

School District of Eleva-Strum
Library Media and Technology Plan

2012 – 2015



Mr. Craig Semingson, District Administrator

Date of School Board Approval

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B. EXECUTIVE SUMMARY

This document is a three-year Instructional Media & Technology plan that is designed to guide the School District of Eleva-Strum in effective use of the library media centers and technology resources to help students achieve standards and to assist the staff in the instruction of students, parents, and the community.

This plan describes the following:

- Relevant research to develop the plan
- The district's vision and mission statements
- The district's background information
- The district's current needs and status based on evaluation of various information gathering tools
- The district's goals and objectives as determined by the current needs assessment
- The district's implementation action plan for the information and technology plan
- The district's monitoring and evaluation strategy
- The district's relevant procedures and policies

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D. INTRODUCTION

The School District of Eleva-Strum Technology Plan is designed to provide guidance to students, teachers, administrators, and the community in the use of technology and information resources over the next three years. The District feels that this plan will continue building upon our foundation and will allow for the highest level of student achievement. Thus, continuing the Wisconsin tradition of providing an innovative, equitable, and quality education to learners of all ages.

The development of this plan involved gathering and analyzing research from a diverse number of sources to determine what practices have produced successful programs in the past. The findings were then developed into goals, objectives, and action plans that will better address the current needs of all stakeholders in the School District of Eleva-Strum.

Analysis of Relevant Research/Best Practices

Based on the research performed by the School District of Eleva-Strum Technology Committee there are several clear and reliable findings. Firstly, a school library media program, with a fulltime library media specialist, support staff, and a strong computer network (one that connects the library's resources to classrooms and labs) leads to higher student achievement, regardless of social and economic factors in a community. In addition there is a need for adequate training and support in order for technology to be used effectively, technology must be integrated into the curriculum, and it is an appropriate avenue for improvement among a school's stakeholders.

Information (Library Media) & Technology research have the following points in common:

- School libraries and student achievement on standardized tests are strongly related.
- Students have higher standardized test scores when served by a full-time school librarian.
- Information technology that extends the reach of the Library Media program into the school's classrooms is associated with higher student achievement.
- Higher academic achievement is demonstrated where LMCs have a quality collection of materials which supports the curriculum.
- An adequate budget is required to support the Library Media program and is necessary for higher student achievement.
- Library Media staff activities relating to leadership, collaboration and technology use are predictors of student academic achievement.
- Academic achievement of K-12 students is higher where the Library Media specialist is a part of the planning and teaching team and works with students.
- Trained users of technology will recognize how technology might be well used in classrooms.
- Higher order uses of computers are positively related to academic achievement, whereas drill and practice technology has proven to not be effective.
- The distributed technology model has proven to positively affect student outcomes.
- The use of technology promotes learning in students of all ability levels, but especially among students with moderate learning disabilities.
- Stakeholders need training to become effective users of information technology.
- Support of the Library Media program and collaboration between teachers and the library media program is linked to higher academic achievement.
- Integrating technology into the information seeking, teaching, and learning process results in higher academic achievement.
- Inter-library loan results in higher academic achievement.

- Ongoing professional development, training, and support services must be continually available to train teachers to integrate technology into the curriculum.
- Students must have access to the Internet and other resources to benefit from technology.
- The only way educational technology improves learning through instructional practice is when educators use a variety of models of curriculum design and learning strategies supported by technology. Educators support new, collaborative, professional practices, and administrators take an active role in the professional development of all staff.
- Adequate financial and staff support is essential if teachers are to use technology appropriately to promote learning for students in the classroom.

District Mission and Vision Statements

Mission: The mission of the School District of Eleva-Strum, in partnership with family and community, is to provide all students with a quality education within a safe environment. In the spirit of cooperation, we support the development of intellectual growth, effective communication, wellness, and life-long learning in an ever-changing society.

Vision: The School District of Eleva-Strum recognizes and embraces the pivotal role of technology within our schools and district communities in today's global society. In an effort to facilitate innovative learning and teaching, the district will strive to provide a safe and secure technological setting with current technology, information resources, and training. Students, staff, and community members will be able to access, process, and communicate information using a wide range of resources and technologies. Individuals will have the opportunity to become independent, life-long learners in a rapidly-changing society.

E. BACKGROUND INFORMATION

Community and District/School Demographics

The villages of Eleva (population 635) and Strum (population 1001) consolidated in 1950 to form the School District of Eleva-Strum. The district covers forty-three square miles over the counties of Eau Claire and Trempealeau, contains the aforementioned villages of Eleva and Strum, and the townships of Albion, Chimney Rock, Clear Creek, Hale, Pleasant Valley, and Unity. The School District of Eleva-Strum communities are predominately rural areas located in west central Wisconsin. The residents of the two communities are strong supporters of education as evidenced by the passage of two referendums in past years. In 1999, the voters approved the building of additions and remodeling to all three school buildings. They also voted to exceed the state revenue cap in 2002.

