

# School District of Fall Creek District Information and Technology Plan

Effective July 1, 2012 – June 30, 2015



Signature of School District Administrator \_\_\_\_\_

Date of Board of Education Approval \_\_\_\_\_

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## Executive Summary

The Information and Technology Plan of the Fall Creek School District combines the library and technology plan into one document. Throughout this plan many links between the Library Media Program and the Information Technology Program are established. The focus of this plan is to provide the Fall Creek School students, parents, staff, community, and other stakeholders with the skills and tools required to use information in a digital-age society. The combined plan puts a focus on increasing student achievement through utilizing information and technology resources in research-supported uses.

This plan evaluates our previous plan and contains information that will allow our school district to continually assess the needs of our stakeholders and provide resources to meet these needs as they arrive. This information was used to write goals, objectives, and action plans that are presented in the plan. Maintaining and improving the current level of services provided by the Library Media, Information Technology, and all staff of the school district is crucial to fulfilling the goals and objectives contained in the plan.

This plan will be under ongoing review that will allow technology changes to be implemented into the existing goals and new goals to be defined as needs change. The plan will be disseminated to the stakeholders in a variety of methods after the approval of the Fall Creek School District School Board.

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Introduction

Research

Summary of the review of relevant research and best practices  
(What you learned and will put into practice from reviewing the research)

*Our district is constantly using multitudes of resources for research about educational technology. Some of these resources are listed below:*

- WETCH-Wisconsin Statewide Listserve for Technology Coordinators managed at UW-Madison Tech Help-CESA 10 Listserve*
- Department of Public Instruction-Listserve*
- WEMTA-Wisconsin Statewide Listserve for Media Specialists Listserve*
- BLOG-CESA 12 for Technology Coordinators*
- District Administrator-Nationwide Educational Listserve*
- WISCNET-Statewide Network Listserve*
- District Administrator-Magazine*
- InfoWord-Magazine*
- Information Weekly-Magazine*
- CESA Level Educational Technology Meetings*
- Brainstorm-Statewide Convention of Technology Coordinators*
- TIES-Nationwide Convention of Information Technology Educators*
- Usergroup Conventions for: Skyward; Student Technologies Incorporated; ProCurve*
- Multitude of Educational Technology-related printed material and books*

The technology team has reviewed a wide body of research to guide the technology planning process. The Fall Creek School District Information and Technology Plan is our plan to incorporate research-based practices in technology to enhance student learning as well as prepare information and technology literate students. The research shows us that technology improves student performance under the following circumstances:

- when the application directly supports the curriculum objectives being assessed.
- when the application provides opportunities for student collaboration.
- when the application adjusts for student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application.
- when the application is integrated into the typical instructional day.
- when the application provides opportunities for students to design and implement projects that extend the curriculum content being assessed by a particular standardized test.
- when used in environments where teachers, the school community, and school and district administrators support the use of technology.

Center for Applied Research in Educational Technology, available online at: <http://caret.iste.org>

In review of recent research on effective school media programs, the committee found research that correlates strong school media programs with student academic achievement. This research cites the following conditions that define a strong media program:

A strong Library Media Program is one:

- that is adequately staffed, stocked, and funded.
- whose staff are actively involved leaders in their school's teaching and learning enterprise.
- A successful Library Media Specialist is one who has the ear and support of the principal, serves with other teachers on the school's standards and curriculum committees, and holds regular meetings of the Library Media staff.
- Students succeed when the Library Media Specialist participates with classroom teachers and administrators in making management decisions that encourage higher levels of achievement by every student.
- whose staff have collegial, collaborative relationships with classroom teachers. A successful Library Media Specialist is one who works with a classroom teacher to identify materials that best support and enrich an instructional unit, is a teacher of essential information literacy skills to students, and indeed, is a provider of in-service training opportunities to classroom teachers.
- Students succeed where the Library Media Specialist is a consultant to, a colleague with, and a teacher of other teachers.
- that embraces networked information technology. The library media center of today is no longer a destination; it is a point of departure for accessing the information resources that are the essential raw material of teaching and learning. Computers in classrooms, labs and other school locations provide networked access to information resources—the library catalog, electronic full text, licensed databases, locally mounted databases, and the Internet.

- Students succeed where the Library Media program is not a place to go, apart from other sites of learning in the school, but rather an integral part of the educational enterprise that reaches out to students and teachers where they are.

Lance, Keith Curry, Marcia J. Rodney and Christine Hamilton-Pennell. 2000, available online at: <http://dpi.wi.gov/imt/relevres.html>

The Fall Creek School District technology planning team developed a list of research based guiding principles. These insights guide the planning process for the district.

- When a leader has a vision and instills ownership, teachers respond with enthusiasm, imagination, and dedication.
- Genuine leaders see beyond school dress codes and technical barriers that may cause small glitches and look toward the future.
- Provided with tools and resources and professional development, teachers can embrace change and learn how to engage different learning styles and individualize instruction.
- Students deserve--and crave--high-quality, technology-driven education that maximizes their potential and prepares them for the competitive workforce.
- Children believe computers make life better for Americans
- Computers are in the future so children should grow up with them
- Flexible scheduling and visiting the library individually separate from class visits, is a strong predictor of higher test scores
- Student test scores increase in relation to library media expenditures
- Test scores rise in elementary and middle schools when library media specialists and teachers work together
- Students with computers at home had higher overall grades and better grades in Math and English than those without home computers
- Among teens ages 13-17, school work has surpassed games as the most frequent online activity
- Studies suggest that children's extended computer use may be linked to an increased risk of obesity, seizures, and hand injuries
- Children in homes with computers spent less time watching videotapes and more time doing homework, reading magazines or newspapers, compared with children in homes without computers
- Use of computer technology helps special needs students keep up with non-disabled peers, but many people don't realize this benefit as it is transparent in the learning environment
- One in six students cannot benefit from a traditional educational program
- Collaborative efforts between special education and regular education benefit social and academic needs. Students learn more than if they work individually
- Inadequate teacher training and cost is a major barrier to effective use of technology for special needs students
- Students with access to computer-assisted instruction, integrated learning systems, simulation software, collaborative networks, or design and programming technologies show positive gains in achievement on research-constructed tests, standardized tests and national tests

