School District of Poynette

Collaborative Information and Technology Literacy Plan

Effective from July 2009-June 2012

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on April 6, 2009.

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Barbara L. Wolfe, District Administrator

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School District of Poynette

Collaborative Information and Technology Literacy Plan Three Year Plan July 2009 – June 2012

Executive Summary

The School District of Poynette's Collaborative Information and Technology Literacy Plan establishes a vision of the role of technology and information literacy in our school district and community.

All initiatives outlined in this document correlate with district goals. Our Information and Technology Committee meets to plan, monitor and assess the integration and use of the technology and information literacy tools and resources to foster learning and develop a collaborative education community that prepares students for a progressive, 21st century society.

The intent of this collaborative plan is to cultivate a cohesive focus with regard to technology integration and information literacy. This process will ensure efficient and effective employment of resources, a sound professional development program and provide the support needed to address the district and community's information and technology literacy needs.

Our plan represents a continuing process that is reviewed, monitored and assessed regularly as we progress. This plan addresses district information and technology literacy needs, provides the framework for implementing district information and technology literacy goals and organizes the resources and staff to effectively implement district goals. This plan outlines the following initiatives:

- Integrate technology and foster information literacy across the curricula and throughout the community
- Deploy resources to effectively implement district goals and meet the needs of the students and community
- Develop and implement a professional development program that correlates with district initiatives and creates professional learning communities
- Refine policies and procedures to better serve our students, staff and community

Section 1 Introduction

1.1 Relevant Research and Best Practices in Information and Technology Literacy

As the Information and Technology Literacy Committee met to address the reconstruction of our Collaborative Information and Technology Literacy Plan and developed goals and objectives for the plan, the team examined the latest research, much of which addressed the correlation between student achievement, technology integration, professional development, accountability, collaborative projects with library/media and technology specialists and classroom teachers. The research poses more questions than answers and challenges educators and policy makers to consider the implications that emerging technologies have on teaching and learning. The data reiterates the need for developing and/or re-examining our programs, curricula, evaluating policies and modifying objectives outlined within the School District of Poynette's plan. Our Information and Technology

Literacy Plan is the foundation for our district to begin the analysis of practices, policies and programs and devise methods to best meet the diverse population of students and the myriad of tools and resources that can impact their understanding of the curricula and preparing our students for their lives tomorrow.

A large portion of our plan will address the impact of outside forces on teaching and learning and how to best utilize the student experiences, tools and outside resources to help our students succeed. According to the study, *Having Our Say: Middle Grade Student Perspectives on School, Technologies and Academic Engagement*, conducted by Hiller Spires et al, at North Carolina State University, information and technology literacy gained outside of the school setting is impacting students and classrooms in schools and forcing school districts to examine the technology resources and instructional practices within the district. The researchers' work notes that our students and our workforce will pressure schools to examine practices and policies to meet the diverse skill sets that our students will continue to bring to our schools:

> "Not surprisingly, transforming education to meet the demands of the 21st century begins with an acknowledgement that today's students have opportunities to learn in different ways than those of previous generations. The way students use technology outside school, from instant messaging, mobile phones, and handheld games to digital music players and video game consoles is similar to how today's workers use technology in their professional careers—multitasking, on-the-go and fast paced. In many classrooms, however, students are "unplugged"—in fact, school policies often prohibit them from bringing their technology tools with them to school" (2006).

This study is not unique. The MacArthur Foundation, conducted a three-year analysis of students' use of technologies outside of school, through the Digital Youth Project. The results of this study highlighted several implications for educators, parents and policy makers and posed several questions to consider as we move forward with designing instruction and employing technologies in our schools.

> "Youth's participation in this networked world suggests new ways of thinking about the role of education. What would it mean to really exploit the potential of the learning opportunities available through online resources and networks? Rather than assuming that education is primarily about preparing for jobs and careers, what would it mean to think of it as a process [of] guiding youth's participation in public life more generally? Finally, what would it mean to enlist help in this endeavor from engaged and diverse publics that are broader than what we traditionally think of as educational and civic institutions" (2008).

This study and the other aforementioned projects reiterate the need for educational institutions to reconsider how we deliver instruction, allocate funds and apply technologies to the curricula. Discussions amongst all stakeholders are necessary to foster the learning environments for students to develop the skill sets necessary for working and living in the 21st century. The School District of Poynette's information and technology literacy plan will incorporate strategies for making these situations a reality in our district.

The data we gather via various assessments provides us with the status of students' skill sets and the skills and instructional practices of our teaching staff. All of which are crucial for understanding and developing student proficiency in 21st century skills necessary for our working world today. The International Society for Technology In Education along with their collaborative partners generated a unified vision and action plan for all education stakeholders, *Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System*. As part of this study, the team requests that education institutions integrate technology in three areas. This study emphasizes that not only do educators need to focus on core content but need to use technology extensively to develop proficiency in 21st century skills:

> "Knowledge of core content is necessary, but no longer sufficient, for success in a competitive world. Even if all students mastered core academic subjects, they still would be woefully under prepared to succeed in postsecondary institutions and workplaces, which increasingly value people who can use their knowledge to communicate, collaborate, analyze, create, innovate and solve problems. Used comprehensively, technology helps students develop 21st century skills" (2007).

As the School District of Poynette develops, communicates and implements the following research-based district initiatives, outlined in this plan, our students will become better prepared for the demands of the 21st Century. District staff will have the experience and support to foster learning while providing opportunities for students to experience real-world projects, work collaboratively with their peers, develop higher order thinking skills and communicate information via a variety of tools and media.

1.2 District Information and Technology Vision and Mission Statements

Information and Technology Literacy Vision and Mission

The School District of Poynette's Collaborative Information and Technology Literacy Plan establishes a mission and vision of the role of technology and information literacy in our school district and community. All initiatives outlined in this document correlate with district goals from our strategic plan. Our Information and Technology Committee meets to plan, monitor and assess the integration and use of the technology and information literacy tools and resources to foster learning and develop a collaborative education community that prepares students for a progressive, 21st century society. This collaborative plan cultivates a cohesive focus with regard to technology integration and information literacy. This process will ensure efficient and effective employment of resources, a sound professional development program and provide the support needed to address the district and community's information and technology literacy needs.

The information and technology vision of the School District of Poynette:

Our learning community provides a modern, technology-rich environment and imparts the efficient management of information and technology literacy resources in order to prepare students to understand, analyze and interpret information, enhance their learning processes, collaborate and communicate globally and enable life-long learning for the 21st century.

The information and technology mission statement of the School District of Poynette:

The mission of the School District of Poynette is to provide a modern computing, networking and media environment, employ technology integration and information literacy as a vehicle to impart an education that treats each person as an individual and imbues the necessary skills to excel in a progressive, 21st century society.

The Mission of the School District of Poynette

The Mission of the School District of Poynette is to provide quality educational opportunities to foster self-esteem, civic responsibility, and an appreciation of learning. Our educational program, with parental and community partnerships, will model the knowledge, skills, attitudes and values needed to change and improve society.

Section 2 Background Information

2.1 District and Community Demographics

The School District of Poynette is a rural district located in south-central Wisconsin. Several municipalities are represented including the Villages of Poynette and Arlington and the towns of Leeds, Dekorra, Vienna, Lowville, Pacific and Arlington. Actual school facilities are located in the Village of Poynette, the Village of Arlington and the Town of Dekorra. The faculty and extended staff serve a total of 1069 students in five schools. The community employment base includes agriculture, several small businesses and recreational opportunities. The school district represents a major employer and is a central facility for many community events. Please see the appendix for detailed district demographics.

2.2 District Information and Technology Literacy Team/Planning Committee

2008-2009 Information and Technology Committee Members

Kelly Anderson, 7th Grade Communication Arts Teacher, Poynette Middle School
Kris Daugherty, Poynette Public Library Director
Patricia Heinzmann, High School English Teacher, Poynette High School
Amy Koch, First Grade Teacher, Dekorra Elementary School
Pam Kopf, Library Media Specialist, Poynette High School
Kathleen Lucey, Community Member/Parent
Anna Niemeyer, Technology Integration Specialist
Mindy Murray, Community Member/Parent
Brian Sutton, Elementary/Middle School Principal
Davy Tomlinson, Information Technology Director
Barbara Wolfe, District Administrator

2.3 Overview of Planning Process

The team, comprised of various stakeholders in the realm of information and technology literacy, met to assess progress with past objectives, outline future goals and objectives and develop and/or modify procedures and policies that continue to assess, evaluate and revise initiatives that support and integrate information and technology literacy within the district.

At the initial meeting, comprised of the Library/Media Specialist, High School Teacher, K-8 Principal and the Technology Integration Specialist, these stakeholders addressed the former goals of our previous plan and reviewed our progress once again. In addition to the aforementioned activities, since new stakeholders were invited to the plan development, our initial team meeting began with a review of research for Library/Media and Technology instruction. Some resources included research on constructivism and technology, indicators of engaged learning and 21st century skills and former assessments conducted in our district. Subsequent meetings also included sharing of various articles and research relevant to our district initiatives.