The District houses students in a primary school (PK-grade 3) in Strum with a population of 209 students, an intermediate school (grades 4-6) in Eleva with a population of 132, and a combined middle school (grades 7-8) with 93 students and high school building (grades 9-12) with a population of 202 located between Eleva and Strum on Highway 10. The student population has declined slightly over the past decade, but has seen a leveling off as of late. The school population continues to become more ethnically, socially, and economically diverse. The student population includes 33 percent free and reduced lunch programs and 15 percent EEN classified students.

Collaborative Initiatives With The Community

The School District of Eleva-Strum takes pride in the cooperation between the district and the Strum Public Library. The District and the Public Library have established an inter library loan request system to allow for sharing of books. If our students need a book that the District does not have in our inventory they are able to get the book via the Public Library. The same is true for community members that may not find what they are looking for at the Public Library. In addition the District provides technical assistance to the Strum Community Library on a regular basis.

Information & Technology Committee

Ms. Jamie Stendahl, Business & Information Technology Instructor
Mr. J. B. Grangaard, Technology Coordinator
Mr. Craig Semingson, District Administrator
Mrs. Erin Maki, 3rd Grade Instructor
Mrs. Julie Knobloch, 4th Grade Instructor
Mrs. Diane Knudsen, Director of Student Services
Mr. Cory Kulig, 7-12 Principal
Mrs. Autumn Young, Spanish Instructor
Mr. Marty Kempf, K-6 Principal
Ms. Jennifer Peterson, Library Media Center Director
Mr. Dan Wallery, School Board Treasurer
Mrs. Lois Havenor, School Board President
Ms. Karin Back, District Secretary
Mrs. Donna Traaseth

The committee does not currently have student or community representation. Communicating goals and actions to all stakeholders has been a priority. The result has been periodic input from stakeholders that are not currently represented. The committee is pursuing representation from these stakeholders.

Overview of Planning Process

The Information and Technology Committee, as it exists today, has been meeting since September of 2004, consists of 11 members, and meets on a regular basis to work to implement the long-term technology goals of the School District of Eleva Strum. This committee consists of administrators, educators, and the technology coordinator.

After the information was presented to the committee we began the detailed process of evaluating WKCE scores, on-site STNA results, student surveys, and assistive technology needs to determine what our current information and technology needs are in relation to the many different standards. In addition the committee studied research and best practices in the use of technology to enhance student learning, and used that information to support parts of this plan.

Evolution of Library Media and Technology Program

Evolution of the library media and technology programs has been a gradual and well thought out process that always aims to meet needs. Our strategy is to identify a need, do the necessary research, evaluate the proposed solution, and then implement the solution.

Over the past ten years our library catalog has progressed to an automated system that can be shared between all three of our buildings and recently to any internet connected computer. The goal was to better organize the three

libraries and to enable each to search and share books with the other libraries. Our library media program has also started purchasing books on tape and CD to meet the needs of all types of students and classroom settings.

Our district is also a member of Project Circuit which is a long-distance learning television network that is provided by our local television cooperative. In June 2006 the District will converted equipment over to join the new BadgerNet Converged Network that, in cooperation with our existing Project Circuit, provides a robust catalog of long-distance learning opportunities for our students.

The evolution of library media and technology in the School District of Eleva-Strum was accelerated by a grant received in 2001 that provided the funds necessary to fully upgrade the Districts network infrastructure. Prior to the upgrades the network infrastructure consisted of hubs, one network drop per classroom, over taxed servers, and no network communication between district buildings. The District now has a fully switched network, at least four network drops per classroom, four well equipped servers, and 1 Gbps communication between all district buildings.

F. Needs Assessment/Current Status

Analysis of Previous Plan Goals

Goal 1 – Develop and maintain a computer replacement cycle.

Objective A: Analyze the current inventory to see if there are computers that are no longer needed, or to see if there are areas where computers are needed.

Current Status: Ongoing. We have established an inventory of the computers in the district. However, we are in the midst of implementing a 1:1 initiative, so we are flushing out many old computers and labs that will no longer be necessary.

Objective B: Use findings from objective A to determine a sustainable computer replacement cycle.

Current Status: Ongoing. Because of our 1:1 initiative we will be replacing all student and staff laptops and iPads every three years. This is the length of the lease we will be entering into. Computers that are not part of the leasing cycle will be replaced as needed.