- Technology effectiveness is based on a connection of teaching and learning objectives
- The use of a word processor and process-based approach to writing improves student-writing development
- Technology allows for student-centered learning
- Computer-assisted instruction can provide immediate feedback
- Best applications of technology are in a real world context
- Cooperative grouping increases learning
- Learning occurs best when a student is doing something that interests them
- Teacher training is the key to effective technology application
- Research shows that schools of the future should employ technology in a constructive, collaborative, interactive, and contextualized learning environment
- The gains realized here are not mere efficiencies but rather fundamental enhancements to learning and performance
- A strategy to build teacher confidence and interest is to have the teacher be mentored by an experienced teacher who is proficient with technology, with sufficient time for collaboration
- Applying technology to studies energizes students on many levels
- Money must be spent on professional development with technology. Recommendations show that districts reserve 30% of their technology budget for staff training of technology features.
- District officials should not be in a contest with neighboring districts to match the technology. What is right for one district might not be right for another. The final goal should be student achievement and engagement; the technology is just one tool for reaching that goal.
- Notable media specialists possess a solid set of core values that guide their professional behavior, practice, and decision-making processes. Some of these core values might include service, stewardship, privacy, and confidentiality.
- Notable media specialists are champions for learners and the school library media program
- There are more than 150 educational cell-phone applications available for purchase and download between Samsung and the Apple store, and hundreds more are available on the Internet. School administrators should embrace the educational potential of mobile-phone technology

### **Educational Mission Statement**

*“Committed to Academic and Personal Excellence”*

### **Educational Vision Statement of School District of Fall Creek**

*“The School District of Fall Creek will provide a student-centered learning environment which enhances each student’s knowledge, skills, and attitudes that are necessary to successfully meet the present and future challenges of each student as a lifelong learner and responsible citizen in our continually changing world.”*

## **Mission Statement of Computer Literacy and Technology Council**

*The Computer Literacy and Technology Council will promote and provide student and staff with a technology-rich educational environment. To achieve our mission, the district is committed to integrate technology into every grade level throughout the curriculum with a plan capable of change as technology evolves. We are committed to using all forms of technology that will empower students and staff as they prepare for the 21st Century and to provide them with the motivation for life-long learning.*

## **District Library Media Philosophy**

The library media program in the Fall Creek Schools exists to support and further the educational goals of the individual schools and those of the district. Because we believe that an educated individual is one who has learned how to learn, to examine, and explore ideas, one of our goals is to develop students who will have the desire and the ability to learn independently. The Fall Creek Library Media Center's goals are to provide support for the instructional objectives of the schools' curriculum, and provide opportunities for personal development and enrichment of individual students.

The function of the Library Media Center is to locate, gather, provide, and coordinate the schools' materials for learning and provide the essential technology required for the use of these materials. The concept of the library media program is one of instruction and service throughout the school so that a student can acquire and strengthen skills in reading, listening, observing, asking questions, generalizing, verifying, synthesizing, evaluating, and creatively organizing and communicating ideas. To further this concept, the Library Media Center must provide materials that satisfy these needs and make these materials easily accessible to all students. In addition, the Library Media Center staff must promote leisure reading through various enrichment activities.

The Library Media Center staff fosters a positive and productive attitude toward learning and a sense of personal enjoyment in the world of ideas found in books and other forms of media. The development of a comprehensive media program is built on this foundation.

The School Library Media program reflects the educational philosophy of the school and strives to enrich its educational program so that a positive and productive attitude toward learning is fostered.

## **Background**

### **Community/district demographics**

How many buildings, grade levels, teachers, support staff, administrators, students?

The Fall Creek School District has an approximate enrollment of 850 students housed in one K-12 complex that facilitates the sharing of resources and staff members. Of this student population, 38 percent reside in the village, and 62 percent are bused from the rural townships.

Our district employs 3.5 administrators. The District Superintendent is also the elementary principal. The high school and middle school each have a principal. In addition the Technology Coordinator and Library Media Specialist assist the students and staff of

the entire district. We employ 64 teachers and 42 support staff.

The Fall Creek School District contains one elementary, one middle school, one high school, and one alternative school. These four levels are contained in one building so many of the students interact with other grade levels. There is one cafeteria for the entire district along with one multimedia center housed in the middle of the building, an auditorium in the high school, and a commons in the high school.

The community of Fall Creek, with a population of 1,246, is about 9 miles east of Eau Claire. Fall Creek does not have any main industry; therefore, the majority of the people are employed in Eau Claire. The village consists of a bank, gas stations, and several small businesses. Approximately half of the teachers in the school district commute from Eau Claire and the surrounding communities.

What makes the district special or unique?

Eau Claire, with a population of approximately 66,000, plays an integral role in Fall Creek's economy, culture, and support to the school district. The University of Wisconsin-Eau Claire and Chippewa Valley Technical College not only offer educational opportunities for students, but also offer workshops, classes and training opportunities for professional staff as well as interns and student teachers that work in our district. Continued collaboration between CVTC, UWEC and the Fall Creek School District provides many opportunities for the district.

The people of the Fall Creek area are proud of their community, their school system, and the many accomplishments of their young people.

### **Brief history of the evolution of the district's library media and technology programs**

Implementing 21st Century technology presents a number of unique challenges for school districts. Education has moved beyond the basics and now must use the tools of today—technology. To acquire these technological tools and while faced with a limited budget, the Business Education Department in 1978, took the initiative of writing a grant to purchase two computers which were used to integrate data and word processing. This opened the door to seeing the potential of technology throughout the curriculum. For the next several years, technology growth was made possible through allocation of funds in the general budget.

In the fall of 1992, the Fall Creek School District began its long-range technology plan, which consisted of the following: wiring of the entire K-12 complex with a fiber optics backbone and Ethernet drops into every room throughout the district, allocating \$100,000 a year for technology expenditures, and assembling a technology team to create a long-range plan and implement the goals. In 1998, a full-time District Technology Coordinator was hired as part of this long-range goal.

The district has a district-wide wired and a limited wireless network which allows for access to library data, communicate via E-mail, share files and software programs, transfer grades and

attendance to the office, access the Internet from every classroom, and reserve and schedule district resources via a calendar system, and a district Intranet.

The Cluster A Consortium, composed of Altoona, Augusta, Eleva-Strum, Fall Creek, Gilmanton, Mondovi and Osseo-Fairchild school districts, has cooperatively shared resources and instructors to offer vocational training programs to high school students for the past 25 years. With the rapid growth in technology, the Cluster A schools saw the importance of incorporating a technology strand into their already successful cooperative programs. Technology grant writing became a major emphasis in 1995, with the hiring of a new coordinator. Three major grants have been secured in the ensuing years. Cluster A is also involved in cooperative projects which have enabled staff members across grade levels and subject areas to develop a professional network with a common core of educational needs, goals, and objectives.