There were an array of meetings hosted for planning and creating the components of our combined plan. The Information and Technology Team convened five times throughout the span of the 2008-09 school year. In addition a subcommittee was formed from the Information and Technology Team to continue adding information and data to the plan. This subcommittee was comprised of the following people: the Technology Integration Specialist, the high school Library-Media Specialist, classroom teachers, and administration. The subcommittee members attended meetings as their schedules permitted.

To assist the team in constructing the plan, the Library/Media Specialist, High School English Teacher, K-8 Principal and the Technology Integration Specialist attended the CESA 5's 2008 training session for developing a combined information and technology literacy plan, *Updating District Information and Technology Plans*. Attending this training updated the team on the latest items to consider when revising the plan as well as assisted the team in assessing our success with the district's former combined information and technology literacy plan and assisted them in developing future goals for the next phases of the development of the plan. Also our district conferred with Sue Fulks, CESA5, on a number of occasions to gain insight on plan construction issues. After each training session, subcommittee meeting and full-group Information and Technology Committee Meeting, the Technology Integration Specialist in collaboration with the Library-Media Specialist made modifications and corrections to the plan accordingly.

In order to prepare our students for the future, efficiently employ technology, foster information literacy and develop training situations and collaborative learning environments with the aforementioned situations, our district conducted assessments, utilized the data gathered via these assessments and structured our district's vision, plans, goals and objectives based on the aforementioned resources and other relevant data.

In addition, some of the data and goals encompassed in our plan were gathered at three long-range community-planning meetings in 2007. The district long-range planning sessions included a review of the past goal/initiatives proposed in the 2003 Long Range Plan and the new goals within the 2007 Long Range Plan. A portion of the analysis also included a review of the progress on past goals and activities in the 2006-09 Information and Technology Literacy Plan. These new goals were established with input from several community members, business leaders, teachers, parents, students and District Administration. Data was also gathered via in-district observations and evaluations, conducted annually for students and in 2008 for all other stakeholders. The data gathered via our 2005 online enGauge evaluation was also compared to our in-district surveys/observations/instructional activities and the new goals and objectives were revised accordingly.

2.4 Community Resources/Adult Literacy

A variety of individuals and groups have direct interest in information literacy and technology services in our district. Among those represented, include community members, businesses, parents, school district staff and students. Each of these is represented on the planning committee. The individuals on our committee have interest in the range of technology and information literacy services from preschool through high school and special needs through advanced applications. This team uses their knowledge and perceptions of needs along with survey data, consultant services and the latest research on best practices and student achievement to determine long and short-term goals and budget priorities. The written plan is ultimately presented to the Board of Education for adoption and subsequently submitted to the Wisconsin Department of Public Instruction for approval.

The School District of Poynette is located approximately twenty miles from Madison and eleven miles from Portage, our county seat. This location provides us with a variety of resources both from the business and higher education domains. The district has utilized a variety of services for training and technical support. A variety of donations of equipment and time has also been utilized. Examples include equipment donations from Lathrop and Clark Law Firm, Herzing College, UW-Health, MATC – Portage and various private citizens. The local school's parent-teacher organizations have provided specific equipment donations to meet building needs. Several district residents, employed in various technology-related occupations, have provided support and assistance in problem solving and planning. We also have benefited from the expertise of University of Wisconsin staff, technical college staff and other telecommunication professionals in planning. The district has utilized Technology Consultants LLC; CESA #5 staff; DPI consultants; ECB staff; WiscNet resources and individual district staff to lend knowledge in specific areas.

At the district level, we have employed a Information Technology Director, a Technology Integration Specialist, two Library-Media Specialists and a collection of paraprofessionals to serve in our computer labs and libraries. These individuals work together to coordinate and provide services, training and curriculum integration. The expertise and support of these individuals allows continued improvement of our library/media and technology services in the PreK-12 program.

Section 3 Current Status and Needs Assessment

3.1 Assessment of Achievement Toward Previous Plan Goals

3.1.1 Achieved Technology Plan Objectives

Following is a table for each of our previous technology and information literacy goals and objectives. The column in the table "progress on activity", for each goal and/or objective and activity, outlines the School District of Poynette's progress on the past information and technology plan initiatives.

Goal # 1: Educator Proficiency with Effective Teaching and Learning Practices:
Create a shared understanding of effective, research-based technology integration practices to support student learning in the district-adopted curriculum and learning model framework (Dimensions of Learning).

Activities or Resources	Person Responsible	Progress
Information will be provided to staff which helps them gain an understanding of research-based technology and information skills and integration.	Library media specialists, tech integration specialist, administrative team	Currently in progress. Resources have been distributed via email, wikis, blogs and in print. In addition staff development opportunities that addressed this topic were offered in early releases, late starts and after school sessions, in addition to one on one consulting with staff members. Staff also conduct professional research and data analysis via the district's professional learning communities, personal professional goals and learning community goals/activities.
Continue training and support of the implementation of the Big6 Information Literacy Process. Provide training and support for implementation of the Big 3 information literacy process for grades K-3. with at least one teacher at each grade level receiving full training and serving as a leader for the grade level to assist in implementing appropriate aspects of these processes.	Technology Integration Specialist; Library-Media Specialists; Big 6 Grant Participants; CESA5	Individual and group training sessions were offered for staff. Several individual teachers have employed these tools for various projects in their curricula. No leaders have been identified or trained as part of this process. Staff development sessions and resources continue to be distributed to reinforce these strategies with students and staff in the district.
Continue with 6+1 Traits of Writing implementation, with a requirement that staff members complete at least one unit utilizing 6+1 Traits of Writing.	6+1 Traits of Writing Trained- District Team	The administration and staff continue to employ these assessment tools and writing strategies to develop student understanding of sound writing concepts. Continuing education about strategies for implementation of 6+1 traits of writing is shared via professional learning communities, staff blogs and other forms of communication.
Implement assessment practices appropriate to measure technology and information literacy within the curriculum with on-going training and support provided.	Technology Integration Specialist; Library-Media Specialists and Outside Consultants as needed	Students at targeted grade levels are assessed annually. New assessment tools are currently being investigated to better suit the district goals for information and technology literacy. Staff development opportunities that incorporate assessment strategies have been offered via late starts, early releases, one-on-one training and teacher in-service days. Administration supports continuing education for staff and encourages integration. District professional learning communities and professional goals continue to support in fostering discussions and activities related to this issue. This activity will continue.
Ensure that information will be provided on social, ethical, and legal issues such as "academic honesty", plagiarism, and copyright consistently throughout the k-12 curriculum.	Library-Media Specialist; Technology Integration Specialist; Administration	Staff have been instructed on and provided with literature regarding these issues. In addition policies are in place that address these issues.
Training will be provided for application-specific software and hardware, including assistive technologies, needed to implement research-based information and technology literacy practices.	Technology Integration Specialist; Consultants as needed	Optional professional development sessions were offered for staff. The high school Library/Media Specialist offers training sessions at the Freshman and Junior level for students every year. This activity will continue with the next plan because it is not consistent K-12.

Goal # 2: Effective Teaching and Learning Practice
All educators will implement problem-based or project based curriculum units to improve student achievement in their curricular area.

Activities or Resources	Person Responsible	Progress
Provide information and support concerning characteristics of problem-based units incorporating K-12 curriculum standards and the *Wisconsin Model Academic Standards for Information and Technology Literacy*. Create grade-level guidelines and criteria for unit development.	Technology Integration Specialist, Library-Media Specialists, District Teachers	District benchmarks regarding Information and Technology Literacy have been constructed. Staff integrate these skill sets into their curricula, as appropriate. Professional development sessions integrate the instruction of these strategies to meet this objective.
Teachers will be provided information and encouraged to incorporate a variety of student resources (print and non-print) reflecting diverse points of view and global perspectives.	Library-Media Specialists, Technology Integration Specialist, Administration	Staff are provided resources to support this activity. In addition professional development sessions include these resources. Also district professional learning community's activities support sharing information related to this topic.
Teachers will consider accommodations and assistive technologies to meet individual student needs.	Technology Integration Specialist, Education Excellence Coordinator, Special Education Staff	Assistive technologies are integrated as appropriate for the diverse needs of our student population.
Staff will share examples of teacher-created units via network, at faculty meetings, and in discussion groups and workshops.	District teaching staff Administration Technology Integration Specialist Library-Media Specialists	Throughout the implementation of this plan, our staff integrates new tools and strategies for information and technology literacy. Their work is communicated in a variety of formats: sample lessons on the district's shared files, unit plans completed for the participation on various grants, goal processes shared via our learning communities as well as district staff development sessions.
Individual and small group support will be provided on unit content, assessment, and technology-related applications.	Technology Integration Specialist and others with specific expertise in identified content or process areas	As appropriate to the staff's instructional and curricular goals, the Technology Integration Specialist and other district support staff have provided online and print materials, individual instruction on integrating various tools/resources into the curricula as well as support with team teaching certain activities.
Strategies for expanding collaboration between and among teachers, library media specialists, and technology integration staff will be discussed.	Library-Media Specialists and Paraprofessionals, Technology Integration Specialist, Administration	Administration and district staff work together to foster collaborative activities in the district. Professional Learning Communities were designed and implemented. Staff have constructed team goals and meet as appropriate to implement the goals. District in-service time is provided to continue to foster this collaboration.
At least one additional learning community focused on district goals (6+1 Traits of Writing and Assessment) will be piloted at the elementary, middle grades and high school levels.	Technology Integration Specialist, Library-Media Specialists and District Staff and Administration	District-wide learning communities have been established. District staff have constructed district vision and values as part of this process. A team of facilitators convened to support the transition to this practice. All staff members in the district are part of a learning community team that establishes and implements goals to further foster student understanding of the curricula.