Objective C: Implement replacement cycle decided upon in objective B.

Current Status: Ongoing. The staff computers were purchased at the beginning of the 2011-2012 school year and will be replaced at the end of the 2015 school year. Student devices will be purchased at the beginning of the 2012-2013 school year and will be replaced at the end of the 2016 school year.

Goal 2 – Develop a comprehensive ITLS curriculum map to ensure standards are met and to raise student academic achievement through the effective use of instructional technology and library information literacy skills.

Objective A: Update the current ITLS curriculum map.

Current Status: Delayed/Ongoing. With the release of the common core standards and a major new curriculum mapping initiative in our district we have begun the process of mapping the ITLS, but have not yet finished.

Objective B: Integrate ITLS across all curricular areas.

Current Status: Delayed/Ongoing. Due to the planning for our 1:1 initiative we delayed the further integration of ITLS since we knew the increased level of technology would change lessons in the classroom. We began the process this year of analyzing how the new devices will integrate with the curriculum and meet the ITLS.

Objective C: Develop an assessment tool to evaluate student proficiency in relation to the ITLS.

Current Status: Discovery Phase. We have discussed the idea of having digital portfolios that follow the students that they add too on a regular basis to demonstrate technology proficiency. We are also talk with other districts to learn what they are utilizing to demonstrate proficiency.

Goal 3 – Communicate our technology vision, accomplishments, and goals to all stakeholders.

Objective A: Stakeholders will be able to identify and understand the technology vision statement of the Eleva-Strum School District as well as the technology goals and accomplishments of the district.

Current Status: Ongoing. More stakeholders are able to identify and understand the above items today than ever before. However, the District feels that it is necessary to continue efforts in this area to make sure that we are all moving in the same direction with a cohesive vision.

Objective B: Update stakeholders on the technological progress being made within the school district.

Current Status: Ongoing. The District Technology Committee meets on a monthly basis to discuss technology in the district. The stakeholders in the district are well represented on the Technology Committee. Those representatives take the information shared in the meetings back to their group. Various people in the district also write technology related articles for the Cardinal News. We also started a Facebook page and a Twitter account for the District to disseminate information to the community.

Goal 4 – Continue to promote current outside district technology training opportunities, and develop in district options for technology training.

Objective A: Conduct survey to identify areas of need in relation to technology training.

Current Status: Ongoing. The District frequently surveys the staff to see what type of needs they have in the way of technology professional development, and will continue to do so in an effort to constantly provide adequate professional development.

Objective B: Develop and promote training opportunities on-site.

Current Status: Ongoing. The District has developed a Vanguard Group that receives additional training and thing brings that information back to the rest of the staff during in-service days. The District is also promoting the use of Twitter as a professional development tool and to build a Professional Learning Network (PLN).

Objective C: Promote training opportunities off-site.

Current Status: Modified. Budgetary constraints have cause us to modify this objective. Sending staff out of the district for professional development is costly and removes the teacher from the classroom. The district is placing more emphasis on developing Goal 4 Objective B in an effort to save money, but more importantly keep teachers in the classroom for the students well-being.

Analysis of Educator Proficiency

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

The STNA survey indicates that E-S staff has a basic knowledge of the skills and processes students need, but clearly the staff feels they are in need of professional development in all areas of incorporating those skills into their classrooms. Teachers are adequately using technology for communication between each other and parents as well as to increase their own professional productivity. Technology use as an instruction tool remains an area in need of improvement.

- **Educators implement various strategies to improve reading skills in print and multimedia formats:**

The School District of Eleva-Strum has a strong emphasis on reading skills. Information is available in multiple formats for content area and leisure reading. Supplemental information may also be acquired through library media specialists in a variety of formats. The District encourages teachers to participate in professional development opportunities that focus on reading skills.

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

The School District of Eleva-Strum has an Internet Acceptable Use Policy that covers the rules and responsibilities for using the internet and must be signed by the student and parent. Staff must sign one as well. Also, the District has a copyright policy. Dependent upon curriculum and level, teachers address specific issues about copyright, plagiarisms, and the validity of information found on the internet.

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

The STNA survey shows the teachers are highly competent in using the information resources available to them. The District provides professional developmental opportunities based on research and best practice. Opportunities to attend workshops, conferences, CSEA 10 programs and trainings, and Cray Academy are available. Teachers are integrating information resources and learning tools based upon age and grade level and specific content areas but lack awareness of the Model Academic Standards for Information and Technology Literacy (ITL).

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

The District has successfully converted to a new student information system. At this stage, all teachers are taking attendance, and upper elementary and higher are recording grades, and inputting lesson plans. Parents have access to student records. Staff is continually being trained and supported with this software by district and CESA 10 consultants.