### **Plan Contact and Specifics**

Today, our technology plan has evolved from this past history into one that integrates technology into every grade level throughout the curriculum, with the capability of change as technology evolves. Our plan is being written for a 3-year period ending June 30, 2015. The contact person for this plan is the Fall Creek School District Technology Coordinator, Jake Schoeder and district Technology Team.

### **Overview of the library Media and Instructional Technology Programs as they exist today:**

Our Library Media and Instructional Technology Programs work very closely together and move toward one common goal, student learning.

The Information Technology Program has grown substantially in the last 9 years. This growth is a reflection of the need for technology in the curriculum and the impact of the Wisconsin Department of Public Instruction Model Academic Standards and the requirement of certifying our students are “Technology Literate” by the end of eighth grade. Our teachers rely on technology as a tool to deliver their daily lesson plans. This technology must be fast and reliable to meet the curricular needs of our students and staff. Much of our curriculum is delivered through technology by streaming videos, on-line content, presentation software, Internet browsing, composition using technology resources, and many other methods.

Our Information Technology Program has a full-time Technology Supervisor in our current structure. Student workers help with technology support as they learn under the direction of our Technology Supervisor. Consultants are used for high-end trouble-shooting.

The Fall Creek School District staff is offered the opportunity of taking classes to learn how to use information technology applications, teaching strategies, integration of technology, administrative applications, etc at the beginning of each year. These classes which are called Techno-Curricular Days, run for a period of 2 days, and the teachers are paid the curriculum writing rate; while support staff is paid their hourly rate for taking these classes. The instructors in these classes are primarily Fall Creek School District employees that are experts in the area they teach. More than 10, 2-hour workshops are held each year to meet teachers' technology training needs.

Our network is primarily made up of 500 PC computers, 12 servers, and many other network devices that provide a reliable source of technology resources to our district. We have a 10 gigabit Ethernet backbone that provides switched 1000Mb access to all the district desktop machines. All teachers have his/her own PC in their room. Furthermore, we currently have 14 computer labs that include 7 wireless labs for teachers to set up in their rooms. We are continuing to move toward multi-media classrooms and have installed digital projection systems in all of our classrooms and are using interactive boards in our classrooms.

We have installed network-monitoring software in an effort to control costs, maximize our total cost of ownership, and monitor our network activity. We also are running firewalls, spam filters, web content filters, network activity archives, and nightly tape back-ups.

The Library Media Program position now encompasses one K-12 library media specialist with the support of three part time aides. The staff works to promote the media center as a place of learning in which all students can explore and pursue their academic and personal inquiries and interests. The center is a place that students can come for multiple purposes including researching, homework, and leisure reading. The center highlights several unique features to complement the typical library setting including painting, artwork, leisure reading areas, staff work area, puppet show, puzzle/chess tables, a bird, fish, and several private study rooms for staff and student use.

The Library Media Program focuses on providing students and staff access to media resources in various formats through multiple types of technology. The Library Media Staff assists school staff and students by teaching them how to locate and access information, evaluate content, how to determine appropriateness of sources for the project at hand, and create a final product to showcase such information.

The goals of the program are met through regularly scheduled Library Science classes with all students in grades K through five and through "as needed" instruction with classes and individuals in grades six through twelve, while also inviting whole classes into the media center as well as students during their study time. Further, an increasing amount of collaborative planning between classroom teachers, library media professionals, and the technology coordinator is used to accomplish the goals of the program. Library media and technology personnel also provide student and staff support for all media equipment throughout the district. The staff assists with computer support within the library and the adjacent computer lab, aiding students by instructing them on a one-to-one basis and troubleshooting minor equipment problems.

The current library media specialist is devoting much time and effort to enhancing the current collection to meet the changing needs of students. Weeding of outdated print materials and replacing them with more current information, both print and non-print, has led this effort. In addition, maintenance of the library webpage and resource pages has given students easier access to information both at school and home. The addition of several new databases has enhanced the limited amount of electronic resources the students once had.

Current collection enhancement, then, includes acquisition of new and updated print materials for both research and leisure reading purposes, electronic databases from which students can acquire information on a variety of subjects, audio books that give students a fresh perspective to stories, and discovery packs that in one set encompasses a variety of material types to share information about one topic. These materials can enhance the learning and reading experiences for students from all reading levels. Exploration of e-books and use of e-readers may be added in the near future.

Names and titles of technology team and writing team

Technology Plan Writing Team:

Jake Schoeder – District Technology Coordinator  
Teresa Kramer – District Library Media Specialist  
Kristin Sandgren – Elementary Teacher  
Jed Watters - High School Teacher  
Jane Borofka – Elementary Teacher  
Josh Tumm – Elementary Teacher

Technology Council:

Jake Schoeder – District Technology Coordinator  
Teresa Kramer – District Library Media Specialist  
Jane Borofka – Elementary Teacher  
Jed Watters - High School Teacher  
Charlie Fitch – MS/HS Business Education Teacher  
Kristin Sandgren – Elementary School Teacher  
Toby Jacobson – Middle School Teacher  
Terry Anders – Elementary Teacher

Our combined Library Media and Information Technology Plan required collaboration between Teresa Kramer, our Library Media Specialist and Jake Schoeder, our District Technology Coordinator, and was ongoing throughout the school year. As these Library Media and Information Technology areas continue to converge and complement each other, our Technology Plan needs to reflect the importance of the coordination of their goals.

**Community resources and adult literacy providers:** A Internet Lounge will soon be provided to the community in the FCSD common area. A partnership with Fall Creek Public Library in the use of common technology resources are also being considered.

### **Current Status & Needs**

#### **Analysis of previous plan goals**

### **1. Continue and extend the following Program Goals and Information Technology Initiatives in Support of Educational Improvement through June 30, 2015.**

Based on the on-going information and technology assessment, we will continue to refine and re-align our curriculum to meet the ever-changing Information and Technology Literacy Standards. Many of these goals are ongoing goals that have been partially achieved, but must be continually refined to provide our students the best possible learning environment that our school district can provide.

#### **1.1 Instructional and Curricular Goals and Initiatives**

##### *Initiative I — Increase effective learning using technology*

Based on the on-going information and technology assessment, we will continue to refine and re-align our curriculum to meet the ever-changing information and Information and Technology Literacy Standards through the following actions:

1. Increase summer school courses utilizing computers and the Internet as an educational resource.
2. Create on-site newscasts distribution of content, student projects, informational updates of continuing school activities through our computer network.
3. Increase access and availability to anytime, anywhere technology tools to continue with the implementation of wireless technologies and strive to give students network access for curricular applications.
4. Continue to provide internet based curriculum opportunities as well as other outside providers.
5. Continue to increase social networking usage.