Goal #3 Robust Access Anywhere, Anytime

To continue to plan for and provide efficient and effective access to technology and information to meet the needs of students, staff, and community.

Activities or Resources	Person Responsible	Progress
Implement a multi-year plan for acquisition and replacement of technology and information resources within district budget constraints.	Information and Technology Committee	As part of this plan, replaced ailing mobile lab in high school, replaced old neostations in business ed lab. Added two mobile labs in Poynette Elementary/Middle School. Upgraded district servers. Purchased new student lunch program to replace old Wordware DOS program. Purchased new district server to house student information system. Currently investigating virtual servers that use VM ware as well as exploring the best solution to replace old Mac labs in the elementary buildings. Replacement plan activities will continue with the next plan.
Analyze future needs and provide increased access to distance learning (SCING network and web-based) options to meet the needs of individual or groups of students, staff, and community.	Guidance Staff, Principals, Director of Student Services, Education Excellence Staff	District staff continues to find ways to better utilize this resource. In addition we work with area schools and CESA to offer additional courses to meet this activity.
Continue the MOUS (Microsoft Office User Specialist) training and certification program (available to students, staff and community members).	Business Education Department	This activity continued throughout the scope of the plan. MOUS certification is offered as part of the students' required course studies in Business Information Technology and Information Processing.
Implement options for increased student access to information and technology resources before, during, and after-school.	Technology Integration Specialist, Director of Information Technology Systems, Administration, Library-Media Specialists	Laptops and other technology resources are available for student checkout. In addition two mobile labs have been added to the elementary/middle school. The high school has purchased a new digital media studio which allowed the older equipment to be dispersed to the elementary-middle school. Open labs are available as warranted for student projects.
Continue, refine, and improve communication options for students, staff, parents and community.	Administration and Information Technology Staff	Increased the utilization of several communication tools via our student information system: announcements on the Parent Portal, notifications via email and other forms of automated communication. Added email notification for attendance instances and lunch account balances. Revised district website to better organize data. Also currently investigating options for website hosts. Currently testing options for elementary student email accounts.

Goal #4 Systems and Leadership

Students will acquire an understanding of and apply the Wisconsin Model Academic Standards for Information and Technology Literacy (ITLS).

Activities or Resources	Person Responsible	Progress
Annually meet and review grade level alignment and benchmarks and learning activities, which address the ITLS, modifying activities to ensure standard proficiency as needed.	Technology Integration Specialist, Library-Media Specialists, and District Staff and Administration	Since the plan's adoption in 2006, students have annually been assessed on their skills regarding the Information and Technology Literacy Standards. In addition, the teaching staff address these standards in their curriculum. Annually the Technology Integration Specialist collects data regarding projects and lessons where staff have integrated these standards into their curricula. The Technology Integration Specialist also assists the teaching staff in various capacities as they integrate these tools and skills in a variety of disciplines. In addition activities surrounding the professional learning communities foster opportunities to further integrate technologies into the curricula.
The district will assess how to implement and evaluate the ITLS at the high school level.	Technology Integration Specialist and Library-Media Specialists and District Staff	Annually the Technology Integration Specialist collects data regarding projects and lessons where staff have integrated these standards into their curricula. The Technology Integration Specialist also assists the teaching staff in various capacities as they integrate these tools and skills in a variety of disciplines.
District will investigate further options for technology-based reporting and communication for sharing progress of students in grades K-1. Continue to employ Infinite Campus for additional communication and record keeping. Continue to employ Infinite Campus for sharing students' progress in grades 2-12.	Information Technology Staff and Administration	Increased the utilization of several communication tools via our student information system: announcements on the Parent Portal, notifications via email and other forms of automated communication. Added email notification for attendance instances and lunch account balances.
Existing policies will be reviewed as they relate to information and technology literacy, evaluated for completeness and legal accuracy, and updated as needed.	Library-Media Specialists, Technology Integration Specialist, Administration	Policies have been updated to reflect the state and national requirements as appropriate. In addition, new policies/procedures are developed as new technologies emerge.
A system for maintaining an electronic catalog and inventory of all hardware, software, and media resources will be updated and be made available to staff.	Administration, Business office, Information Technology Department	A district database of this information is maintained and updated. As new technologies are acquired it is communicated to district staff and training is planned and implemented accordingly.

3.2 Wisconsin Information and Technology Planning Focus Areas

3.2.1 Analysis of Student Proficiency

The district continues to work to improve student proficiency and accountability in meeting the *Wisconsin Model Academic Standards for Information and Technology Literacy Standards* (ITLS). A number of information and technology literacy resources are employed in various capacities throughout our district depending on several factors. Our staff employs these tools to enhance students' understanding of the curricula and meet the diverse needs of our student population. Assistive technologies are utilized as appropriate. In addition several technologies are employed to enhance and expand student learning experiences in our district.

Annually we assess students' proficiency in the Information and Technology Literacy Standards. Typically the district surveys students in fourth and eighth grades. Several commercial assessments do not provide enough information to assist the district in measuring literacy to the degree that the district needs to assert student 100 percent literacy. Therefore, additional measures are employed to assess student proficiencies of the information and technology literacy standards. Assessments include district surveys, records of activities and integration projects as well as teacher anecdotal records of how they meet the district's ITLS benchmarks.

In the 2004-2005 school year, district administration, the high school Business Education Department, and the Technology Integration Specialist met to address progress with ITLS integration and the curricula. As a result, the team decided to add another required one-quarter course at the middle school level. This course not only instructs students on basic keyboarding skills, but the course also introduces the use of word processing applications, spreadsheets and presentation software as components of the curricula. The addition of this course in the middle school affected the high school instructional program as well. In the 2008-09 school year, the School District of Poynette added several courses to foster literacy of several 21st Century skills that are essential for the workplace environment. The following courses were added at Poynette High School curricula to include instruction on blogging, podcasting and other skills relevant to the business and working world of today: Business Information Technology, Business Communication Technology and MS Office. These courses offer opportunities to explore social networking tools, web2.0 applications, and other tools that allow students to communicate, collaborate and create their own understanding of the curriculum.

Surveys were distributed to students in the spring of 2008 and to the teaching staff in the fall of 2008. These surveys indicate students' proficiency with regard to information and technology literacy. [See appendix survey: *Zoomerang Survey Results: What I know About Computers and Other Tools: 8th*; *Zoomerang Survey Results: What I know About Computers and Other Tools: 4th*; for additional information, *Survey Response Summary Report: Technology Use Assessment: Teaching Staff*]. The data indicates that students and staff recognize the value that technology use integration brings to their education and are in the beginning stages of employing the tools to foster information literacy. Students are engaged and motivated as teachers begin to experiment with new models of teaching and learning. Equitable resources are available for students to employ as needed.

However after review of the survey data from both the teachers and students, there are skill sets that the teaching staff will need to reinforce for our student population. Although much instruction has been conducted on internet safety and protective behaviors online, there are still some concerns about students' misconceptions. Of the 8th grade students surveyed in the spring of 2008, 63% believe that if a website has a privacy policy, their information is safe. Also 44% of the same students think that no one can identify who they are when they share information online, unless they choose to identify themselves. Our district has been working to add instructional opportunities to reinforce online safety and this instruction will aid in students' understanding of protective behaviors. In 2007-08 the administration added a homeroom session for the middle school students to further explore guidance activities. A unit of study on protective behaviors, online safety, cyber bullying and predators is now included in homeroom. This course addition will help the situation, however online safety and protective behaviors will continue to be reinforced as teachers integrate additional social networking technologies into instruction.

3.2.2 Analysis of Educator Proficiency

The School District of Poynette continues to have pockets of educators that use various information resources (both online and print) and design/teach problem-based learning units that incorporate the effective use of technology and information literacy resources. We continue to explore options to develop consistency in teaching and learning practices throughout our district.

Teachers and other district staff employ software, hardware and other technologies to increase professional productivity and foster student understanding of the curricula. Teachers are beginning to explore various web 2.0 technologies, like blogs and wikis, to meet the diverse experiences and needs of our students. Some teachers employ rubrics, checklists and scoring guides to assess student achievement. These practices, however, continue to be not uniform throughout the district. District administration supports and encourages teachers, district staff and paraprofessionals to integrate information and technology literacy resources into their curricula and professional practices.

District staff and educators employ a variety of information literacy resources, software and programs that support their professional productivity and instructional practices. Library World provides online access to the library resources for the Poynette High, Middle, and Elementary Schools. Teachers, students and staff use this software to locate and reserve resources. Teachers and students have had training on the use of this resource.