- **Educators model collaboration skills with colleagues:**

Based on the STNA survey, teaming and collaboration skills were apparent, but the desire for more staff development and collaboration time was even more evident. There are few if any common planning times for specific grades levels or content areas. More staff developmental time is indicated to encourage more collaborative efforts.

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

Many teachers use a wide variety of resources to support instruction. Use of computers for instruction may be limited due to lab access. Staff is encouraged to take part in opportunities for additional technology training through the district, CESA 10, and Cray Academy.

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

Problem-based learning units are part of the curriculum in some classrooms and at all levels. District encourages staff to attend training and implement changes in the classroom. District is supportive in obtaining hardware and software to support curricular usage based upon budget.

- **Educators can design various assessments:**

STNA survey results show few teachers are using technology resources for assessing student work. The survey shows a stronger willingness to assess technology based assignments but this still accounts for a small percentage. More training in assessment design is needed.

Analysis of Effective Teaching and Learning Practices

- **Educators' vision, content, instruction and assessment are aligned to high standards:**

A curriculum mapping for grades K-6 has been done to show technology integration in the following areas: media and technology, information and inquiry, independent learning, and the learning community. Currently, grades 4-8 are designing items to fulfill the Information and Technology Literacy Standards. ITLS standards are being integrated into content areas throughout the high school level.

- **Educator's range of use includes information resources and learning tools for productivity, visualization, research and communication:**

Teachers surveyed indicated a strong use of technology for communication with home and other colleagues. They also indicate a use of technology to produce or design instructional material. Classroom/department web pages and data management software are being used as additional visual and communication tools for parents and students. Listservs are being utilized for research about topic specific questions from other practitioners.

Online coursework and a distance learning network are other tools available to increase productivity and communication.

- **Evidence that improvement is occurring in the teachers' capacity to integrate (MASITL) effectively into curriculum and instruction:**

Teachers are required to identify technology uses in their classrooms. Additional work needs to be done to align to the ITLS.

- **Evidence of effective teaching and learning:**

According to the November 2008 WKCE test results in the core areas of reading, language arts, science, social studies and math for grades 4, 8,10: 74% or more of the students are proficient and advanced. A comprehensive reading program implemented in 2001 has dramatically improved our reading scores and higher order thinking skills.

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

Assessment of student technology proficiency is done at the classroom level. As teachers become more proficient at designing authentic units, students are required to complete more technology-rich projects each year. Library media specialist work with the staff to provide a consistency in the information technology curriculum as skill levels evolve. The middle school computer literacy curriculum has been written to incorporate the ITLS enabling the students to use those skills in the core curriculum areas. No formal tool exists for the assessment of student proficiency in information technology skills.

- **Evidence that students are becoming proficient in the skills outlined in (MASITL):**

Student proficiency is assessed primarily at the classroom level. Skills and assessments vary dependent upon grade level and course content. Specific introductory skills are taught at the primary level and teachers continue to develop those skills through more advanced projects and/or assignments throughout the curriculum. Formal assessments of students' proficiency (MASITL) takes place at the 9th grade level in an Information Processing class.

- **Students learn through problem-based units that include the integration of Wisconsin's (MASITL) with content standards in a flexibly scheduled learning environment that meets their "on-time" learning needs:**

Teachers in grades 4-8 are currently working on developing projects that integrate content area objects with high-level technology skills. Skills, projects, and assessments vary dependent upon grade level and course content.

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

The District places much emphasis on student projects that involve skills that traditional methods might not. Skills, projects, and assessments vary dependent upon grade level and course content. However, all projects are aligned with standards for that particular level.

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

A strong library media program provides access to a wide range of materials in a variety of formats ranging from print format to materials available in audio, visual, and tactile formats. The LMC staff works hand in hand with classroom teachers and students to locate the materials that fit interests and needs.

Analysis of Information Resources and Learning Tools

- **Summary of inventories of information resources and learning tools:**

The School District of Eleva-Strum technology inventory consists of the following devices.

285	Networked Windows PC's
75	Network Capable Laptops
60	iPad 2's
26	Networked Laser Printers
6	Scanners
3	Novell File Servers
1	Windows 2003 Server
5	Virtualized Windows 2008 r2 Servers
30	LCD projectors
15	Digital Cameras

- **Summary of infrastructure:**

The network infrastructures in all three buildings in the School District of Eleva-Strum are fully switched with at least three 10/100 Mbps cat-5e data drops per room and multi-mode fiber optic cable between networking closets. The District has also added a robust wireless infrastructure by adding one access point per room. The backbone connection between buildings is leased fiber that provides a speed of 1 Gbps. Internet is provided via a 100 Mbps up/down fiber connection from the local telephone company to Central M.S./H.S. which is then distributed to the elementary buildings via the backbone connection. All three buildings are serviced by three Novell Netware servers for login, file access, application distribution, and imaging. One Windows 2003 server is used exclusively for the district student information system. In addition, all rooms have phone access with voice mailboxes. The School District of Eleva-Strum also works in cooperation with other local schools in the project circuit network which provides distance learning opportunities via the cable TV system as well as the BadgerNet Converged Network. District web page allows all parties access to school information and remote access.