*Initiative II — Increase effective teaching and staff development to enhance the curriculum*

1. Staff participation in technology in-services and implementation in the classroom.
2. Provide technology staff development opportunities at the Cluster A level, which will combine the resources of seven school districts.
3. Assess technology implementation by teachers and create staff development to enable the teachers to meet Information and Technology Standards.
4. Require teachers to use technology to access and maintain student records and other administrative duties.
5. Emphasize technology in teacher goal planning and implement this goal planning.

*Initiative III — In order to fully implement Initiatives I and II, we need to increase computer network technical assistance by:*

1. Providing on-site trouble shooting training in order to keep up with expanding technology demands.
2. Continuing the use of part-time workers and adding additional information and technology staff to help keep the network functional and to accomplish technology growth goals.
3. Continuing our collaboration efforts with Cluster A / CESA 10.

**1.2 Communication and Information Access Goals and Initiatives**

*Initiative I – Acquire faster and more cost-effective network access to support advances in technology*

1. Evaluate current practices in the acquisition of information and technology.
2. Continue to upgrade the information and technology infrastructure.

*Initiative II— Become more efficient and effective in the delivery of curriculum content and enhance student learning*

1. Expose students to various software programs.
2. Increase technology integration into all levels.

3. We will strive to use technology to integrate the overall curriculum.
4. Continue to modify our current curriculum to align it with the changing requirements in the Wisconsin Department of Public Instruction State Standards and Common Core Standards.

### **1.3 Staff Competency Goals in Support of Student Learning and Education Reform Initiatives**

*Initiative I—Make Fall Creek staff members feel comfortable in using information and technology skills for management duties and as a classroom tool*

1. Provide training for all staff members to advance their competency level in any current or new technologies.
2. The staff will learn the skills necessary to integrate technology into the curriculum.
3. To assist and provide the technical support necessary for teachers to implement new curricular goals.

### **1.4 Administrative and Management Goals and Initiatives**

*Initiative I—Continue to provide enhanced opportunities for students, parents, and our district staff*

1. To provide parent information electronically for grades, attendance, missing work, and other communication.
2. Continue to improve our district communication through access to technology resources for student, staff, and the community.

*Initiative II – Continue to implement new technology related systems*

1. Incorporate additional components of our student information system to more efficiently manage the assets of the district.
2. Evaluate components of our student information system not currently utilized.
3. Train staff in the student information system components that are identified for implementation.

**2. The following goals/objectives were postponed or delayed:**

**1.1 Instructional and Curricular Goals and Initiatives**

*Initiative III — Increase computer network technical assistance, in order to fully implement Initiatives I and II*

After research, the need for additional technical assistance is necessary, but because of budgetary concerns it is not possible to implement at this time. The ever-changing influences of our Information and Technology Program is why we have in place a process for a continuous review of our needs assessment, goal implementation, and priority review.

**3. What goals/objectives will continue or be modified?**

As technology changes and more options are available in our district to utilize new and developing technologies, all of our goals will be modified to incorporate the new technologies.

**Analysis of Student Proficiency**

**1. Do students demonstrate an understanding of the Information Technology Literacy Skills (ITLS)?**

Students demonstrate an understanding of ITLS through the completion of required coursework to meet the recommendations of the DPI at the fourth, eighth, and twelfth grade requirements.

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

The media specialist works with teachers at all grade levels to insure that the ITLS are integrated into the curriculum. In addition, all elementary grade level students receive regularly scheduled instruction from the media specialist. The media specialist works at some point in all grades 6-11 demonstrating multiple sources and equipment which students in turn implement into their own projects.

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

We have a very extensive program in place to serve our student population that has special needs. Many of these students are not special education students, but have failed a course, need remediation, or just need to improve their skills in a particular area. We also have several assistive devices such as large monitors, special mice, enlarged touch-pad keyboards, programmable keyboards, and sound systems for hearing impaired, etc.

All students are required to take classes that incorporate Information Technology Skills along with integration at every grade level Kindergarten through Senior classes and subject area classes.

### **Analysis of Educator Proficiency**

*Data should be analyzed to ensure district educators:*

#### **1. Understand skills and processes students need in a knowledge-based digital age**

Our teachers are required to meet a Minimum Information Technology Competency that lists the skills required to effectively perform in their jobs in the FCSD. These competencies address administrative, data management, communication, integration, and teaching strategies. These competencies are listed in Appendix C, Minimum Information Technology Competencies. New staff members participate in a training rotation with trainers so that the new employees are comfortable with their required technologies required to perform their job and duties.

#### **2. Implement various strategies to improve reading skills in print and multi-media formats**

Teachers use technology in many ways to improve reading skills. Our teachers utilize our mobile labs extensively to show streaming videos, use online apps, and read nonfiction articles. They also use print and multi-media to research and compose papers. In addition, many teachers are incorporating a LMS (learning management system) into their existing curriculums.

#### **3. Model social, ethical, and legal issues that encompass an information & technological arena**

Our teachers help enforce our Acceptable Use Policy by monitoring our students' computer usage. Classes in the all levels spend a significant amount of time discussing the appropriate use of district technology resources. These skills are covered in our keyboarding and computer technology classes as well as in core and vocational classes. Our teachers demonstrate what fair use means in education and what students can and cannot do legally and ethically.

#### **4. Are trained to effectively use district-owned information resources and learning tools**

Our classes are set up to make sure that our students are "Technology Literate" according to required state standards. We have modified our scope and sequence for technology related skills and are working toward different means of evaluating student technology skills at many levels.

## **5. Are trained to effectively use administrative and data management software**

Our staff is required to manage many software applications for administrative and data management. Some of these are the following:

Microsoft Office – All district attachments

Drupal Web Based CMS – All district WebPages

Google Apps for Education and Outlook – All district memos and communication via groups and individuals

InformationNOW – All attendance, grading, student demographics

Electronic Calendars – For reserving technology resources, classrooms, gyms, etc.

Electronic Purchase Order Systems – For purchasing classroom materials, books, etc.

Training is provided to teachers in classes or in individual settings. These trainings are set up to meet the teachers' needs, before or after school, early release days, or during preparation time. Teachers are expected to be competent in all the district administrative software and data management software as listed in the

*Minimum Information Technology Competencies – Appendix C.*

## **6. Model collaboration skills with colleagues**

During staff development days our staff is taught Information Technology Skills by other staff members. Most of these cross-curricular classes encourage collaboration between differing curricular areas and grade-levels. We also periodically have meetings with other districts through our Cluster A Consortium and provide opportunities for teachers to use professional days.