Our district continues to maximize the features of our student information system to meet our students' educational needs and streamline instructional practices. Since the implementation of the last plan, we have added several components to our student information system, Infinite Campus, to aid in this activity. In the 2007-08 school year, the district adopted the use of the Special Education component. This feature allows our student services staff to generate Individualized Education Programs using the data from our student database. This adoption has had a significant impact on the overall processes involved with providing services for students with special needs. Utilizing this system has streamlined our processes and provided consistency in practices, procedures and forms within the student services programs. In the 2008-09 school year, the School District of Poynette replaced the old DOS, Wordware Lunch program with the new Food Service feature of Infinite Campus. This action allowed families to access lunch account information and students' lunch purchases via the Parent Portal. The addition of this feature also improved the procedures affiliated with providing lunch to our student population. The Parent Portal continues to provide access to daily assignments, scores, comments on progress and direct email links to district staff within the program. As a result of using the Parent Portal, teacher and parent communication has greatly improved.

The School District of Poynette teachers completed surveys to assess levels of technology use and integration. To assess the proficiency of district educators, the School District of Poynette implemented district-created assessment in Fall 2008. [For survey results, See Appendix document, *Survey Response Summary Report*. Also see appendix document, *Technology Use Assessment: Staff*].

The Technology Use Assessment data indicates that district teachers continue to experiment with new applications and technologies and understand the importance of students' skills in these areas but some staff members lack specific strategies for developing these skills. The majority of our staff, 67%, believe that teaching is more student-centered and interactive when technology is employed. The major area of concern is with regard to instructional practices that further develop information literacy and 21st century learning skills. The data attests that one-third of our district teaching staff need some training and support to design and implement lessons that are technology infused, learner-centered and project based. This aforementioned group also needs assistance with designing and employing performance-based assessments. Also of concern is that thirty-three percent of the staff do not include teaching practices that emphasize student uses of technology as an integral part of specific teaching strategies, in particular in project-based and cooperative learning situations. The aforementioned data stresses the importance of job-embedded staff development to foster implementation of these teaching practices in instruction.

To further address the skills that educators and students need in a knowledge-based digital age, the School District of Poynette continues to offer staff development sessions, online and print resources and professional learning communities to support sound integration of technologies and changes in instructional practices into the curricula. Measures to assess student and staff proficiencies continue to be conducted via district surveys, records of activities and integration projects as well as teacher analysis of meeting the ITLS benchmarks.

As mentioned before, the district staff is at different levels of technology and information literacy. Additional training opportunities, resources and information need to continue in order to foster technology and information literacy for district students and staff. These needs, expressed within the data from the district assessments, district observations, and other district-generated assessments have been addressed and the Information and Technology Literacy Plan goals have been developed based on those needs.

3.2.2 Analysis of Effective Teaching and Learning Practices

With regard to effective teaching and learning practices, the data suggests that our district includes a wide variation in providing students with projects that extend beyond the classroom to real-world practices-some classes offer this opportunity regularly and others do not provide this type of learning environment.

Various teachers in diverse grade levels throughout the district have explored integrating information resources and learning tools for productivity, visualization, research and communication in a variety of areas and levels. Teachers within the district continue to be at different levels of integration and use. Information and technology literacy training has been provided in a range of areas and formats with some sessions offered as district-wide, required sessions and/or volunteer training offered in after school, early release and late-start sessions. In addition, for various teachers in our district, we have

provided release time with substitute teachers to impart training in information and technology literacy.

As a result of offering some optional and required training in the district, we have teachers that regularly employ technology and information literacy resources, work collaboratively with the Technology Integration Specialist and the Library-Media Specialists and some staff with little or no use of technology and information literacy in their instruction. Other teachers are in the beginning stages of integrating technology and information literacy resources, in a meaningful manner that supports their curricula. These inconsistencies in instructional practices are of concern and the district information and technology literacy staff along with administration will continue to offer support and instruction in these areas to ensure that all staff offer such experience for all students.

The Technology Integration Specialist has offered a number of staff development sessions (late starts, early releases, after school sessions, individual instruction, summer training and district in-service sessions) to support district goals. [See district *Workshop Opportunities* document in appendix for a synopsis of course offerings.] The past few years of staff development sessions have had more focus on encouraging staff to change instructional practices to include opportunities for students to employ Web 2.0 tools and develop more complex, higher order thinking projects for our students. These tools allow students to collaborate, create and communicate which further develops the skills that employers are seeking of our graduates. As a result of these training sessions, we have noted in increased demand for technology resources, increased bandwidth and support for employing these tools in our classroom settings.

Some courses were optional attendance events; therefore, not all staff members were involved in the training opportunities. In addition, the Technology Integration Specialist works with a range of teachers in various disciplines and grade levels to develop technology-rich lessons that incorporate problem-based learning and alternative assessments. Some teachers have developed full units of study with authentic projects involving higher order thinking skills and introductory levels of information literacy and technology use.

Some teachers have been involved in summer academies and grant opportunities offered through CESA 5. These sessions offered instruction on best practices in technology integration and use, integration of the *Wisconsin Model Academic Information and Technology Literacy Standards* and provided online resources and strategies for fostering information and technology literacy. In addition, district-provided staff development opportunities support the integration of information literacy skills and technology use. Also, teachers and staff are encouraged to participate in information and technology literacy related professional development in the following formats: CESA5 sponsored workshops, distance learning sessions, participation in conferences, workshops and classes, online courses offered via universities or technical colleges as well as onsite information and technology literacy related training hosted by the Library-Media Specialists, Technology Integration Specialist and other district staff.

The high school Library-Media Specialist offers training for both students and staff in web evaluation strategies, copyright/plagiarism issues, accessing information and resources using our online catalog, Library World and approaches for searching for information using search engines. In addition, the Library-Media Specialist provides resources and support for students and staff as they work on various projects and activities, offers student training sessions for finding and using resources located in the IMC. The elementary/middle school Library-Media Specialist provides training (in grades K-8) in library and research skills, Dewey Decimal System, Library World, using references, highlights authors and books in collaboration with teachers' curricula. The elementary/middle school Library-Media Specialist also introduces students to the card catalog system, offers book talks and read alouds, in support of classroom curricula-provides additional reviews of literary genres and provides resources and support for students and staff as they work on various projects and activities.

The School District of Poynette continues to participate in Ed Tech grants. The School District of Poynette has been a participant in the Digital Tools Grant through CESA5 in the 2006-07, 2007-08 and 2008-09 school years. In the 2007-08 school year, the grant provided a summer training session in Portage, WI with Web 2.0 guru, David Jakes. This training made a significant impact on our district participants in a number of facets. Mr. Jakes challenged us to reconsider how we deliver instruction and encouraged our staff to embrace the technologies in context to the curriculum while at the same time being a facilitator for the students. Participants learned much about social networking sites, blogs, wikis and other tools and resources that have now become a necessity for some of our staff

members' instructional practices. The participation in the subsequent years has reinforced these concepts with new groups of district teachers. As a result, the projects affiliated with web 2.0 tools have spread like wildfire and continue to improve instruction.

3.2.3 Analysis of Equitable and Flexible Access

Since the submission of our original combined technology and library-media plan, much of the work of the committee included to further develop flexible, equitable access to equipment and information and technology materials in order to meet the instructional goals of our district.

We continue to explore the features offered by our student information system, Infinite Campus, to see how the components of this resource can enhance professional productivity and instructional practices. As denoted in the Educator Proficiency section, we have begun to employ the Special Education Component and the Food Service features of Infinite Campus. The Parent Portal continues to offer communication on student performance and district initiatives. The use of this tool continues to provide significant gains in parent communication, improvement of student performance and enhances both students' and teachers' proficiencies with a variety of technologies.

The significant changes in the tools of the read/write web have greatly affected our district's network. As we employ the web-based tools that utilize intense graphics, java applets and programs like flash, our network is often stymied, at best. The end users have experienced slow, choppy video/applications and are sometimes even booted off of our network, when trying to run these valuable tools to enhance instruction. This situation occurs throughout our district in all of our schools. However, Arlington Elementary School and Dekorra Elementary School students are at a greater disadvantage with regard to information and technology resources and instructional tools. These two outlying schools are only connected to our district T-1 lines through a DSL connection. This connection is even slower and users in both of these schools are often disconnected in the midst of online activities. As a result, teachers and students in these buildings have virtually abandoned the use of 21st century applications and resources. The elementary students from these buildings are at a disadvantage when they join their Poynette Elementary classmates in fourth grade. We have investigated options for running fiber to our outlying schools, however the costs are significant and we have yet to find a viable solution to these issues.

Currently our technology and administrative staff are working to find the best solution to be able provide access to these tools and other resources efficiently and effectively, all while under our extremely tight budget. Our survey data reinforces this issue. Nearly 80% of our staff indicated that the location/organization of the building and the network occasionally or frequently hinders integration and instructional strategies necessary to foster students' understanding of the curricula.

A number of mobile labs, stationary computer labs and laptops are available for student and staff activities. In 2001, at Poynette High School, an Earthwalk wireless mobile computer lab and an Apple Digital Media studio (for video production/editing) was added for use. In the 2004-05 school year we replaced the Earthwalk lab with a wireless Maxbook lab. Both of these labs have gradually lost battery life and functionality and were replaced in the 2007-08 school year with a new wireless thin-client lab. Also available in Poynette High School is a 27-station thin-client computer lab, which is available in an open-lab setting. Teachers are responsible for arranging schedules with the Library-Media Specialist and working with the students in the lab. The Business Education department also has two labs. One lab includes 27 thin-client work stations and 2 desktop computers. The second lab houses 15 thin-client workstations.