- **Classrooms, library media centers, labs designed for collaborative teamwork that includes equitable and flexible access to information resources and learning tools:**

All classroom teachers have a teacher computer for communication, collaboration with colleagues, creation of instructional materials, and maintaining classroom data. Each library media center contains a computer lab, and additional labs are available at the Middle School and vocational technical areas. All labs are equipped with printers. All labs and classrooms are wired for the internet access. Specialty devices and software related to the curriculum are found in specific labs or may be checked out from the library media center.

- **Labs, pods, or wireless technologies are available for students projects**

The School District of Eleva-Strum has one primary elementary lab, one intermediate elementary lab, one high school lab, one middle school lab, one business education lab, one technology education lab, one 10 station mobile lab, and several mini labs, including one in the Central LMC, that are available upon request for students to complete their projects.

- **Specific assistive technology is available based on student' needs:**

Assistive technology is available on an individualized basis and is dependent upon the needs of specific students. Special Education staff are familiar with a variety of AT to help meet the educational needs of our students. Devices currently in use in the district include Dragon Naturally Speaking, JAWS (Screen reader program), Open Book (scanning program), Touch Screens, and various auditory and tactile devices.

- **Development of innovative strategies and delivery options of rigorous course and curriculum for the underserved students including telecommunications, and distance learning:**

The district offers coursework through local project circuit distance learning network, the BadgerNet Converged Network, online courses, and youth options.

- **Administrative networking tools are available securely to intended stakeholders:**

The District recently migrated Alio to manage purchase orders, and generate budget reports which are distributed to the proper stakeholders. All of the data for the stated purposes are stored on a Novell file server. Access to this data is only available to the necessary staff. Educators, media specialist, and technology coordinator work with administrators to prioritize disbursement of available funds.

- **Data management tools are available securely to all stakeholders:**

There are several software packages used to manage and maintain data within the District. Food service uses Wordware, student records are managed using the STI student information system, and bookkeeping is managed with Alio software. All data is housed on a Novell file server, with the exception of Alio which is remotely hosted, which is managed and maintained by the technology coordinator. Information within these software packages is protected with complex passwords and servers are only accessible to appropriate staff members. Parents and students have access to student records from any internet accessible computer by way of our secure district web page using a student number and a personal identification number.

- **Interoperability:**

The district currently does not have seamless integration between software packages. The district is continually evaluating software packages that may provide interoperability to limit duplication of data input.

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

Voice mail, email, and web pages (district, classroom, and departmental) are used for communication. STI Home Plus is available for students and parents to access grades, attendance, and homework assignments. Student progress reports are generated with the STI grading program.

- **Video and/or web-based distance learning opportunities are available to meet individual student needs:**

The District Library Media Program has purchased a multitude of videos in several content areas to meet the needs of all students. The district media specialist also procures new videos upon request. Many of the Districts students attend online courses provided by state technical colleges. Any other online opportunities are available upon request.

- **Total cost of ownership is determined:**

Total cost of ownership is taken into consideration in every technology purchase made by the District. The follow items are factors in calculating total cost of ownership.

- Training/in-services
- Software - licensing, updates, support
- Technical support - coordinator, hardware and applications
- Connectivity - lease lines, BadgerNet
- Miscellaneous - power, tables, cables, switches, routers

- **Collection mapping:**

A District library media selection policy provides guidelines for the library media specialist to select materials for the media centers that support and enhance the K-12 curriculum. Classroom teachers are encouraged to communicate their needs and help determine our collections strengths and weaknesses. Follett's Collection Analysis is done to determine average age, number of titles, and percentages for the main Dewey ranges and categories in our collection, which also helps to identify our strengths and weakness.

- **Library media facility designed to meet the diverse learning needs of the education community:**

The mission of the Eleva-Strum School District’s Library Media Centers is to provide a collection of materials to all stakeholders that implement, enrich, and support the instructional program. School library media collections will take into consideration individual needs, varied interests, socioeconomic backgrounds, and the maturity levels of the students of the schools. The responsibility of the media program is to stimulate factual knowledge, literary appreciation, aesthetic values, and ethical standards. The District Media Centers will provide opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and critical analysis of all media. All this will establish a background of information that will enable students to make informed judgments in their daily lives.

