03) while Greenwood Elementary teachers were at the Adoption level (2.76).

Currently, teachers are aware of digital-age skills and understand the importance of these skills. Many teachers are consistently experimenting with hardware and software to meet the education needs of their students for developing digital-age skills. Mentors are also experimenting with new hardware and software to share recommendations with other staff members. All district educators have advanced well beyond the earlier enGauge Exploration and Adoption levels.

Educators implement various strategies to improve reading skills in print and multi-media formats:

The School District of Greenwood has completed extensive reviews of their reading/writing strategies and curriculum development. The Greenwood School Improvement Plan for 2011-2012 set goals based on the grade-level reviews and test scores. WKCE Reading Test Results for November 2008, showed 91% of the fourth grade students at the proficient or advanced category. WKCE Reading Test Results for November 2011, showed 100% of the fourth grade students at the proficient or advanced category. The strategy currently employed by Greenwood administration and educators to improve reading skills in print and multi-media formats is working.

Educators model social, ethical, and legal issues that encompass the information and technological arena:

The enGauge Online Survey data showed Greenwood educators were in the category of Adoption in both the high school (2.95 in 2004 and 3.31 in 2007) and the elementary school (2.52 in 2004 and 3.24 in 2007).

Greenwood educators are aware of the social, ethical, and legal implications to guide students in the effective use of technology. The Greenwood School District has clear policies regarding the ethical use of technology and offers training to help educators in this area. The District also provides new and recurring liaisons for students in all grades.

Educators are trained to effectively use district-owned information resources and learning tools:

Originally, the enGauge Assessment data showed Greenwood High School educators were within a range between the Adoption and Transformation levels (3.69) and the Greenwood Elementary educators were between the Adoption and Exploration level (2.90).

Currently, the Cooperative Educational Service Agency #10 and the Greenwood School District In-Service Advisory Committee provide significant opportunities for professional development related to district-owned information resources and learning tools. District professional development decisions are based on current research and best practices.

Educators are trained to effectively use administrative and data management software:

Greenwood High School educators were at the Exploration category while the Greenwood Elementary educators were at the Adoption level) according to the last enGauge data.

All Greenwood educators utilize administrative management software for budgeting and purchasing, attendance, Special Education documentation, and food service accounts. Staffs use data management software to record and analyze mathematical/scientific data and to create/maintain *Moodle* classes, an online learning management system. They utilize e-calendars, e-grade books and "cloud computing" for out-of-building data storage. They often communicate through e-mail and *Edmodo*, a secure, private, social networking site for education.

Educators model collaboration skills with colleagues:

According to the 2007 enGauge data, this proficiency was between Exploration and Transformation at 4.34.

The district technology specialist and the district library media specialist collaborate with all staff to assist in meeting their needs for information and technology resources. They plan and teach with Greenwood educators, incorporating information and technology resources as appropriate for the educational objectives being addressed. The district supports a mentor program providing probationary teachers with experienced mentors for collaboration specific to their needs. Departmental and grade level collaboration occurs in regularly scheduled planning time. Projects and units are shared at specific grade levels between buildings. A Technology Mentor Group (consisting of either one staff member on each building floor or in each departmental area) assists staff when necessary and provides the Information and Technology Planning Committee as well as the Greenwood School District In-Service Advisory Committee with professional development information. The Technology Mentor Group also shares Technology Tips with district staff. A Professional Learning Community (PLC) provides support to staff as well as provide an avenue for sharing best practices.

Educators use a variety of information resources to support their teaching strategies:

The last enGauge data showed Greenwood educators were at the Adoption level in using a variety of information resource to support their teaching strategies.

By 2012, many classrooms developed mini-labs to support teaching strategies. The district web page supports the teaching strategies of educators by providing access to MAP Reading and Math Practice, Math Mastery Practice, Multiplication Tools, *Math Trailblazers*, *SpellingCity*, *Study Island*, *KhanAcademy*, and *FOSS Science*. Follett's *Destiny Library Manager* provides access to the local library collections, keyboarding practice, age-appropriate search engines, citation-maker web sites, links to other libraries, online encyclopedias and dictionaries, online magazines, newspapers and newsletters, online databases and an *Accelerated*

Reader quiz finder. Educators regularly use these information resources to support their teaching strategies. Teachers are comfortable with technology in the classroom and are always willing to learn about new information resources to support their teaching strategies.

Educators design and teach problem-based learning units that incorporate the effective use of information & technology resources:

Greenwood educators were at the Adoption level according to the last enGauge Assessment data. Since the last enGauge Assessment data was reported, educators began infusing technology-based learning into established curricular units and into their daily lesson plans.

Currently, educators design and teach problem-based learning units that include the effective use of information and technology resources. Teachers are aware that technology can help to better meet the needs of regular education students and of special education students.