The high school Technology Education Teacher, as part of the Technology Education Curricula, primarily utilizes the Apple digital media studio. However, the media studio is available for check out for any class, k-12 grade to use. In the past, the studio has been regularly used by a variety of classes: high school English, Spanish, Speech and Family and Consumer Education, summer school courses and a few elementary projects. In the spring of 2007-08 school year, the School District of Poynette purchased a new Apple Media Studio. The new studio is now housed in the high school Technology Education Department and the older studio was moved to the Poynette Elementary/Middle school for use in the K-8 curriculum.

Available to Poynette Elementary/Middle School students/staff is a 28-station, I-Mac computer lab. This lab is primarily used by our elementary staff/students, however a few middle school courses use this lab as well. In addition to this lab, there is a second lab with 29 thin-client Neostations. One

computer in the lab is a PC with a scanner and external speakers to use with a variety of applications. The 30-station Citrix lab is utilized, in the same building, primarily by the middle school students/staff, however occasionally is used by Poynette Elementary staff/students as well. Also the UW-Health in Madison donated their used flat screen monitors in the summer of 2007. These monitors replaced the monitors in the 30 station lab, primarily used by our middle school students. In the 2006-07 and 2007-08 school years, the School District of Poynette has also added a total of two, 28-station thin client mobile computer labs. Adding these two mobile labs has made a significant impact on the availability of computers for the 600 students in the Poynette K8 building.

All students in almost all buildings continue to have T-1 access via a fiber-optic link for voice mail and Internet access, printers, software and other peripherals available to them in their individual buildings. All of the elementary and middle school computer labs have paraprofessionals available to support the teachers and students with the activities conducted in the computer labs.

We struggle with the fact that as more teachers become acclimated to integration of technology and information literacy strategies and resources, there continues to be an increased demand for access to all computer labs, (both stationary and mobile labs), peripheral materials and the IMC. With a limited budget and caps on spending, the district information and technology literacy team is finding it increasingly difficult to provide additional access to tools and applications. In addition, there is an increased demand for training and assistance from the Library-Media Specialists and the Technology Integration Specialist. We continue to examine adding resources and training to support these endeavors.

The distance education lab in our high school, which is available to the students, staff and community, continues to be a valuable resource in our district. The distance education lab is connected to the SCING (South Central Instructional Network Group) network. This network connects our district to four locations across a 97-mile fiber optic network. The distance education lab provides full motion interactive video classrooms to further enhance our district's curricula, connects us to state and world-wide video conferences in a variety of formats and with various experts, provides staff development in collaboration with SCING and CESA5, allows for virtual field trips in support of the curricula and offers opportunities for conferencing and training for district staff, community members and parents. A statewide implementation of a converged video network will offer additional opportunities for considerations in designing online and distance education learning opportunities. The School District of Poynette will continue to seek creative means to deploy such aforementioned courses.

Assistive technologies are also integrated and made available to students and staff as appropriate to support students' needs. In addition to adaptive screens, switches, Alpha Smarts and other hardware, some software resources include, voice to text software, screen reading, word prediction, devices for speech synthesis and typing, Franklin Spellers and talking dictionaries and thesauri.

In order to provide additional access to the underserved populations in our community, we also allow students to checkout laptop computers for completing assignments and projects. In addition, students may access computer labs and the IMC before or after school. Other multi-media resources (video cameras, tripods, digital cameras, etc.) are dispersed to students and community members for use. We continue to explore additional avenues to provide better access for students and community members.

Poynette School District now has consistent access in most areas of technology, aside from the outlying schools, Arlington Elementary and Dekorra Elementary. Our district works together to share resources within the district. With regard to those media and technology resources that are shared within district, policies and procedures for equitable access and use are developed. The School District of Poynette continues to facilitate additional training, resources and strategies for preparing staff to integrate best practices, information and technology literacy resources into the curricula, and provide strategies for developing information and technology literacy as well as promote the effective use of resources.

Since the implementation of our former technology and library-media plans, access to information literacy for staff and resources has increased as well. [See Appendix: *Titlewise Collection Analysis Reports for Poynette High School*]. The high school's block schedule (started in the 2001-2002 school year) continues to support flexible, equitable access. This system provides the opportunity for students to employ the IMC as a resource center. In addition, with the implementation of block scheduling, the Library-Media Specialist continues to offer opportunities to collaborate and team-teach with faculty

and instruct students on information literacy skills. In addition, the Library-Media Specialist provides library/media assistance to students and teachers in their classrooms as needed, and offers additional opportunities to conduct research and provide additional assistance in support of the curricula. Students can access the library-media center during class time, if the need arises. Before and after school access to the Library-Media Specialist and the IMC resources continues to support teachers and students meet curricular objectives.

Access in the K-8 library/media program has also increased. Circulation continually increases throughout the years. [See Appendix: *Titlewise Collection Analysis Reports* for Poynette Elem/ Middle School] Part of the increase in circulation is due to the access to Library World, available in both the Poynette elementary and middle schools. However, the aforementioned automated catalogs are not available in Dekorra and Arlington elementary schools. The Accelerated Reader program continues to support circulation, especially for students in grades first through sixth. The Accelerated Reader program initially geared toward third to fifth grade students, has since expanded. Audio-visual collections have improved and grown steadily over time. The video collection has grown and the collection coincides with grade-level curricula. Access to the library-media resources in the all of the k-8 buildings is more open than in previous years. Fifth through eighth grade students may now access the entire collection. All students may check out materials that are suitable for the age and reading levels.

Scheduling in the K-8 Library-Media Specialist's program is somewhat open however, there is a need for more flexibility in scheduling in order to foster collaboration with teachers in the elementary and especially at the middle school levels. The Library-Media Specialist visits the outlying schools a half-day per week to serve the needs of staff and students and to provide consistency in the library-media program. Library-Media paraprofessionals are available in each building, Dekorra, Arlington, and Poynette Elementary/Middle, to assist the Library-Media Specialist and students as they integrate library-media resources into the curricula. The remaining four days per week are served in the Poynette Elementary/Middle school building. Teachers in the Poynette building are scheduled on a weekly basis and students meet with the Library-Media Specialist (without their teacher-as it is designated as a prep period for them) from thirty to forty-five minutes per week. The tight schedules limit the opportunities for collaboration with teachers and inhibit flexibility with the Library-Media Specialist's time. Some teachers, however, make special arrangements with the Library-Media Specialist to collaborate, seek out support for resources for classroom instruction and research projects as well as request resources and information in support of their curricula.

3.2.4 Analysis of Systems and Leadership

District administrators work to fortify the Technology Integration Specialist, Library/Media Specialists and the Director of Computer Systems as they implement the goals of the technology and library/media plans. Administration encourages teachers and staff to incorporate technology and information literacy into their curricula, supports the release of teachers for technology and information literacy training and participation in district grants and other objectives related to integration and use of technology and library/media resources. District administrators have general expectations that every staff member will use the technology available as applicable to their curricula. Administration also actively supports teachers and staff to learn more about effective technology use and subsequently apply it to their professional practices. They also allocate funds and advocate for adding technologies whenever the budget constraints allow for such activity. In addition, administrators provide input and support in a variety of committees that sustain these endeavors.

To foster additional administrator proficiencies, administration has participated in the following activities to gain insight and expertise: CESA sponsored information and technology literacy-related training, provided leadership for the implementation of the past combined plan goals, participated in the National Educational Computing Conference(NECC), attended both training for Infinite Campus as well as district-wide and before/after school training sessions offered in a variety of software and hardware applications. Administration continues to participate in and help foster training opportunities that encourage the school system to move toward more effective uses of technology and information literacy resources in teaching, learning and managing district staff.

The district continues its commitment to foster technology and information literacy by allocating funds for the acquisition and maintenance of its information and technology literacy resources. Funding is provided to support the district's software procurement, hardware, facilities, networking acquisition

and implementation operations, maintenance and upgrades, professional development and human resources in support of technology. The district supports the library/media and technology programs by maintaining professionals and paraprofessionals to sustain these programs.

Currently the Technology Integration Specialist, in collaboration with the Library-Media Specialists, District Administration, the Information and Technology Committee and the Board of Education, is responsible for developing, managing and communicating goals, creating and revising policies and acquiring/distributing resources for technology and information literacy. The Technology Integration Specialist also provides technology leadership, consultation and technical assistance to staff and administration throughout the district, as well as writes/coordinates grants, e-rate, state reports and completes other related paperwork. In addition, the Technology Integration Specialist provides formal staff development, both district-wide and individually, assists teachers in the integration of technology and foster information literacy within the curricula. The Technology Integration Specialist manages the district's student information system, coordinates the construction and implementation of the combined library/information technology literacy plans and its goals.

The Library-Media Specialists are employed to foster information literacy, prepare and administer budget, plan and design library media centers to ensure effective use, supervise and train the support staff and student assistants; perform preventative maintenance and monitor repairs on equipment; maintain, schedule, provide services, resources and guidance to students and teachers, distribute and evaluate both print and non-print instructional materials. The Director of Computer Systems is employed to coordinate maintain, update and trouble-shoot the district computer network.