## **7. Use a variety of information resources to support their teaching strategies?**

Teachers are informed by the District Technology Coordinator about new technology, technology integration strategies, regional and state initiatives, and staff development opportunities that are available to them.

We have in-service time that allows our teachers to communicate with other teachers in our school cluster. This cluster called, "Cluster A", is a group of 7 districts:

Altoona School District

Augusta School District

Eleva-Strum School District

Fall Creek School District

Gilmanton School District

Osseo-Fairchild School District

Mondovi School District

During this time, our teachers collaborate with teachers from outside our district, who teach in the same content or vocational area, or grade level. These opportunities allow teachers to share integration strategies, share information resources, develop problem-based learning units, develop assessment strategies, and develop relationships with colleagues in the same educational situation as the Fall Creek School District teaching staff.

## **8. Design and teach problem-based learning units that incorporate the effective use of information & technology resources**

Many of our district teachers have created and continue to create problem-based units that incorporate the effective use of information and technology resources. For example: *Appendix D-Agriculture Day Curriculum*

This is a school wide presentation that involved the entire Elementary School, many of our Middle School students, and even some High School students. An entire gym is filled with student-created projects including models of farms, descriptions of products, and samples of agricultural produced food. Many of these presentations are completed using technology for research, production, and presentation.

## **9. Can design a variety of assessments (scoring guides, rubrics, checklists, portfolios) to accurately measure student performance and progress**

Many of our teachers use software to produce rubrics like the one attached in Appendix D. Our students also create electronic portfolios using WiscCareers program with the help of our high school counselor.

*Appendix D-Agriculture Day Curriculum*  
*Appendix E-Fifth Grade Research Unit Planning Sheets.*

## **Analysis of Effective Teaching and Learning Practices**

### **1. Educators' vision, content, instruction and assessment are aligned to high standards**

Our curriculum is aligned to the Department of Public Instruction Wisconsin Model Academic Standards and benchmarks are in place as to what will be taught at each grade level. These standards are summarized and listed in *Appendix F-Information Technology Integration Curriculum Alignment* and a sample of the *Fall Creek School District Science Curriculum Alignment* is included in *Appendix G*. The complete curriculum documents for each core subject area can be viewed by our staff from our district Intranet. Due to the state adoption of the core standards, our district is in the process of updating our curriculum to meet these requirements.

## **2. Educators' range of use includes information resources and learning tools for productivity, visualization, research, and communication.**

Some examples of teachers using information resources and learning tools in the classroom are the following:

Streaming Video is used in Ecology, Biology, Anatomy and Physiology, HS English, HS Social Studies, MS Social Studies, MS Science, Third Grade Social Studies, Fourth Grade Wisconsin History, and Fifth Grade Science.

All teachers are required to have personal Websites. Many of our teachers find website resources and post these links on their own district web page. The students can then use these links rather than spend time researching or typing in URLs. This saves a tremendous amount of class time when used in the lower elementary.

Students use e-mail to communicate and send assignments back and forth with their teachers. Our district management software monitors all e-mail accounts. All announcements, memos, list serves, and district communication are completed electronically.

All classrooms have mounted projectors. Our teachers differentiate instruction to meet the vast array of learning styles that are needed by their students in their classrooms. We are using Mimios and SMARTboards as teaching tools for our teachers.

Our district management systems increase our teacher productivity by providing technical means of accomplishing many tasks. Examples of tasks completed on our network to make our teachers more productive include:

- Electronic purchase orders
- Attendance
- Grading
- Student demographic information
- Web based grade access for students and parents
- Web page based calendars
- Web page based lab and resource reservation systems
- Back up systems for file retention
- Library catalog system
- Remote access from home-to-network drives and printers
- Google Apps for Education

**3. Evidence that improvement is occurring in the teachers' capacity to integrate Wisconsin Model Academic Standards For Information And Technology Literacy effectively into curricula and instruction**

Teachers are required to complete a technology goal which will enhance their ability to integrate technology into their curriculum.

The frequent use of Mimios, Smart Boards, Google Apps, tablets, and netbooks are evidence of integrating this technology into their instruction.

We require teachers to set a technology goal. These goals are documented and results are used to design staff development classes for our teaching staff to help them meet these competencies. All goals are approved, monitored and evaluated by their administrator

Our curriculum is aligned to the Wisconsin Model Academic Standards for Information and Technology Literacy K-12.

**4. Evidence of effective teaching and learning can be obtained through analysis of Wisconsin Knowledge and Concepts Exam (WKCE), Wisconsin Reading Comprehension Test (WCRT), locally designed progress monitoring assessments, student surveys, portfolios, and web-folios**

Our administration, teachers, and other stakeholders in our community use the results of the Wisconsin Knowledge and Concepts Exam to evaluate how our school is performing. The results of the test scores are used to critically evaluate our Reading, Language Arts, Mathematics, Science, and Social Studies curriculum, teaching methods, and scope and sequence. Some of the results of the Wisconsin Knowledge and Concepts Exam for the Fall of 2011 are included in *Appendix BB-WKCE Results Grade 4, Appendix CC- WKCE Results Grade 8 and Appendix CC-WKCE Results Grade 10.*

We also have teachers that notify our technology supervisor about issues of concern and look toward technology to help with areas of deficiency.

**5. Evidence that student academic achievement is increasing due to their effective use of technology**

Technology Integration has helped our students' standardized test scores remain high, but it is not the only factor that contributes to these scores. Our students are very skilled using technology when they graduate from our school, but there are many progressive teaching strategies that influence our student academic achievement. Their effective use of technology is just one of the many factors that contribute to this success.

**6. Students learn through problem-based units that include the integration of the 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**

Many teachers are working to include project-based learning into their curriculum. Teachers request training to assist with information and technology integration by recommending topics and technologies they would like to see included in staff development times. Using this training and collaborating with the curriculum heads, library media specialists, and technology coordinator, teachers are integrating the Information and Technology standards into their core curriculum as they gain new skills in the area.

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

Our elementary students create many projects that incorporate higher-order thinking skills such as PowerPoints, websites, podcasts, and interactive lessons. Technology skills are further developed in our Business Education Classes through the use of real-world skills, projects, and current issues. Students create marketing plans, develop websites, and learn how technology solutions can make or break a business through technology efficiencies. Our Technology Education courses teach video editing, newscast production, podcasting, computer animation, and interactive game creation through projects. Students also create projects using Computer Aided Design software such as SolidWorks, Punch Home Design, and Google Sketchup. Students learn about programming by working with Lego NXT robots. Our Agriculture Education Classes design landscaping for houses and businesses and use technology to keep up with the ever changing needs of small business.