Analysis of Effective Teaching and Learning Practices

District educators have access to the Wisconsin Model Academic Information & Technology Literacy Standards through a common “teacher” network drive. Access to the Common Core Standards has been included under “Staff Links” on the Greenwood School District Web Pages. Professional development on integrating technology with solid teaching practice continues to be provided to district educators.

In addition, district educators are encouraged to participate in workshops and courses promoting the integration of technology into established units of instruction.

Educators’ vision, content, instruction, and assessment are aligned to high standards:

The enGauge Assessment data showed Greenwood educators were in the category of Adoption in this area. Standards were usually present but technology was not always explicitly referenced in those standards. Many assessments are aligned to the standards.

A [Curriculum Map Addressing Technology Standards Template](#) was developed for educators to explicitly reference the Wisconsin Model Academic Standards for Information & Technology Literacy, the 21st Century Skills, and the Common Core Standards.

Educators’ range of use includes information resources and learning tools for productivity, visualization, research and communication:

In the area of use of technology for productivity, Greenwood educators were in the category of Adoption according to enGauge data. The range of use was not yet consistent across the district. Some educators, but not all, made extensive use of a variety of technologies. Professional development was designed to help all

educators use available information resources and learning tools for productivity, visualization, research and communication.

Evidence that improvement is occurring in the educators' capacity to integrate Wisconsin Model Academic Standards for Information and Technology Literacy and the Common Core Standards effectively into curricula and instruction includes:

- The systematic collaboration of individual departments to continue to review and update curriculum maps in PK - 12 and
- The use of an updated curriculum map template incorporating the Wisconsin Model Academic Standards for Information & Technology Literacy Standards and the Common Core Standards.

Evidence that student academic achievement is increasing due to their effective use of technology:

Currently, district and building level assessments address keyboarding and word processing skills. In some areas the Wisconsin Model Academic Standards for Information & Technology Literacy Standards are more fully measured, but there is not yet a consistent assessment program for information and technology literacy throughout the district. District staff completed updates for the district wide [Computer Literacy Curriculum](#) which now addresses information and technology literacy. Unit plans are being developed for each grade level infusing the Wisconsin Academic Information and Technology Literacy Standards, 21st Century Skills, and the Common Core Standards into authentic lessons addressing all content areas. These plans will be available on the district web site, including the resources teachers will need for implementation and appropriate assessment tools.

Students learn through problem-based units that include the integration of Wisconsin Model Academic Standards for Information and Technology Literacy with content standards in a flexibly scheduled learning environment that meets their "on-time" learning needs:

Teachers throughout the district are encouraged to create problem-based learning units integrating Information and Technology Literacy Standards. Problem-based learning is incorporated in staff development opportunities for teachers throughout the district. Flexible scheduling is practiced at both the high school and middle school in order to meet the "on-time" learning needs of students. There is limited access in elementary school buildings to flexible scheduling in Library Media Centers due to increasing enrollment and inability to increase staffing to meet needs due to budget issues.

Students produce authentic projects that incorporate higher order thinking skills and address meaningful issues that extend into real-world practice:

The enGauge Assessment data shows Greenwood High School and elementary students are at a range between the Adoption level and the Exploration level at the elementary school). Although student work is increasingly supported by educational technology, much of it is still exercise-based. Some educators

indicated they consult with experts while others produce projects of their own design, and participate in online projects.

Students select, independently and/or with guidance, from a diverse variety of reading materials based on interests and educational needs:

The Library Media Center collection analysis indicates robust access to a wide range of reading materials in areas of student interest and educational need present in both the high school and the elementary LMCs. Teachers increasingly develop units which enable students to create authentic projects which incorporate higher order thinking skills and address real-world issues. Library Media Specialists work with other educators to provide the resources necessary to meet the needs of the learners.

Access to Information Resources and Learning Tools

Summary of inventories of information resources and learning goals:

Staff and students have ready access to information and opportunities to meet individual learning goals by having quality collections of print, multimedia and electronic resources available. The Instructional and Technology Services Department in the School District of Greenwood supports the following:

- Libraries with collections of print, multimedia, videos, periodicals, DVDs, CDs, audio books on Playaways, and eBooks available for checkout to all students and staff.
- Library collections include approximately 17,400 holdings available in the elementary school and approximately 18,500 holdings available in the middle-high school building. The integrity of the data in each library is at 100%.
- Resources are also available to students and staff through interlibrary loan with Wiscat, CESA 10, and V-Cat.
- A distance learning lab and two Polycoms offer courses from other secondary and post-secondary institution. These resources also provide access to virtual field trips.
- Approximately 220 networked desktop PCs, notebooks and netbooks, 9 networked printers, 5 networked copiers, 5 iPads, and other peripherals such as scanners, digital cameras, LCD Projectors, and Alpha-Smarts are available to students and staff.
 - Three local area networks are utilized to maintain data integrity within and between buildings.
 - Two WindowXP servers and a Windows Virtual Server with a VEAM backup system are utilized to secure data access and to backup information daily.
 - Over 50 distinct software applications are available to students and staff.
 - Four Kindles and 25 Nook Color eReaders are available to students and staff.
 - Ten Tag Reader Pens with approximately 99 accompanying books are available for checkout.
 - Approximately 26 backpacks with CDs, accompanying books, and home activity sheets are available for checkout.