A team of support staff also helps to disseminate information, implement goals and assist in facilitating the activities/roles of the aforementioned professional staff. Library support staff include: One full-time Library Assistant (in Poynette Elementary School), three part-time Library Assistants (one assistant at Poynette High School; the second at Arlington Elementary School and a third in Dekorra Elementary School). Information Technology support staff members include two full time Computer Lab Assistants (one assistant in Poynette Elementary School and one assistant in Poynette Middle School) and two part-time Computer Lab Assistants (one assistant in Arlington Elementary School and the second assistant in Dekorra Elementary School). These employees work collaboratively to ensure that the technology and information literacy resources are available, functional and supportive of curricular objectives.

The School District of Poynette continues to financially support technology and information literacy to the best of its ability under the state revenue caps. Grant funds offer additional sources of revenue; however the costs that are essential in meeting the district's information and technology goals are extensive. Given the high cost of these resources, the School District of Poynette attempts to provide equitable access by organizing the resources via schedules, sharing of materials, and other creative methods to promote equity of resources and provide sound support systems. The district's information and technology literacy initiatives are primarily funded via local funding, e-rate discounts, Title I and other Special Education funds, and Title II funds. The district budgets for technology and information literacy services and resources through local sources based on goals and prioritized needs.

In the past the Poynette School District has also funded our technology and information literacy resources via a variety of grants, erate credits, CESA 5: Digital Tools Grants, consolidated Title IID plan, donations and remainder is funded through local budget.

In the spring of 2005, the School District of Poynette developed district benchmarks to ensure that the students attain the 21st Century skills and meet the ITLS. In addition, district staff has been denoting their current practices with regard to information and technology literacy and core curricular areas in the district's curriculum maps. District wide assessments conducted within the past few years indicate district staff and student competencies and training needs. Training sessions have been offered in a variety of formats based on these assessments. Data from the most recent assessments have been analyzed and district initiatives and future-training events (with regard to technology and information literacy) have been developed or are in the process of being developed based on this information.

The information related to the initiatives set forth by the Information and Technology Literacy Committee, Administration, Library/Media Specialists, Technology Integration Specialist and Director of Computer Systems is communicated via email, memos, phone, faculty meetings, our district newsletter, the Parent Portal feature of our student information system and the district web page.

Section 4 Goals and Objectives

After analysis of our district's status, anecdotal input and data from various surveys, including our district's evaluations, the Information and Technology Committee identified goals. Following is a list of the goals for our information and technology literacy program. Section five details the objectives and activities associated with these goals.

Goal # 1: Educator Proficiency & Student Proficiency:
Improve educator proficiencies levels to enhance student learning of district curriculum by cultivating digital age skills.

Goal # 2: Effective Teaching and Learning Practice:
Increase effective, research-based information and technology integration practices in instruction to support, expand and enhance student learning.

Goal # 3: Robust Access Anywhere, Anytime:
Plan for and provide efficient and effective access to technology and information to integrate as appropriate to district curricular objectives to meet the needs of students, staff and community.

Goal # 4: Systems and Leadership:
Employ information and technology literacy tools to foster and expand student learning, as appropriate to district curricular objectives, streamline management procedures and communicate information throughout the district.

Section 5 Implementation and Action Plan

For the 2008-2009 school year, the total cost to operate the library/media and technology programs is $498,800.00. This cost includes staffing with professionals and paraprofessionals, travel expenses, purchased services, supplies and equipment. Given the aforementioned total cost information for the 2008-2009 school year, the School District of Poynette projects that over the three-year span of this plan will spend approximately $1,496,400.00 to support the programs and initiatives related to technology and information literacy. As the years progress, increases in the costs of salaries, equipment, supplies and services are anticipated but not included in this projection.

Annually, the School District of Poynette spends approximately $428,400 in order to staff the library/media and technology programs with professionals and paraprofessionals. These aforementioned people, in addition to other trained district staff, will work to help implement the goals and activities outlined in this section of the plan. The cost to the district for the salaries/benefits of the aforementioned individuals is not reflected in the projected budget below however; these salaries are accounted for in the total anticipated costs as previously outlined. When developing the projected budget, considerations were made in anticipation for purchases in hardware, software, support materials for professional development activities, telecommunication services, supplies, books, periodicals and audio-visual equipment, as well as purchased services to support these endeavors. Also, the amounts indicated in the projected budget below, may be duplicated from the same budget category but are crossed referenced from goal to goal, activity to activity.

Educator Proficiency & Student Proficiency:

Goal # 1: Improve educator proficiencies levels to enhance student learning of district curriculum by cultivating digital age skills.

Problem or Concern narrative derived from Needs Assessment:
As denoted in the analysis sections, *Educator Proficiency* and *Effective Teaching and Learning Practices*, Poynette School District recognizes the need to provide additional information to staff on specific research–based practices and opportunities to develop effective, research and problem-based learning opportunities well as to foster information and technology literacy. Other assessments demonstrate this need: district survey data & integration documents; administrative observation and evaluation; technology committee discussions; teachers who have attended CESA training experiences as well as observations of district staff and students. Other workshops also demonstrate such need.

Goal Statement:
Improve educator proficiencies levels to enhance student learning of district curriculum by cultivating digital age skills.
Measurable objectives to achieve Goal:
Obj. 1.1: Training will be provided to staff with follow-up implementation by district staff on research-based information & technology literacy practices.
Indicator of Success or Evaluation Instrument
Obj. 1.1: Training activities will be documented and participants will be surveyed to document understandings gained. Implemented activities will be documented and shared amongst district staff. Administration will inquire about aforementioned activities and offer input as relevant.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Provide district stakeholders information and resources regarding emerging technologies and best practices in technology integration and information literacy through blogs, wikis and other networking & communication resources.	Library Media Specialists, Technology Integration Specialist, Administration	2009-2012	$2000 per year
Model the use of emerging technologies as appropriate to various areas of the curricula, as well as relevant to administrative and management practices.	Technology Integration Specialist, Library-Media Specialists Administration	2009-2012	$1000.00 per year
Foster collaborative projects and professional discussions surrounding best practice in education, instructional practices, information and technology literacy through staff meetings, professional learning communities and other forms of district inservice opportunities. Share information	Administration, Technology Integration Specialist, Library Media Specialists	2009-2012	$1000.00-1500.00
Review and revise assessment practices and resources as appropriate to measure technology and information literacy within the curriculum for both students and educators.	Technology Integration Specialist; Library-Media Specialists and Outside Consultants as needed	2009-2012	$500.00
Design and implement sustained staff development opportunities regarding best practices in information and technology literacy and assessment; including sessions which offer opportunities for staff to earn college credits.	Technology Integration Specialist; Consultants as needed	2009-2012	$10,000.00

Policy Impacts: District policies will be reviewed and revised as appropriate.

5.2 Effective Teaching and Learning Practice
Goal # 2: Increase effective, research-based information and technology literacy and integration practices in instruction to support, expand and enhance student learning of the district curriculum.

Problem or Concern narrative derived from Needs Assessment:
District surveys, observations and instructional practices indicate that there are gaps in curriculum alignment of the information and technology literacy standards, an inconsistent range of use by both teachers and students of technology and information literacy skills as well as the need for additional support, modeling and training of sound integration of information and technology literacy skills, real-world and problem-based learning applications and best practices.

Goal Statement: Increase effective, research-based information and technology literacy and integration practices in instruction to support, expand or enhance student learning of the district curriculum.

Measurable objectives to achieve Goal:
Obj. 2.1: Various meetings and discussions will be held to review/revise district information and technology benchmarks.

Indicator of Success or Evaluation Instrument
Obj. 2.1: Documentation of integrated projects completion and discussion with supervising administrator. Measures of student achievement will be created and results documented. Samples of student projects will be shared among stakeholders.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Provide information and support concerning characteristics of problem-based units that integrate information and technology literacy skills.	Technology Integration Specialist, Library-Media Specialists, District Teachers	2009-2012	$1500.00 per year Plus the cost of staff time and substitute teachers
Develop and subsequently implement strategies for teachers to take more ownership with information literacy and technology integration within the classroom curricula.	Library-Media Specialists, Technology Integration Specialist, Administration	2009-2012	$4000.00
Collaborate with the local library on sharing collections, project planning and other activities related to student learning.	District Teachers and District Library/Media Specialists	2009-2012	Staff time
Staff will share examples of teacher-created units which employ information and technology illiteracies via network, at faculty meetings, and in discussion groups and workshops.	District Teachers, Library-Media Specialists, Administration, & Technology Integration Specialist	2009-2012	Staff time
Individual and small group support will be provided on unit content, assessment, information and technology-related applications.	Technology Integration Specialist and others with specific expertise in identified content or process areas	2009-2012	$500.00 Staff Time
Implement strategies for expanding collaboration between and among teachers, library media specialists, and technology integration staff.	Library-Media Specialists and Paraprofessionals, Technology Integration Specialist, Administration	2009-2012	$500.00 Staff Time
Explore and integrate emerging technologies and information literacy	Library-Media Specialists,	2009-2012	$500

strategies as relevant to student learning, district curriculum and 21st century skills. (Add items/resources, where appropriate, to district library collections and information literacy instructional practices.)	Technology Integration Specialist, District Teaching Staff, Administration		
Re-examine district K-12 benchmarks for Information and Technology Literacy Standards. Analyze district instructional and staff development practices related to the benchmarks and revise the benchmarks as appropriate to meet the needs of the students, curricular and district goals.	Technology Integration Specialist, Library-Media Specialists, District Teaching Staff, Administration	2009-2012	Staff Time $500
Increase and enhance overall use of the Elementary/Middle School IMC; including increasing circulation for the middle school collection and expanding resources and maximizing strategies for supporting middle school information literacy and research.	Library-Media Specialists	2009-2012	$1000
Investigate and implement strategies for improving the consistency in the delivery of the instructional practices related to information literacy and research projects between the middle and high school library-media programs.	Library-Media Specialists	2009-2012	$500

Policy Impacts: District policies will be reviewed and revised as appropriate.