- **Library media center labs are scheduled according to the implementation of authentic projects:**

Teachers are able to sign up for labs in the media centers when students have projects to work on. Library media specialists collaborate with teachers to provide resources as needed by students. Teachers at the elementary level have scheduled lab and library time and can sign up for additional time. Computer labs are consistently in high demand by teachers and students.

- **Information resources are available to students when they need them: before, during and after school hours:**

The high school computer lab opens 30-45 minutes prior to the start of the school day. All library media centers are open during the day and labs are available. Staffing at the MS/HS level includes a full time professional and support person during school hours. Both elementary library media centers are staffed with part-time professional and support staff. There is little access to the library media centers beyond the school day, but is available upon request.

- **Information resources and learning tools are available beyond the school day for parents and community members**

The District has determined that the need for parent and community access is small due to the robust services available at the Strum Public Library. If there was a need the district would do what was possible to accommodate the request.

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

Library media specialists use a variety of selection tools to provide students and staff with a wide range of resources that reflect cultural diversity of our community and the world. Materials are available in a wide range of formats, ability levels and learning styles of students.

Analysis of Information Support and Leadership

- **Administrators are prepared to use technology effectively to guide the use for teaching, learning and student management:**

The STNA shows that the district administrators use and support positive changes in technology. All administrators rely heavily on district technology access for day to day operations such as budgets, student reporting and scheduling. Email communications have replaced written memos and daily announcements. Also email provides quick, ready access for teachers, staff, and parents to communicate.

- **Policies and procedures are updated:**

The library media specialist work with the technology committee members to write, review and update policies related to information technology programs. School District of Eleva-Strum approved policies for student acceptable use, employee acceptable use, and copyright policies are on file.

- **Evidence of alignment between the Wisconsin Information Technology Literacy Standards with local curricula and course content standards:**

The District is in the process of further alignment of ITLS into the district curriculum. At this time some mapping and research has been done, but more work is necessary. There is special attention being paid to mapping the middle school curriculum with elementary to follow.

- **Completion of grade-level benchmarks and curriculum mapping**

The District is updating curriculum mapping in relation to the academic standards. Staff members routinely work with the curriculum director to evaluate curriculum relevancy and to review standards. All mapped curriculum is on file in the district office.

- **Sustained systemic professional development opportunities provided:**

The District is in need of additional professional development in regards to technology. Technology in the school system is well supported by the administration through encouragement for innovations and financial commitment. The District provides multiple opportunities for staff to participate in technology. More communication is needed regarding types of in-services that should be made available.

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

The current state of school budgets statewide has impacted the district's technology funding. The district has a full time technology coordinator for the three buildings as well as a library media specialist and three library media aides.

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

The technology committee consists of administrators, district technology coordinator, library media specialist, and teachers from all levels. The committee will be looking for students, community members, and board members to attend meetings for added input. The committee meets monthly.

G. GOALS AND OBJECTIVES

Goal 1: Develop and maintain a technology enhanced curriculum using BYOC

Objective A: Analyze current curriculum.

Objective B: Use findings from objective A to develop a 21st century curriculum.

Objective C: Maintain curriculum on a continual basis

Goal 2: Implement a District Wide 1:1 Digital Learning Initiative

Objective A: Teachers will develop multiple methods of technology integration into their curricula.

Objective B: Students will demonstrate increased proficiency with multiple technologies that improve student engagement and achievement.

Objective C: Offer robust technology access and classes to provide increased opportunities for partnerships and community involvement.

Goal 3: Develop a comprehensive professional development plan.

Objective A: Determine staff development needs.

Objective B: Develop and implement a comprehensive professional development plan that allows teaching staff to maximize student/teacher interaction.

H. IMPLEMENTATION ACTION PLAN

The implementation action plan is divided into four charts as follows in the pages below.