- Approximately 12 SmartBoards are utilized in individual classroom.
- One SmartTable is available for checkout from the elementary library.
- Training has been and is provided for approximately 75 staff and 250 pupils.
- Instructional/curricular support is provided to meet the needs of about 39 licensed teachers.
- A web page is maintained to enhance communication between parents, students, community members and district staff.
- Approximately 100 extensions and 90 voicemail boxes are available in the district.
- Cable TV and public access channel are available in the district and housed in the middle-high school building.

Infrastructure (equipment and wiring) strategically deployed to meet needs of all learners and capable of handling current network traffic:

The School District of Greenwood has a robust, state-of-the-art network. Every classroom has at least six network connections and three locations for voice. Currently, one T1 line is used for data and a second pair for voice communication between the elementary and high school buildings. During the summer of 2008, the WAN speed between the elementary & high school buildings was increased for faster access. During the summer of 2012, an M86 Filtering Box was brought in-house for greater local filtering options. During the 2012-13 year, the district is planning to connect both buildings directly to the Internet to eliminate the bottle neck between the buildings.

The district has a mix of 10 and 100 Meg to the desktop at this point and is working toward the goal of 100 Meg to all networked devices. All classrooms are wired with CAT 5 enhanced cable and have at least six data drops. Budget continues to limit what we are able to do with the infrastructure. All servers have a 100 Meg connection providing high-speed access to students and staff for file sharing and printing. The district has replaced classroom DeskJet printers with strategically located laser printers and networked copiers including one color copier and two laser color printers in key areas to reduce printing costs. The district has also standardized on a PC (Windows) platform, minimizing the Network Operating Systems (NOS).

Classroom, library media center and wired labs are designed for collaborative team work that includes equitable and flexible access to information resources and learning tools. Labs and some classroom machines are avail for demands of student projects:

Two computer labs are available in each school building, 31 & 20 in the elementary building and 26 & 27 in the middle-high school building. In addition, the elementary building has a 30-netbook wireless cabinet available. The middle-high school building has two wireless cabinets available, a 20-notebook cabinet and a 20-netbook cabinet. Many classrooms are equipped with multiple computers for student use. Laptops are available for student and staff checkout from the libraries in each building.

Specific assistive technology is available based on student's needs:

Technological advances help students with special needs in the School District of Greenwood to overcome barriers caused by their disability. A comprehensive, multidisciplinary evaluation has been conducted to determine specific limitations of individual students and what technology might best address these limitations. Various forms of access devices enable children to interact with computers and online resources. Assistive listening aids help students with hearing problems or auditory processing problems. Augmentative communication devices and techniques supplement a child's natural speech and communication. Computer-based instruction makes possible independent participation in classroom activities for some students. Mobility and positioning aids help children whose disabilities limit their mobility or help students achieve more functional positions in the classroom environment. Self-care devices allow children to develop skills in activities of daily living. Social interaction and recreational devices enhance social interaction with their peers. Visual aids help children with impaired vision. Individual student needs are reviewed each year to determine specific assistive technology needs.

Development of innovative strategies and delivery options of rigorous courses and curriculum for the underserved students including telecommunications, and distance learning opportunities:

Distance learning technology is used to provide access to Advanced Placement Courses which are not currently part of the Advanced Placement offerings provided by district teaching staff. Students in Youth Apprenticeship programs use distance technology for the classroom component of their educational program. Youth Options courses are also provided via distance technology. Starting in 2008-2009, remedial programs were offered in cooperation with Chippewa Valley Technical College. Any course, not offered within the district curriculum but available through the CWETN Network, is offered to Greenwood students. Students who have learning needs which are not met within the regular academic offerings at Greenwood High School have access to other programs online. This allows students to choose from a wide range of opportunities that could not be otherwise supplied in a small school district. All district students have access to technology for video conferences and virtual field trips to enhance their educational experience.