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

Our Library Media Staff is available before and after school, and every hour of the day to help students complete research in printed materials in our library, interlibrary loan printed materials, and online materials. They also provide guidance by teaching students to complete research using proper methods in structured classes in the elementary and as requested in the middle and high schools.

**Access to Information Resources and Learning Tools**

*Data should be collected through various tools, instruments, and methods then analyzed to ensure district has evidence of and/or has examined the following to ensure equitable access to information resources and learning tools:*

## **1. Summary of inventories of the information resources and learning tools**

In our library system, Follett-Destiny Software, we have inventories of all of our books, filmstrip projectors, phonographs, overhead projectors, digital cameras, digital video camcorders, TVs, DVD players, etc. An example of this inventory is included in Appendix A-Number of Holdings by Type.

## **2. Summary of inventories of the equipment and Infrastructure (software, hardware/equipment, telecommunications, and wiring) strategically deployed to meet needs of all learners and capable of handling current network traffic.**

Inventory systems are available through our network for software and computers. We use Aristotle to help monitor and manage our network. I have included a computer inventory with serial numbers, printers, and digital projection systems by teacher rooms. This document attached in Appendix B & BB Computer Inventory 2011-2012.

We have a very extensive infrastructure for telecommunications and wiring. We have a 10 Gigabit Network Backbone that provides reliable, fast connectivity to district resources, network applications, the internet, and wireless access points in each room and common areas. *Appendix EE – Computer Lab Wiring Diagram.*

## **3. Classrooms, library media centers and wired or wireless labs designed for collaborative team work that includes equitable and flexible access to information resources and learning tools Labs, pods, or wireless technologies are available for students' projects.**

We have an online reservation system for all of our computer labs. These are reserved via an Intranet that is only available to teachers. The Technology Resources and Computer Labs page from our Intranet is included in *Appendix I – Technology Resources and Computer Labs.*

Specific assistive technology is available based on a needs analysis of a student and a strategy is developed by the District Technology Coordinator and the Fall Creek School District Special Education Staff. As needs arise for specific students, strategies are developed, which many times include varying technologies to help the students achieve curricular goals.

In our District we have used a number of different assistive technologies to help students with special needs. Some of these technologies include:

- Large oversized monitors for students who are visually impaired.
- Specialized roller mouse for a student's who's fine motor skills are 100 percent.
- Voice Recognition software for students who did not have mobility to type.
- Document camera to enlarge papers and books for students who are visually impaired.

- Specialized software for students with learning disabilities.
- NovaNet for remedial education in a variety of subject areas.
- Large keyboards, covered keyboards, and modified mice to help students input data.
- Sound systems for students who are hearing impaired.
- Plan in place to meet the needs of students with disabilities.

**4. Development of innovative strategies and delivery options of rigorous courses and curriculum for the underserved students, including telecommunications and distance learning options**

We have developed policies for our Youth Options which includes policies on how online learning classes will be managed within our school district. These policies are included in *Appendix J-Youth Options Program 354*, *Appendix K – Guidelines for Awarding High School Credit for Youth Options Program Courses*, *Appendix L – Guidelines and Criteria For Student Participation in Youth Options Courses*.

**5. Administrative networking tools are available securely to intended stakeholders (fiscal management, purchasing, and budget management systems)**

We have several levels of security for our administrative software including the fiscal management software. This includes:

- Local user level authentication
- Group level authentication
- Segregated server
- Hidden shares
- Specific drive mappings
- Application level authentication
- Application level group security settings
- Network monitoring through Aristotle
- Web Based Services such as Skyward with user level authentication

**6. Data management tools are available securely to intended stakeholders (payroll and human resources, student information systems, grade books, attendance, automated library media circulation and catalog, automated food services, ID cards).**

We use InformationNOW a product of Student Technologies, Inc.,(STI), as our primary student information system. This system has multi-level security as mentioned above and maintains:

- Gradebooks
- Attendance
- Parent Home Access to grades, lesson plans, and attendance
- All student demographics
- All student records

· Discipline

The **School-Wide Information System (SWIS)** is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are:

- An efficient system for gathering information
- A web-based computer application for data entry and report generation
- A practical process for using information for decision making

Library Media Circulation and Catalog is Follett-Destiny. This system tracks all activities in our library, student records for book reservations, and fines.

Our Lunch System, Wordware, is used to keep track of our breakfast, lunch, and milk purchases for our students. This system handles all the free and reduced lunch information that is entered in our district including student lunch accounting systems.

School Messenger is used to communicate with parents via email, phone and text messages regarding the lunch balances, overdue books, fines and middle/high school student attendance.

Skyward Web based services is used to manage payroll and human resources.

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

Currently there is some redundancy for entering student information in our student information system, lunch system, Active Directory, E-mail, and library media circulation system as these systems do not share data structures. We are in the process of linking these systems together.

**8. Communication tools are available to students, parents, and other stakeholders (via. e-mail, internet, intranet)**

We have an extensive e-mail system that allows for some students, parents, and other stakeholders in our district to communicate with our teaching staff and administration at any time. All faculty e-mail addresses are available from our district website at:

<http://www.fallcreek.k12.wi.us> and can be accessed by anyone at any time. Phone contact numbers are listed here as well.

School Messenger is used to communicate with parents automatically via e-mail, text messaging and phone.

Our WebPages, Facebook, Twitter and School Messenger are used to communicate information to parents about a wide variety of topics including missing assignments, athletic events, conferences, early release days, to district calendar information. In addition, we have online forums, links databases, photo galleries, blogs, wikis, Moodle, etc.

Library media facilities are designed to meet the diverse learning needs of the educational community. Information resources are available for students and faculty any time and any place outside the school facility through flexible circulation policies and internet access.

Library hours are 7:30 A.M. to 4:00 P.M. on school days. Students can use all of the on-line resources via the internet at anytime from anywhere.

We have opportunities for students to take classes outside of our district through our Alternative Education Lab and Online Classes. These opportunities are as follows:

Online Courses: Any course in which students are interested in can be approved by the administration providing the conditions outlined in our Youth Options Policy are followed: Appendix L – Guidelines and Criteria For Student Participation in Youth Options Courses.

Youth Options: Students may be able to take classes from or at Chippewa Valley Technical College or the University of Wisconsin – Eau Claire.

## **9. Total cost of ownership is determined (hardware maintenance, lease/rent, repair)**

Total cost of ownership is calculated using:

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

Estimated cost is \$255.00 per PC, per year.