1. Develop and maintain a technology enhanced curriculum

<p>Need Statement: As students enter school with an increasing knowledge and skill in using technology, the district's technology curriculum map needs to be updated to reflect this trend. Our school district has made a bold commitment to provide a 1:1 digital learning environment for our staff and students. For this goal to be successful we need to map our curriculum and identify any gaps. We will be using the Build Your Own Curriculum (BYOC) software to accomplish this task.</p>
<p>Goal: Develop and maintain a technology enhanced curriculum using BYOC</p>
<p>Objective A: Analyze current curriculum. Objective B: Use findings from objective A to develop a 21st century curriculum. Objective C: Maintain curriculum on a continual basis</p>

<i>Activities or Resources</i>	<i>Team/ Person Responsible</i>	<i>Timeline</i>	<i>Budget; Expenditure & resources</i>	<i>Success Indicator</i>
1.A.1 Have Math and Language Arts staff members enter their current curriculum into the BYOC tool using staff development time.	Teaching Staff and Administration	Year 1	\$5,000	Curriculum Completely Entered For These Areas
1.A.2 Have elective area teachers enter their current curriculum into the BYOC tool using staff development time.	Teaching Staff and Administration	Year 1 - 2	\$5,000	Curriculum Completely Entered For These Areas
1.A.3 Have Science and Social Studies staff members enter their current curriculum into the BYOC tool, when the common core standards for these areas become available.	Teaching Staff and Administration	Year 2 - 3	\$5,000	Curriculum Completely Entered For These Areas
1.A.4 Modify the curriculum to correct the gaps that are identified in 1.A.1 – 1.A.3	Teaching Staff and Administration	Year 2 - 3	In Kind	Document detailing gaps
1.B.1 Continually research and modify curriculum as new technology becomes available and is proven valuable within the classroom.	Teaching Staff and Administration	Year 1 – 3	In Kind	Curriculum that continually changes and incorporates technology
1.C.1 As new lessons are developed and as new standards are adopted, teachers will be responsible for modifying their curriculum to reflect said changes.	Teaching Staff and Administration	Year 2 – 3	In Kind	An up-to-date and living curriculum database

Policy Change: None needed

2. Implement a District Wide 1:1 (Digital Learning) Initiative

Need Statement: The Eleva-Strum School District recognizes that the Internet, along with advances in mobile computing and communication technology, is rapidly changing the way our students learn and communicate. The District's board of education, administration, teachers, families, students and community are addressing this challenge through a digital learning initiative.

Goal: Implement a District Wide 1:1 Digital Learning Initiative

Objective A: Teachers will develop multiple methods of technology integration into their curricula.

Objective B: Students will demonstrate increased proficiency with multiple technologies that improve student engagement and achievement.

Objective C: Offer robust technology access and classes to provide increased opportunities for partnerships and community involvement.

<i>Activities or Resources</i>	<i>Team/ Person Responsible</i>	<i>Timeline</i>	<i>Budget; Expenditure & resources</i>	<i>Success Indicator</i>
2.A.1 Teachers will gather information on what technologies are available to them for use in their classrooms.	Teaching Staff and Administration	Year 1 - 3	In Kind	Summary of content specific technology resources.
2.A.2 Teachers will examine existing curriculum and identify ways to implement technology gathered from 1.A.1	Teaching Staff and Administration	Year 1 - 3	In Kind	Completed curriculum with technology indications
2.A.3 Teachers will evaluate the effectiveness of the technology implementation of 1.A.2	Teaching Staff and Administration	Year 2 - 3	In Kind	Develop a matrix to evaluate the effectiveness of the technology used
2.A.4 Teachers will determine any modifications necessary for successful technology integration based on evaluation of 1.A.3	Teaching Staff and Administration	Year 2 - 3	In Kind	Summary and evaluation of the modifications
2.A.5 Teachers will implement findings of 1.A.4	Teaching Staff and Administration	Year 2 - 3	In Kind	Modified curriculum originally created in 1.A.2
2.B.1 Assess current student technology proficiency levels.	Teaching Staff	Year 1 - 3	In Kind	Completion of district developed survey
2.B.2 Evaluate findings from 1.B.1 and provide opportunities for students to attain the necessary level of technology proficiency.	Teaching Staff and Administration	Year 1 - 3	In Kind	Summary of findings from 1.B.1
2.B.3 Students will incorporate technology into daily classroom activities, lessons, and projects.	Teaching Staff and Students	Year 1 - 3	In Kind	Curriculum review
2.B.4 Students will provide feedback as to the impact of the technology integration on their learning.	Students	Year 1 - 3	In Kind	Student survey
2.B.5 Modify opportunities for students to attain the necessary level of technology proficiency based on ongoing assessment and student feedback.	Teaching Staff and Administration	Year 1 - 3	In Kind	Curriculum review
2.C.1 Survey community to identify areas of technology interest and concerns that the district could address.	Technology Committee	Year 1 - 3	In Kind	Completed survey
2.C.2 Review survey and identify top areas of interest and concern.	Technology Committee	Year 1 - 3	In Kind	Summary of survey in 1.C.1

2.C.3 Develop a plan to address the items identified in 1.C.2 i.e. classes and/or listening sessions, etc.	Technology Committee and Teaching Staff	Year 1 - 3	\$750	Plan developed to specifically address items from summary
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3. Develop A Comprehensive Professional Development Plan

Need Statement: The Eleva-Strum School District recognizes the necessity for ongoing professional development to provide our staff with the tools necessary to maintain current and effective instructional practices while maximizing student/teacher interaction. Utilizing technology to enhance student engagement and learning prepares students for meaningful participation in a global society.