Administrative networking tools are available securely to intended stakeholders:

Administrative networking tools are available to all stakeholders. Purchase orders and budget reports are printed in each of the schools using Skyward Financials. All the computers are networked providing access to the needed data. District staff works to insure efficient data dissemination by minimizing data redundancy with most all office and staff forms being on a common drive on the local server. The Greenwood Information and Technology Planning Committee meets to review and approve technology purchases and subscription renewals throughout the district. The review of technology requests by a consistent committee ensures the purchase of up-to-date and unduplicated resources using current research and

best practice. This also ensures that stakeholders are continuously aware of technology changes and recommendations. Relevant information is shared through community representation on the Information and Technology Planning Committee and through the district's web page

Data management tools are available securely to intended stakeholders:

Secure data management tools are available to intended stakeholders for payroll and human resources since they are stored on a secure server. Neither the staff nor the students have access to this server. Changes in user rights will be implemented after obtaining the approval of the district administrator and the Greenwood Board of Education. Best practices in network usage such as use of complex passwords and limiting access to only those who need them are strictly followed. Students do not have access to any of the Skyward Student Records and Budgetary server, food service program, or grade books, etc.

Interoperability (the ability to share data from the various management systems: instructional services, food service, grade book, human resource, financial, library, student information services, and transportation, to be shared in order to eliminate data error and duplication of data input efforts) is explored:

Interoperability between systems has been extensively researched and implemented. The Skyward Student Management program allows easy export to and import from the Microsoft Office suite, which is the standard productivity software in the district. The district is using the Skyward program for grading, financials and personnel information. Personnel information is secure, password protected, and limited to each individual staff member. The telephone system implemented in 1999 is on a separate network using a second pair of fiber that was installed when the district's Wide Area Network (WAN) was implemented in 1999. During the 2008-09 school year the district implemented *Skyward's Family Access and Electronic Gradebook*. Parents and students are able to look at food service balances, attendance, and gradebook will gradually be made available. The parent/student message center will be used within *Family Access* to increase communication.

Communication tools are available to students, parents and other stakeholders:

The district provides e-mail for all of its staff and special student accounts when needed for instructional purposes. The district has a web server that is available to community and parents at <http://www.greenwood.k12.wi.us/>. District staff and student teacher aides maintain the information on this home page. There are numerous links on the web page, for students to access resources for school projects. The web page and the public access channel are used to keep local citizens informed of school events and issues facing the Greenwood School Board and Administration. Voice mail is available for all staff members. Several staff members use a learning management system to deliver and enhance elementary classrooms and middle-high school courses. And, again, *Skyward's Family Access and Electronic Gradebook* is available to all students and their parents.

Total cost of ownership is determined:

Best practices in networking and technology are constantly researched to make data-driven decisions regarding technology. State bid contract sources will be used when available.

Collection Mapping: Breadth and depth of resources in relation to curriculum needs and reading interests:

Current library Collection Analyses are available online to determine the breadth and depth of the collection resources. Staff and students are continually surveyed regarding curricular needs and reading interests in order to guide future media purchases. The Wisconsin State Standards, 21st Century Skills, and the Common Core Standards are included in the selection of resources for the elementary school and middle-high school libraries. Collection Analyses are available in Appendix I.

Library media facility designed to meet the diverse learning needs of the educational community:

Library Media personnel in the School District of Greenwood work in cooperation with Instructional Services and Technology staff to provide digital and text-based resources to meet the diverse learning needs of the educational community. Many resource links are provided on the district web page allowing students to work from any classroom in the school building or from any computer, with Internet access, outside of school. Information about these links is published in our district newsletter and on the district web page, <http://www.greenwood.k12.wi.us>, making parents and community members aware of what resources are available. Both library media facilities are handicap accessible with audio and visual access to their resources.

Library media center and labs are scheduled according to implementation of authentic projects:

Library media centers and computer labs are scheduled according to the needs of teachers and students at the elementary, middle, and high school levels. Although flexible scheduling is the standard in each library, to help implement authentic projects, teachers generally schedule the library, the labs and the wireless carts on a daily basis for student projects. Online calendars are provided for scheduling the computer labs in each building. Educators collaborate with library media staff to provide the resources necessary for student needs and to schedule class use of the each library media center.

Information resources and learning tools are available to students when they need them; before, during and after school hours:

Students have access to information resources and learning tools through the district web page and *Destiny Library Manager 24/7*. One part-time PK-12 librarian and two library assistants (one in the PK-6 building and one in the 7-12 building) provide assistance to students during and beyond the school day.

Information resources and learning tools are available beyond the school day for parents and all community members:

Again, parents and all community members have access to information resources and learning tools through the district web page and *Destiny Library Manager* 24/7. Library media personnel are available for parents and all community members before and after the school day. District hardware is circulated to community members after contacting the district personnel and completing the District Equipment Use Form. Print materials are circulated to community members upon request and dependent on classroom and student needs. The Greenwood School District also provides technology training through the Adult Computer Literacy Program. District residents participate in classes on a wide range of computer technologies and applications.