## **10. Collection mapping: breadth and depth of resources in relation to curriculum needs and reading interests**

The library is designed to house three different collections in one room as well as to provide all students access to shared resources. The facility contains a thirty station

computer lab that can be scheduled for use by teachers at any grade level in the district. It also serves as an instructional area for formal instruction by the library staff. A story area designed to be assessable by all students serves dual purposes of being the story area for younger elementary students and an instructional area for upper elementary classes.

Three separate collections of materials that are age appropriate for the elementary, middle, and high school students exist within the facility with distinctive seating for each in close proximity. A centrally located reference collection serves all students and staff. The facility also houses special collections of various types of audio-visual materials as well as equipment to support their use. Thirty eight computer workstations are scattered from one end of the facility to the other giving students of all ages ready access to the district's network. Along with the usual office and workroom areas designed to support the programs of the library, there are two conference rooms that are available to students and staff for meetings and other group activities.

### **Analysis of Systems Support and Leadership**

*Data should be collected through various tools, instruments, and methods then analyzed to ensure the district has evidence of and/or examined these points regarding systems support and leadership:*

#### **1. Administrators are prepared to use technology effectively to guide the effective use for teaching, learning, and student management.**

Our administrators are working to maintain and improve their technology skills by attending workshops, conferences, and meetings with peers.

Our District Technology Coordinator works with teachers to share teaching methods to meet many differing learning styles, teach technology integration strategies, and develop tools for teaching and classroom management.

Our building level administrators turn to technology to save time and facilitate efficient communication. They also raise awareness of technology problems and opportunities to the technology supervisor.

Our administrators have:

- attended conferences such as TIES or Brainstorm conferences
- attended InformationNOW training for student management
- attended before and after school trainings
- attended Staff Development Day classes
- previewed software for financial management, student records, lunch program and others

- 2. Policies and procedures are updated (such as, but not limited to: Children’s Internet Protection Act, 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)**

*Appendix OO-Acceptable Use of Computer Network and Internet Systems 2012*

*Appendix QQ- Student Internet Acceptable Use Rules, Admin. 2012*

*Appendix R-Copyright Policy 361.6*

*Appendix S-Interlibrary Loan 362.1*

*Appendix T-Creation and Maintenance of Internet Web Pages 361.3*

*Appendix U-Internet Safety Plan 361.4*

*Appendix V- School Libraries/Media Centers 362*

*Appendix W-Selection of Instructional Materials 361*

*Appendix X-Handling Complaints About Instructional Materials 871*

*Appendix Y-Technology Concerns for Students with Special Needs 361.5*

*Appendix J-Youth Options Program 354*

*Appendix Z-Distance Learning Policies*

- 3. Evidence of alignment between the Wisconsin ITL standards with local curricula and course content standards.**

Our current curriculum is aligned to Wisconsin state standards. Fall Creek School District is currently in the process of expanding Common Core Standards to Pre-K – 12.

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

*Appendix F-Information Technology Integration Curriculum Alignment*

The goal is to align the ITL standards to our current curriculum map. We have surveyed our staff and have our standards aligned for Fourth, Eighth, and Tenth grade curriculum. From this document we will continue to align ITL standards to our current Scope and Sequence of classes.

- 5. Sustained systemic professional development opportunities (evaluations, outcomes, follow-up)**

District staff that fall under PI-34 are provided mentors, Cluster A assistance, and a process to aid in developing their Professional Development Plan. Staff development, CESA #10 professional development, and other training opportunities are also available for all staff.

**6. Qualified professional, clerical, technical staffing to meet current or planned services (Page 23, Information & Technology Literacy: A Collaborative Planning Guide for Library Media and Technology)**

*School Information and Technology Staffing Guidelines, 2002*

Enrollment	Professional Staff	Support Staff	Technical Staff	Total Staff
800-1,399	2.0-2.5	3.0-3.5	.5-1.0	5.5-7.0
Current Status	2.0	1.5	0	3.5
Employees	Teresa Kramer Jake Schoeder	Jody Runge June Kaatz Lana Kramer		

Our staff is very qualified, and their qualifications reflect their providing quality service to our district. The need to expand professional staff, technical staff, and support staff becomes evident in busy times as the Technology Staff and the Library Media Staff struggle to keep up with demand.

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

We have several standing committees that server this purpose. These committees in our Great Schools Committee Structure have cross-curricular and cross-grade level representatives These standing committees are included in Appendix FF – Fall Creek District Councils 2011-2012

## **Goals**

Most of our goals remain the same from our previous plan. A great deal of effort was used to seek the needs of the district and establish new or modified initiatives.

### **1.1 Instructional and Curricular Goals and Initiatives**

Initiative I — Increase effective learning using technology.

1. Continue summer school courses utilizing computers and the Internet as an educational resource.
2. Explore 1-to-1 computing initiatives to enable students to have mobile technology, allowing for anytime, anywhere access to educational resources and software.
3. Implement a campus-wide wireless infrastructure, enabling 1-to-1 initiatives to succeed in the classrooms, as well as free up existing labs for more use by other instructors.
4. Continue to provide additional course offerings and Internet based curriculum opportunities.
5. Invest in more SMARTboard technologies to enhance curriculum in the classroom.
6. Invest in more portable technologies such as iPads, netbooks, or tablets.

Initiative II — Increase effective teaching and staff development to enhance the curriculum.

1. Staff participation in technology professional development to meet required individual technology goals.
2. Seek opportunities for graduate level class work.
3. Provide technology staff development opportunities at the Cluster A level, which will combine the resources of four school districts.
4. Assess technology implementation by teachers and offer staff development to enable the teachers to meet Information and Technology Standards.
5. Require teachers to use technology to access and maintain student records and other administrative duties.
6. Emphasize technology in teacher goal planning and implement this.  
goal planning in the Professional Growth Plan for those teachers that will fall under PI-34.

Initiative III — In order to fully implement Initiatives I and II, we need to provide computer network technical assistance by:

1. Providing on-site trouble-shooting training.
2. Consider hiring of part-time workers and adding additional information and technology staff to better respond to the needs of our district.
3. Continuing our collaboration efforts with Cluster A/CESA 10.

## **1.2 Communication and Information Access Goals and Initiatives**

Initiative I – To acquire faster and more cost-effective technology.

1. Evaluate current practices in the acquisition of information and technology.
2. Continue to upgrade the information and technology infrastructure.

Initiative II—To become more efficient and effective in the delivery of curriculum content and enhance student learning.