Robust Access Anywhere, Anytime
Goal # 3: To plan for and provide effective and efficient access to technologies and information to integrate, as appropriate to district curricular objectives, to meet the needs of the students, staff and community.

Problem or Concern narrative derived from Needs Assessment:
As denoted in the analysis sections, *Educator Proficiency, Flexible/Equitable Access* and *Effective Teaching and Learning Practices*, the district evaluations, district observations, community and district meetings indicate an existing need to provide better and additional access to information and technology literacy resources before, during and after school, as well as in the classroom settings to improve communication via electronic and print resources. Also denoted in our district analysis sections, issues with network performance stymie instructional practices that foster the advancement of students and staff technology and information literacy.

Goal Statement:
To plan for and provide efficient and effective access to technology and information resources to integrate as appropriate to district curricular objectives and meet the needs of students, staff and community.

Measurable objectives to achieve Goal:
Obj. 3.1: Increase access to various technologies in the classroom, community and network.
Obj. 3.2: Additional use of technology and information literacy resources will occur to share and transfer information to foster learning.

Indicator of Success or Evaluation Instrument
Obj. 3.1: Survey of access will be completed by involved parties.
Obj. 3.2: Records of access will document increased use and access.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Implement options for increased student access to information and technology resources before, during, and after-school.	Technology Integration Specialist, Director of Information Technology Systems, Administration, Library-Media Specialists	2009-2012	$7500.00
Continue to refine and improve communication options for students, staff, parents and community.	Administration and Information Technology Staff	2009-2012	$1500.00
Upgrade our district network & computers to allow graphics offloading and better functionality of network performance. • upgrade the servers • upgrade district application delivery software • upgrade to the newer thinclients (diskless workstations) in labs and classrooms • upgrade monitors in labs and classrooms • upgrade the SAN (Storage Area Network)	Information Technology Director	2009-2012	$360,000 + Staff time
Increase network bandwidth speed as appropriate to meet district information technology and curricular needs. (from 3m to 5m; then 5m to 10m)	Information Technology Director	2009-2012	3m to 5m: $350 per month 5m to 10m: $500 per month
Update and/or add technologies in the classroom setting; as appropriate to meet curricular objectives. Potential additions include: • Add mounted projectors in all k-12 classrooms • Add interactive whiteboards, as appropriate by instructional needs • Add mobile document cameras • Add TV's /DVD players in classrooms • Add sets of hand-held response systems to our libraries for staff check out • Add other emerging technologies appropriate to the curriculum	Information Technology Director, Technology Integration Specialist, Library-Media Specialists and Administration	2009-2012	$150,000 +Staff time
Investigate options for creating a secured wireless network throughout the district. Determine if it's feasible within the district and add accordingly.	Information Technology Director, Technology Integration Specialist & Administration	2009-2012	$100,000

Policy Impacts: District policies will be reviewed and revised as appropriate.

Systems and Leadership
Goal #4 Employ information and technology resources to foster and expand student learning, as appropriate to district curricular objectives, streamline management procedures and communicate information throughout the district.

Problem or Concern narrative derived from Needs Assessment:
As denoted in the analysis sections, *Educator Proficiency, Flexible/Equitable Access, Systems and Leadership* and *Effective Teaching and Learning Practices*, the district assessments and evaluations, district observations, community and district meetings indicate there are pockets of classrooms where sound integration practices are occurring and places where it is not. There are also areas throughout our district where communication needs improvement. Also district observations and surveys indicate a need to address district curriculum gaps and overlaps as well as revise curriculum as needed to meet the diverse needs of our students and changing 21st century literacies.

Goal Statement:
Employ information and technology literacy tools to foster and expand student learning as appropriate to district curriculum objectives, streamline management procedures and communicate information throughout the district.

Measurable objectives to achieve Goal:
Obj. 4.1: Evaluate available assessment and curriculum tools and website hosting options and determine which tools meet district needs. Implement as appropriate.

Indicator of Success or Evaluation Instrument
Obj. 4.1: A state-created or locally created assessment will be administered and data analyzed. Website hosting services will be determined, purchased and updated to new format.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Use technologies to improve assessment processes, analyze data and assist in making district decisions.	District Staff and Administration	2009-2012	Staff Time
Redesign district website to streamline district uploading processes, provide teacher-created webpages and develop consistency and uniformity throughout the website.	Technology Integration Specialist and Library-Media Specialists and District Staff	2009-2012	Initial costs up to $3000; annually thereafter: $1200
Continue district curriculum analysis cycles. Redesign as appropriate. Investigate new tools for management of curriculum data.	Teaching staff, Administration, Technology Integration Specialist, Library-Media Specialists	2009-2012	$10,000.00
Implement strategies for improving instructional practices, especially with regard to lesson plan development and organization and 21st century literacies.	Administration, Teaching staff, Library-Media Specialists, Technology Integration Specialist	2009-2012	Staff Time
Existing policies will be reviewed as they relate to information and technology literacy, evaluated for completeness and legal accuracy, and updated as needed.	Library-Media Specialists, Technology Integration Specialist, Administration	2009-2012	Staff time

Policy Impacts: District policies will be reviewed and revised as appropriate.

Section 6 Dissemination to Stakeholders

The Information and Technology Literacy Plan as well as all objectives and initiatives related to the plan, will be communicated to school board, administration, community members, faculty, students and parents in a variety of methods. Following is a list of avenues for communicating the aforementioned.

- District Newsletter & website
- Local Newspaper
- School Board Meetings
- Faculty Meetings
- Condensed brochures shared throughout the community
- Presentations for civic groups
- Presentations during district in-services
- Student/Parent District Handbooks
- Highlight various student projects in student-generated digital videos
- Open House Events

Section 7 Monitoring, Evaluation and Revision

7.1 Monitoring and Evaluation Process

The Information Technology Committee will continue to meet to identify and revise priorities, assess progress of district initiatives, monitor and revise staff development activities and action plan implementation.

The school board will receive reports regarding committee activities and progress/evaluation of district initiatives from the District Administration, Library-Media Specialist and/or the Technology Integration Specialist and/or other involved parties. A formal report on district information and technology literacy initiatives will be submitted and disseminated annually.

Monitoring and Evaluation Strategies for the Plan

Monitoring Process

Aspect	*Quarterly*	*Bi-Annually*
Goal # 1: Educator Proficiency with Effective Teaching and Learning Practices Improve educator proficiency levels to enhance student learning by cultivating digital age skills.	As relevant, Informal sharing of information related to activities to stakeholders via meetings, web page, district newsletter, email correspondence, and other means of communication.	Information from goals will be summarized and reported to the Board of Education and Community.
Goal # 2: Effective Teaching and Learning Practice: Increase effective, research-based information and technology literacy and integration practices in instruction to support, expand and enhance student learning.	Informal sharing of information related to activities to stakeholders via meetings, web page, district newsletter, email correspondence, and other means of communication.	Information from goals will be summarized and reported to the Board of Education and Community.
Goal # 3: Robust Access Anywhere, Anytime: Continue to plan for and provide efficient and effective access to technology and information to meet the needs of students, staff, and community.	Informal sharing of information related to activities to stakeholders via meetings, web page, district newsletter, email correspondence, and other means of	Information from goals will be summarized and reported to the Board of Education and Community.

	communication.	
Goal # 4: Systems and Leadership: Employ information and technology literacy tools to foster and expand student learning, streamline management procedures and communicate information throughout the district.	Informal sharing of information related to activities to stakeholders via meetings, web page, district newsletter, email correspondence, and other means of communication.	Information from goals will be summarized and reported to the Board of Education and Community.

Evaluation Process

An evaluation of the district's information and technology literacy plan will be conducted annually. The aspects referred to in the table are derived from the activities outlined for each goal. Refer to the table below for information about areas to be evaluated and the responsible parties involved. A formal annual report will be conducted and reported to all involved stakeholders.