Information resources are available for students and faculty any time and any place outside the school facility through flexible circulation policies and Internet access:

Information resources are available for students and faculty any time and any place outside the school facility with Internet access. Flexible circulation policies are employed for individual student and faculty needs due to unusual circumstances, i.e. summer school, inability to attend school on a daily basis due to illness or other reason, or for regular homework assignment. The district web site, family access, *Destiny Library Manager*, and a learning management system provide access to information resources for students and faculty outside the school facility. The middle-high school library is in the process of developing a collection of eBooks for students and faculty which is available through self-checkout/circulation. Students, staff and parents are able to check out circulating materials from the individual school libraries any time. Circulation policies are flexible to meet the needs of students, staff and community members.

Information resources and learning tools reflect the cultural diversity of the local and world community including the needs of the emergent, intermediate and advanced readers:

The Library Media Director in the School District of Greenwood strives to provide information resources and learning tools that reflect the increasing cultural diversity of our community and the world-at-large. Information resources are available to meet the wide range of reading abilities of all students. Educators are encouraged to integrate technology into literacy instruction to address the needs of the emergent, intermediate, and advance readers. Both the elementary and middle-high school libraries provide searching the online catalog by general reading levels, Lexile levels, AOTS (Accelerated Reader) levels, and Fountas & Pinnell Guided Reading levels. In addition, the elementary library identifies and shelves information resources separately with Fountas & Pinnell Guided Reading levels, grade-level correlation, Lexile levels, AOTS levels, and the stages of reading (emergent, early, transitional and fluent) to help students and staff select reading-level appropriate information resources. Special shelving was added to the elementary library to easily identify resources by a specific reading level. Also, the elementary library uses "copy-specific" categories within the online library catalog for Emergent Readers, Early Readers, AOTS levels, and Guided Reading levels.

Analysis of Systems Support and Leadership

Administrators are prepared to use technology effectively to guide its effective use for teaching, learning and managing: Administrators participate in professional organizations promoting the effective use of technology to guide the teaching, learning and managing of technology. They encourage and support individual educators as well as teams of educators to become technology literate and to pass that knowledge onto their students. Administrators set aside staff development days as well as before and after school time to address the technology needs established from surveys, newly purchased technology, and emerging technologies.

Policies and procedures are updated such as CIPA Internet Safety and Acceptable Use Policy (AUP), copyright, assistive technology, materials selection, reconsideration, weeding, intellectual freedom, confidentiality, privacy, interlibrary loan and resource sharing, fines, loss or damage of materials, donations, web publishing, distance and virtual learning):

The School District of Greenwood attempts to review policies related to technology on a regular basis. For example, the Acceptable Use Policy was updated to align with the CIPA guidelines and Board approved in 2003. The Technology Acceptable Use Code of Conduct for Staff was adopted and administered in 2001. Currently, Bring-Your-Own-Technology guidelines are being reviewed by the Information Technology and Planning Committee to, eventually, be presented to the school board. Other policies are reviewed regularly by the district librarian, updated as needed, and presented to the school board for approval. The Software and Hardware Purchase Request form is currently under evaluation for aligning purchases with technology literacy standards.

Evidence of alignment between the Wisconsin ITL standards with local curricula and course content standards:

The School District of Greenwood participated in the Cesa #10 Title II-D Grant, Enhancing Education Through Technology: 8th Grade ITLS Literacy. The grant provided the opportunity for all staff in grades five through eight to align their curriculum maps with the 8th grade Wisconsin ITL standards. Updating local curricula and course content standards to be in alignment with the Wisconsin ITL standards provided information on gaps, repetition, and staff development needs. Also, a Computer Literacy Curriculum was written for grades K–6.

Completion of grade-level benchmarks and curriculum mapping:

Originally, a Curriculum Renewal Timeline was developed to address the completion of grade-level benchmarks and curriculum mapping. With all the curricular areas completing the first cycle of this process, a new timeline has been created for updating grade-level benchmarks and curriculum mapping. Curriculum maps are available for all staff on a common network drive. Currently, the new timeline is used for reviewing and updating benchmarks and curriculum mapping. The timeline also provides a built-in cycle for administration and the Information

and Technology Literacy Committee to concentrate on and prioritize technology recommendations.

Sustained systemic professional development opportunities (evaluation, outcomes, follow-up):

The district's professional development committee offers staff opportunities for sustained, systematic professional development and has been based on current research and best practices of adult learning. The professional development opportunities are based on need and evaluated annually for impact on student learning. Staff members participate in district-provided professional development and are encouraged to participate Cray Academy, Cesa 10 workshops, distance learning offerings, and professional conferences. Greenwood students are the benefactors of the professional development opportunities offered to district staff.