Goal: Develop a comprehensive professional development plan.

Objective A: Determine staff development needs.

Objective B: Develop and implement a comprehensive professional development plan that allows teaching staff to maximize student/teacher interaction.

<i>Activities or Resources</i>	<i>Team/ Person Responsible</i>	<i>Timeline</i>	<i>Budget; Expenditure & resources</i>	<i>Success Indicator</i>
3.A.1 Assess individual and programmatic needs.	Teaching Staff and Administration	Year 1 - 3	In Kind	Completed analysis of current professional development needs.
3.A.2 Create a professional development team.	Administration	Year 1	In Kind	Creation of team.
3.A.3 Research what the best practices are to enhance student learning through technology integration.	Professional Development Team	Year 1 - 3	\$1,000	Summary of findings from research conducted.
3.A.4 Research and identify applicable resources for professional development.	Professional Development Team	Year 1 - 3	\$1,000	Summary and evaluation of the modifications.
3.B.1 Determine professional development goals and a schedule of activities.	Professional Development Team and Administration	Year 1	In Kind	Document stating goals and activities schedule.
3.B.2 Implement activities designed to achieve the goals determined in 1.B.1.	Professional Development Team and Administration	Year 1 - 3	In Kind	Formal document detailing the implementation plan
3.B.3 Evaluate the effectiveness of the implementation plan.	Professional Development Team and Administration	Year 2 - 3	\$1,000	Documentation of plan evaluation.

Policy Change: None needed

Budget Summary

Item	2009-2010	2010-2011	2011-2012
Hardware	\$142,000.00	\$142,000.00	\$142,000.00
Software	\$24,400.00	\$24,400.00	\$24,400.00
Internet Access	\$6,000.00	\$6,000.00	\$6,000.00
Supplies	\$3,000.00	\$3,000.00	\$3,000.00
CESA Services	\$22,000.00	\$22,000.00	\$22,000.00
HR In Support Of Technology	\$75,000.00	\$75,000.00	\$75,000.00
Library Collection Development	\$17,500.00	\$17,500.00	\$17,500.00
Total	\$289,900.00	\$289,900.00	\$289,900.00
Planned Funding Sources			
District	\$250,000.00	\$250,000.00	\$250,000.00
Title Funds	\$8,500.00	\$8,500.00	\$8,500.00
Special Education Funds	\$6,000.00	\$6,000.00	\$6,000.00
Common School Funds	\$21,000.00	\$21,000.00	\$21,000.00
E-Rate	\$4,400.00	\$4,400.00	\$4,400.00
Total	\$289,900.00	\$289,900.00	\$289,900.00

Adult Literacy

The School District of Eleva-Strum does not currently have an adult literacy program due to lack of request. This lack of request is due in large part to alternative literacy programs, which serve our communities. The District is currently exploring the possibility of partnering with the local telephone cooperative to use our facilities to tech adult technology classes.

I. DISSEMINATION TO STAKEHOLDERS

This Information & Technology Plan will be presented to the School District of Eleva-Strum School Board in July of 2012 for its anticipated approval. This plan will also be submitted to the DPI for certification. Upon certification, this plan will be made available to all stakeholders by way of the District web site, <http://www.esschools.k12.wi.us> and on file in the LMC's. Progress toward the goals and objectives of this plan will be reported to all stakeholders on a regular basis via presentation, reports, and articles in the Cardinal News.

J. MONITORING PROGRESS & EVALUATION THE PLAN

The responsibility for monitoring the progress and evaluating the progress and evaluating the success of this plan will be that of the Technology Committee. Tools like the SNTA, parent and student surveys, WKCE test results, and staff surveys will be used to monitor progress towards the goals and objectives stated in this plan.

During the summer of 2014 the Technology Committee will begin another comprehensive analysis of current needs, and begin planning to create a revised plan for Board approval and DPI certification in the summer of 2015.

K. APPENDICES

Resources

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Additional Documentation

The following documents are found online:

Board approved policies

- Responsible Use Of Technology - <http://goo.gl/AYzgu>

Administrative Rules

- Materials Reconsideration Policy - <http://goo.gl/DxaHG>
- Copyright Policy - <http://goo.gl/NuYd1>
- Interlibrary Loan Policy - <http://goo.gl/gQ7ud>
- Materials Selection Policy - <http://goo.gl/Hzfzh>