1. Expose students to various software programs.
2. Increase technology integration into all grade levels.
3. Strive to use technology to integrate the overall curricula areas.
4. Continue to modify our current curriculum to align it with the changing requirements in the Wisconsin Department of Public Instruction State Standards and Core Standards.
5. Complete and continue to update the technology standards alignment and curriculum mapping to ensure that students are technology literate by the end of Eighth Grade.

## **1.3 Staff Competency in Support of Student Learning Goals and Initiatives**

Initiative I—To make Fall Creek staff members feel comfortable in using information and technology for management duties and as a classroom tool.

1. Provide training for all staff members to use the grading/attendance program, e-mail, web-based tools, and software and hardware programs.
2. Provide opportunities for training of staff as to the resources available to them and how they can be utilized in the classroom and curriculum.
3. To assist and provide the technical support necessary for teachers to implement new curricular goals.

## **1.4 Administrative and Management Goals and Initiatives**

Initiative I—Continue to provide enhanced opportunities for students, parents, and our district staff.

1. Provide parent information via the Internet for grades, attendance, missing work, Facebook and Twitter posts, and e-mail communication.
2. Continue to improve our district communication through access to technology resources for student, staff, and the community.

Initiative II – Continue to implement new technology.

1. Incorporate additional components of our student information system and financial management system to more efficiently manage the assets of the district.

2. Evaluate components of our student information system not currently utilized.
3. Train staff in the student information system (InformationNOW) components that are identified for implementation.

### **Implementation Action Plan**

*A well-developed implementation action plan includes:*

*Needs statements derived from staff goal surveys.*

Our Information Technology Council reviews district technology needs. Our goals are derived from staff goals and discussions and are written to be somewhat flexible so that every need will not become a separate goal, but can be categorized into existing goals.

*Goal(s) that address identified needs consist of:*

*objective(s) for each goal (labeled as initiatives)*

*activities for each objective (numbered under each initiative)*

Goals, Objectives (initiatives), and Activities are labeled as required in the Goals section.

*measurement tool or evidence of completion for each objective*

Our district has sought many ways to assess the completion of district objectives. We will continue with student, staff, and administrator surveys. We also will evaluate our students' progress by the results of standardized testing, grades in classes based on information technology skills, and other methods as they are developed.

*Person, group, or team responsible for accomplishing the goal(s) and/or objective(s)*

Teachers, Information Technology Council, Library Media Department, and administration will be responsible for completing the implementation of the goals established in the Information and Technology Plan.

*Timeline and projected completion date for the goal(s) and/or objective(s)*

Timelines will be set at the beginning of each year for the current school year and will be based on current need priorities and budget restrictions. An example of one of these timelines is attached in *Appendix AA-Minimum Technology Competencies Timeline*.

*Professional Development Strategies necessary to accomplishing the goal(s) and/or objective(s)*

Classes are designed each year based on current needs, new technologies available, and teacher interests and goals. These classes are held during staff development and after school workshops.

*Any policy changes (if applicable) as a result of implementing the goal(s) and/or objective(s)*

We updated our Acceptable Use Policy in the Spring of 2012 to reflect some of the new emerging technologies that are now available in our district. We will continue to monitor and modify these policies as new technology and legislation evolve.

*Projected Budget considerations for each goal(s) and/or objective(s)*

The budget considerations for these goals and objectives will include the dollars available, curricular need, cross categorical application, accessibility, and longevity of use.

Each year the following cycle will be followed by the Information Technology Council to help implement the District Information and Technology Plan:

**September:** Review staff goals and Technology Council goals that are to be implemented during the current school year and introduce new goals

**January:** Seek district needs that have grown throughout the school year through surveys of staff and students, evaluate goal implementation, and refine goals for the remainder of the school year.

**February:** Prioritize needs for potential budget planning.

**April:** Present District Information and Technology Budget to the school board for approval.  
Budget Summary

*Projected Budget Summary to implement the plan. It is VITAL that all services requested for on Form 470 be included in the projected budget!!! Major areas should include the following items taken directly from the Implementation Action Plans:*

Software Procurement  
Hardware, Facilities & Networking Acquisition & Implementation  
Operations, Maintenance & Upgrades  
Professional Development  
Human Resources in Support of Technology  
Budget Summary – Appendix II

<u>Activity Number and Description</u>	<u>E-Rate Amount</u>	<u>District Funds</u>	<u>Budget Acct Number</u>
1. Internet Access	2,785.15	3,846.17	10-800-435-222500
2. Internal and External Cable TV	0	0	NA
3. Internal Connections	0	11,000	10-800-411-222500
4. Web Server & Telephone Service			
CenturyTel	4,985.57	6,884.83	10-800-355-263300
ATT	382.13	527.71	10-800-355-263300
AllTel	3,481.23	4,807.41	10-800-359-263300
5. Staff Development	0	15,000	10-800-169-221-305
6. CESA #10 and UWEC Partnership	0	0	10-800-386-262-100
7. Internet Access and CESA Portal	Above	Above	10-800-435-222500
8. Grant Writing for Student Partners	0	0	NA
9. Technology Staff Training	0	4,000	10-800-310-222500
10. Collaboration and Conferences	0	3,000	10-800-342-222500
11. Web Server & Telephone Service	Above	Above	

### **Dissemination to Stakeholders**

*Plan includes specific strategies for dissemination of the plan to all stakeholders.*

The Fall Creek School District Information and Technology Plan will be disseminated through several methods. The plan will be posted on our school district page at the following website address: <http://www.fallcreek.k12.wi.us> once the Wisconsin Department of Public Instruction approves the plan. We will advertise this posting in our school district newsletter, orientation packets, and other electronic notifications. Mailings such as our district newsletter go to every household in our district.

Community education classes will be advertised through our website, district newsletter, and other electronic notifications as well.

### **Monitoring, Evaluation, and Revision**

*Details the tools and processes used in the monitoring and evaluation of the plan processes*

Our Information Technology Council and Library Media Department will manage the monitoring, evaluation, and revision of the District Information and Technology Media Plan. The Information Technology Council and Library Media Department will review this plan each

semester and refine timelines and goals to match current district needs and resources. Staff surveys have been used in the past and may be used in the future to assess the implementation of district technology goals. During the planning of next year's technology needs for the district, timelines will be established for goal implementation and new needs will be added to district goals. Goals that were not met on the timelines established will be reassessed and/or refined to better match the district needs.

Each spring, we present next year's budget at an open board meeting. Community members that are interested in the details of the implementation and evaluation of the District Information and Technology Plan may attend this meeting and ask questions along with school board members.

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