Qualified professional, clerical, technical staffing to meet current or planned services:

In 2001, the district reduced the library media staff from two full-time certified librarians in the district, one in the PK-6 building and one in the 7-12 building, to one full-time certified librarian for the PK-12 district. In 2009, the full-time PK-12 certified librarian position was reduced to approximately 55%. This is not likely to change, given the current budget situation. In addition, each building library has a full-time library aide to maintain the daily routine. All support staff successfully completed a Para-Educator learning Network examination.

Structure and support of district-level and school level leadership teams that include representation from teachers, library media and technology professionals:

The Greenwood Information and Technology Planning Committee meets regularly to address technology issues and concerns. As the list of stakeholder representatives (on page 12) confirms, the committee consists of a wide range of individuals from administrative, to parochial school, to public library, to public school, to business and to student representation. Representatives from the Information and Technology Planning Committee also meet with curriculum teams as well as grade level teaching staff to identify needs and share information. This information is taken to the committee level for discussion and action. It is the goal of the Greenwood Information and Technology Planning Committee to forward all meeting minutes to staff via e-mail and to the community via the district newsletter.

Goals

NEED STATEMENT: Continue establishing levels of student proficiency in the information technology standards.
GOAL 1: To increase percentage of students demonstrating mastery of information technology literacy standards.
OBJECTIVE A: 95% of all students in 8 th grade will attain a grade of B or above in the required "Computer Applications" course.
OBJECTIVE B: 80% of all students by grade 6 will be able to demonstrate mastery of information literacy standards.

Activities or Resources	Person/Team Responsible	Timeline Start–Finish	Budget: Expenditure & Source	Success Indicators
1.A.1: Review research for enhancing technology skills	Information and Technology Planning Committee (ITPC) and/or Mentors	Ongoing, 2012–2015		Committee reports and action plan
1.A.2: Determine levels of student information processing skills	Computer Applications teacher and ITPC	Ongoing, 2012–2015		Review 8 th grade student projects integrating information literacy standards
1.A.3: Review information literacy standards assessment	CESA 10 Grant Participants	Started 2005–2006 school year & is ongoing		Information literacy standards have been assessed
1.A.4: Revise curriculum to ensure greater success	Curriculum Council	Annual schedule established for 2012–2015		Completion of revisions as presented to school board
1.A.5: Provide staff development for information literacy, as needed	ITPC, Mentors, & CESA	Ongoing, 2012–2015		Staff development documentation & implementation plans
1.A.6: Implement curriculum changes	Curriculum Council & ITPC	Annual schedule established for 2012–2015		Implementation documents and Cesa 10 data analysis

1.B.1: Review research for enhancing technology skills	ITPC, Mentors, & CESA	Ongoing, 2012–2015		Committee reports & action plan
1.B.2: Determine levels of student information processing skills	Computer applications teacher and ITPC	Ongoing, 2012–2015		Compile grade & trend data for Objective B and survey results
1.B.3: Develop an information literacy standards assessment tool	ITPC & other staff	Started 2005–2006 & is ongoing for 2012–2015		Administering & analyzing information literacy assessment tools
1.B.4: Review curriculum to ensure greater success	Curriculum Council	Annual schedule established for 2012–2015		Completion of revisions as presented to School Board
1.B.5: Provide staff development for technology literacy, as needed	ITPC & Staff Development Committee	Ongoing, 2012–2015		In-service documentation and implementation plans
1.B.6: Apply the information literacy standards assessment to existing core content and elective course projects	Curriculum Council and ITPC	Established yearly schedule 2006-2009 & ongoing for 2012–2015		Assessment documentation & CESA 10 data analyses

Goals

<p>NEED STATEMENT: To enhance student reading skills and writing skills based on running records, SRI, MAP, WKCE, and DIBELS test results</p>
<p>GOAL 2: Students will use technology to develop as fluent readers who can use a variety of reading strategies and to develop as fluent writers who can express ideas with organization, clarity, and accurate mechanics.</p>
<p>OBJECTIVE A: 85% of students in 3rd grade will rate proficient or above in Reading WKCE test results.</p>
<p>OBJECTIVE B: 90% of students in 4th grade will rate proficient or above in Language Arts WKCE test results.</p>

Activities or Resources	Person/Team Responsible	Timeline Start–Finish	Budget: Expenditure & Source	Success Indicators
<p>2.A.1: Administer the <i>Scholastic Reading Inventory</i> (SRI) assessments twice each year in grade 1 through grade 9</p>	Regular education teachers & Title I teacher	Ongoing, 2012–2015		Each student will show improvement in his/her Lexile score from fall to spring testing
<p>2.A.2: Administer <i>Measurement of Academic Progress</i> (MAP) assessments three times each year in Kindergarten through grade 7</p>	Regular education teachers	Ongoing, 2012–2015		Each student will show improvement in his/her scores from fall to spring testing
<p>2.A.3: Use technology to implement <i>Battle of the Books</i> competition grade 3 through grade 12</p>	Regular education teachers & Library Media Specialist	Ongoing, 2012–2015		Annual implementation of a local <i>Battle of the Books</i> competition
<p>2.A.4: Use technology to implement the Accelerated Reader program in Kindergarten through grade 6</p>	Regular education teachers, Technology Specialist & Library Media Specialist	Ongoing, 2012–2015		Reports from the Data Retreat Committee

2.A.5: Use <i>Response Model of Academic Intervention (Rtl)</i> & the <i>Student Intervention Monitoring System (SIMS)</i> to identify students needing interventions in reading	Data Retreat Committee, regular education teachers & specialists	Ongoing, 2012–2015		Reports from the Data Retreat Committee
2.A.6: Provide staff development relevant to research & best practices to develop fluent readers	ITPC & Staff Development Committee	Ongoing, 2012–2015		In-service documentation
2.A.4: Evaluate, monitor, revise on an annual basis	CESA Staff & All Staff	Ongoing, 2012–2015		Data retreat analysis
2.B.1: Implementation of writing samples twice each year for students in Kindergarten through grade 12	Regular education teachers & specialists	Ongoing, 2012–2015		Completion and sharing of writing sample assessments by teacher teams
2.B.2: Implementation of a curriculum for research & inquiry	Regular education teachers & Library Media Specialist	Ongoing, 2012–2015		Inclusion of media literacy instruction in curriculum maps
2.B.3: Use <i>Response Model of Academic Intervention (Rtl)</i> & the <i>Student Intervention Monitoring System (SIMS)</i> to identify students needing interventions in writing	Data Retreat Committee, regular education teachers & specialists	Ongoing, 2012–2015		Reports from the Data Retreat Committee
2.B.4: Provide staff development relevant to research & best practices to develop fluent writers	ITPC & Staff Development Committee	Ongoing, 2012–2015		In-service documentation
2.B.5: Evaluate, monitor, revise on an annual basis	CESA Staff & All Staff	Ongoing, 2012–2015		Data retreat analysis

Goals

NEED STATEMENT:

To enhance student math skills based on unit math assessments, MAP, WKCE and DIBELS test results.

GOAL 3:

Students will use technology to develop as critical and creative problem solvers.

OBJECTIVE A:

95% of students in 4th grade will rate proficient or above in Math WKCE test results.

Activities or Resources	Person/Team Responsible	Timeline Start–Finish	Budget: Expenditure & Source	Success Indicators
3.A.1: Explore and implement online math programs for differentiated math instruction	Data Retreat Committee & regular education teachers	Ongoing, 2012–2015		Reports from the Data Retreat Committee & regular education teachers
3.A.2: <i>Use Response Model of Academic Intervention (RtI) & the Student Intervention Monitoring System (SIMS) to identify students needing interventions in math</i>	Data Retreat Committee, regular education teachers & specialists	Ongoing, 2012–2015		Reports from the Data Retreat Committee
3.A.3: Provide staff development relevant to research & best practices to develop critical & creative problem solvers	ITPC & Staff Development Committee	Ongoing, 2012–2015		In-service documentation
3.A.4: Evaluate, monitor, revise on an annual basis	CESA Staff & All Staff	Ongoing, 2012–2015		Data retreat analysis

Goals

NEED STATEMENT:

Continue to provide teachers with current research and best practices on how technology can add value to their work with students.

GOAL 4:

Continue teacher awareness of research and best practices in integrating information and technology literacy skills.

OBJECTIVE A:

Increase opportunities for teachers to share, observe and investigate current research and best practices.

OBJECTIVE B:

Implement strategies to promote individual learning styles.

Activities or Resources	Person/Team Responsible	Timeline Start—Finish	Budget: Expenditure & Source	Success Indicators
4.A.1: Explore successful methods for sharing best practices	ITPC, regular education teachers, specialists, & Cesa 10 staff	Ongoing, 2012—2015		Committee researched & delivered report to Curriculum Committee & ITPC & shared workshop attendance
4.A.2: Select appropriate strategies for our district	ITPC, regular education teachers, & specialists	Ongoing, 2012—2015		Curriculum Committee & ITPC recommended appropriate strategies for our district
4.A.3: Implement appropriate strategies for our district	ITPC & Curriculum Committee	Ongoing, 2012—2015		Staff development calendar & attendance at staff development opportunities
4.A.4: Provide staff development relevant to current research & best practices in integrating information & technology literacy skills	ITPC & Staff Development Committee	Ongoing, 2012—2015		Staff development documentation
4.B.1: Explore strategies to meet the needs of individual learning styles	ITPC	Ongoing, 2012—2015		ITPC reports

4.B.2: Implement technology-use policies to meet the needs of individual learning styles	ITPC	2009-12 & Ongoing		ITPC recommendations & School Board policy adoption
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Goals

NEED STATEMENT: To provide community resources for the life-long learner and area businesses.
GOAL 5: To become a technology community learning resource center.
OBJECTIVE A: Complete a comprehensive review of all technology and information resources that support the instructional program.

Activities or Resources	Person/Team Responsible	Timeline Start—Finish	Budget: Expenditure & Source	Success Indicators
5.A.1: Expand the infrastructure for greater mobility, faster access, & expanded WANS	ITPC	2009-12 & Ongoing		Adding WAN partners & expanding access to wireless connections
5.A.2: Promote & expand virtual learning opportunities for students, teachers and the community	ITPC, CVTC, CWETN coordinators, & community stakeholders	2009-12 & Ongoing		ITPC reports, CVTC reports & recommendations from CWETN coordinator meetings
5.A.3: Maintain and upgrade existing voice and data infrastructure for communication with staff, students, parents, and community	District administration & ITPC	2009-12 & Ongoing		Annual review of efficiency and effectiveness as technology expands
5.A.4: Develop partnerships with local businesses, technical colleges, the university system, & the local Economic Development Corporation to support shared resources	District administration, ITPC, & representatives for the community partnerships	2009-12 & Ongoing		ITPC report on local community & business partnerships

Dissemination to Stakeholders

The Information and Technology Planning Committee will continue to distribute summaries of planning meetings to all staff members in the district, the Parent Advisory Council, the Curriculum Council, the Curriculum Leader Committee, and the Staff Development Committee as well as publish the summaries in the local

newspaper and the district newsletter. The district's web site is used to disseminate information and e-mail is used to gain additional input from stakeholders. The district newsletter, district handbooks, school calendar, day-to-day operational information, department curriculums, sports information and student projects are published on the Greenwood web site.

The City of Greenwood and the school district joined a partnership to purchase the equipment to provide a local public access cable channel to broadcast school and community information. The equipment is located at the Greenwood Middle-High School Library. The local cable provider assisted with connections to the cable channel.

Our committee continues to look for more ways to provide a technology framework for our community, so all individuals enjoy equal access to a wealth of resources. It is our intention to better prepare all individuals to meet the challenges of an ever-changing world in the Information Age. Our committee works closely with the City of Greenwood, Clark County Economic Development, Greenwood Public Library and various business stakeholders.

The Greenwood Information and Technology Planning Committee provided various classes to the adults in our community. These classes included MOUS and A+ Certification. The Greenwood School District is a MOUS testing center for students, staff, and community members.

Monitoring, Evaluation, and Revision

Monitoring and evaluation of the Combined Information and Technology Plan will be an on-going process coordinated by the Greenwood Information and Technology Planning Committee. The committee will meet annually to review the District's progress toward fulfilling the goals and objectives of this plan and to make recommendations.

Goal	Method of Evaluation	Evidence of Progress	Timeline
To increase percentage of students demonstrating mastery of information technology literacy standards.	Review percentage of students demonstrating mastery of information literacy standards.	Receiving a grade of B or above in required "Computer Applications" courses. Improved percentage of elementary students demonstrating mastery of information literacy standards.	Ongoing
Students will use technology to develop as fluent readers who can use a variety of reading strategies and to develop as fluent	Scholastic Reading Inventory testing, MAPS assessment, and the WKCE reading & writing scores. Students will produce	Students will show improvement in their Lexile scores from fall to spring testing each year. Students will show improvement in	Ongoing

writers who can express ideas with organization, clarity, and accurate mechanics.	“writing samples” in the fall and spring each school year to be evaluated by teams of educators on a Writing Assessment Scoring Sheet with results shared with each student.	their scores from fall to spring each year. WKCE class averages (proficient and advanced) will reflect growth/improvement by increasing each year. Improvement of writing samples from fall to spring.	
Students will use technology to develop as critical and creative problem solvers.	WKCE scores and MAPS assessment.	Students will show improvement in their WKCE math scores over time. Students will show improvement in their MAPS assessment scores from fall to spring testing each year.	Ongoing
Continue teacher awareness of research and best practices in integrating information and technology literacy skills.	Staff development attendance rosters, staff surveys, and staff evaluations of best practices analyzed.	Implementation of appropriate strategies for our district.	Ongoing
To become a technology community learning resource center.	Review each year by the Information and Technology Planning Committee along with the community partners.	Partnerships established, expanded virtual learning opportunities, and opportunities for community members.	Ongoing

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