Aspect	***Method***	***Person/Team Responsible***
Hardware and Software Issues/Upgrades	Review reports from teachers and staff and subsequently determine needs	Technology Integration Specialist, Director of Computer Systems, District Administration
District, student and community use of information and technology literacy resources	Review lab schedules, gather information from lab assistants, teachers and students to determine areas of need	Technology Integration Specialist, Technology Committee, District Administration, Library-Media Specialist
Integration of Information and Technology Literacy Standards and other ITLS related goals	Assess progress. Review reports to determine successes and areas of need	Technology Integration Specialist, District Administration, and Technology Committee Library-Media Specialist
Impact on student learning, district staff and community	Review surveys, reports and other related data-gathering resources to determine areas of need	Technology Integration Specialist, Library-Media Specialists
Use of information and technology resources by district staff	Review of technology integration in curricula and professional development programs via surveys, observations, training experiences and district logs.	Technology Integration Specialist and District Administration Technology Committee, Library-Media Specialists
Compile and disseminate district annual information and technology literacy report	Via all methods for disseminating information to all stakeholders.	Technology Committee/ Technology Integration Specialist District Administration, Library-Media Specialists
Analysis of improving communication initiatives	Gather data via observations, brief surveys and other data-gathering means to determine level of success with initiatives.	District Administration Web Design Team Technology Integration Specialist Director of Computer Systems
Professional development activities	Gather data via observations, brief surveys and other means to determine level of success and progress with initiatives.	In-service Committee Technology Integration Specialist Library-Media Specialists 6+1 Traits of Writing Committee District Administration
Administrative Issues: policies, management of resources,	Assess progress via meetings with team members	Director of Computer Systems District Administration

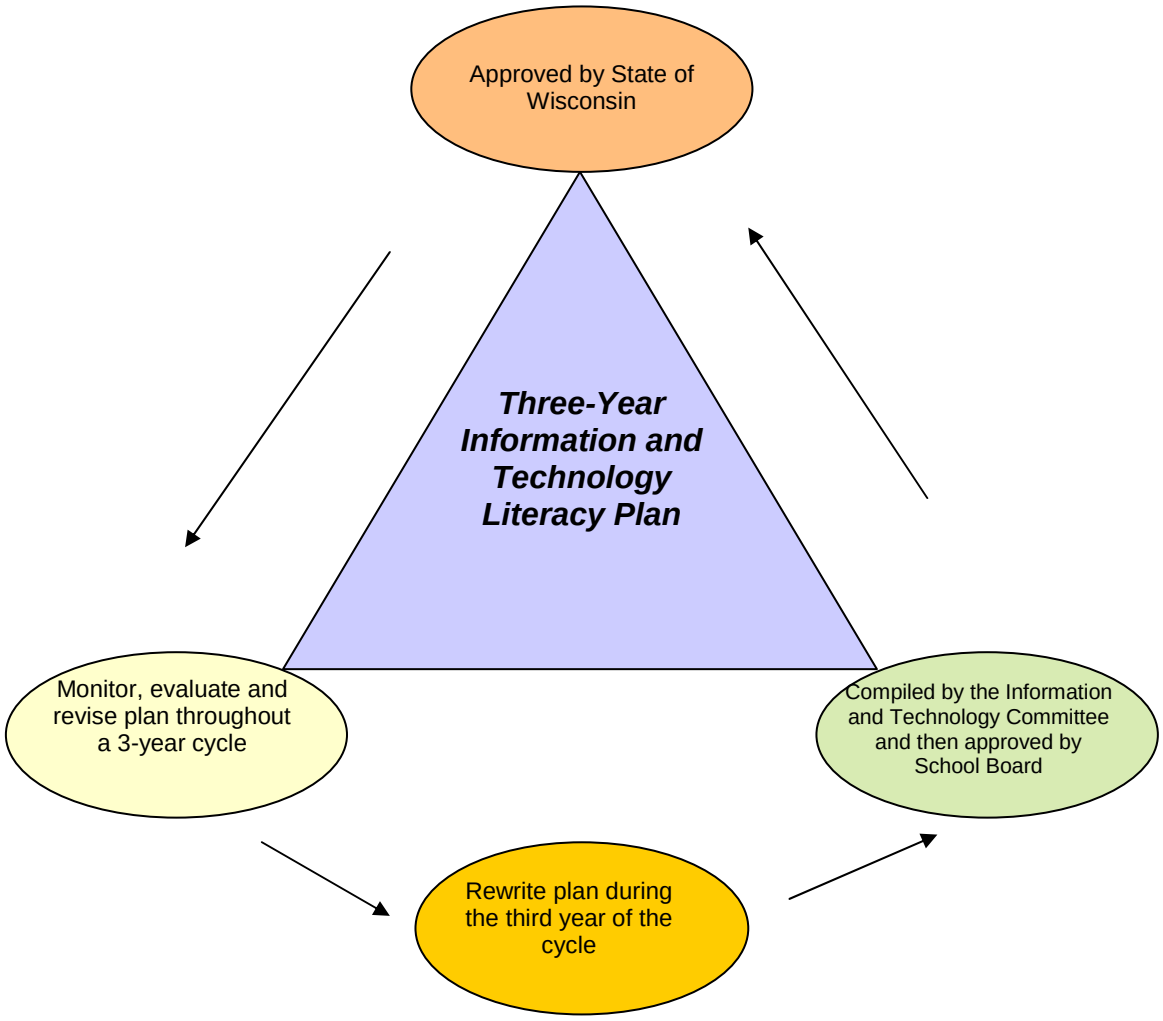
proficiencies, etc.		Technology Integration Specialist Library-Media Specialist Information and Technology Committee
Gather and evaluate stakeholder information for next planning cycle	Review annual reports, surveys, interviews of all stakeholders: staff, students, parents, Board Members, and community	Information and Technology Committee, Technology Integration Specialist, Library-Media Specialists

Process for Reporting to Stakeholders

Parents and community members will be kept informed of information and technology literacy activities via the district newsletter, district web page, open houses, school board meetings and the annual report. Faculty, administration and district students and staff will also be informed via the aforementioned methods as well as during assemblies, faculty meetings, district in-services, memos, email and other means of communication.

Process and Timeline

The district information and technology literacy plan will be revised annually based on assessment results and other evaluations. Every three years, the information and technology literacy plan will be rewritten, reviewed and approved by the district School Board and then submitted to the State of Wisconsin for approval. The district's Technology Committee will conduct plan revisions and reviews.



Processes for Plan Revisions and Rewriting

1. Technology Integration Specialist and Library/Media Specialists reviews information via the evaluation process.
2. Technology Integration Specialist makes subsequent revisions and then proposes before Administration and the Information Technology Committee for input and revisions. Based on input from stakeholders, changes are made accordingly.
3. Technology Integration Specialist presents revised plan to School Board for approval.

School District of Poynette Personnel

Kindergarten……1
Grade 1……2
Grade 2……2
Grade 3……2
Grade 4……2
Grade 5……4
Shared Teaching Staff……7

Shared Teaching Staff

Music……1
Physical Education……2
Library Media Specialist……1
Art……2

Support Staff

Elementary Assistant……1
Computer Lab Assistant……1

Arlington Elementary School

Teaching Staff

Kindergarten……1
Grade 1……1
Grade 2……1
Grade 3……1

Shared Teaching Staff

Music……1
Art……1
Physical Education……1
Title 1……2

Support Staff

Secretary……1
Library Assistant……1
Food Service……1

Shared Support Staff

Custodian……1

Dekorra Elementary School

Teaching Staff

Kindergarten……1
Grade 1……1
Grade 2……1
Grade 3……1
Shared Teaching Staff……4

Shared Teaching Staff

Music……1
Art……1
Physical Education……1
Title 1……1

Support Staff

Secretary/Computer Lab Assistant.1
Library Assistant……1

Shared Support Staff

Custodian……1
Food Service……1

District Business Manager……1
Administrative Secretary……1
Building/Grounds Supervisor……1
Computer Systems Director……1
Groundskeeper……1
Information Coordinator……1
Maintenance……1
Nurse……1
Nurse Assistant……1
Reading Specialist……1
Technology Integration Specialist……1

Special Subject Personnel K-12

Educational Excellence……1
Educational ExcellenceAssistant ……1
Psychologist……1

Special Education K-12

Cognitive Disabilities (K-8)……1
Cognitive Disabilities (9-12)……1
Emotionally Disturbed (K-5)……1
Emotionally Disturbed (6-8)……1
Emotionally Disturbed (9-12)……1
Learning Disabilities (K-5)……1
Learning Disabilities (6-8)……1
Learning Disabilities (9-12)……1
Speech Clinician ……2
Early Childhood……1
Special Education Assistants……13

Povnette Middle School

Teaching Staff

6th Grade Team……4
7th Grade Team……4
8th Grade Team……4
Computer Lab Assistant……1
Shared Teaching Staff……9

Poynette Elem./Middle School Shared Staff

Vice Principal……1
Guidance Counselor……1
Secretaries……2
Library Assistant……1
Computer Lab Assistant……1
Food Service……4
Custodians……4

Asst. Principal/Athletic Director……1
Agriculture and Driver Education……1
Art……1
Business Education……2
English……3
Speech……1
Family and Consumer Ed. ……1
Guidance ……2
Library Media Specialist……1
Math……3
Physics……1
Music (Instrumental)……1
Physical Education……1
Physical Conditioning……1
Science at Risk Program……1
Science……2
Social Studies……3
Spanish ……1
Technology Education……1

Shared Teaching Staff

Art……1
Music (vocal)……1
Physical Education……1
Spanish ……1

Support Staff

Secretaries……2
Teacher/Library Assistant……1
Food Service/Head Cook……1
Food Service……3
Custodians……3

Shared Support Staff

Food Service……1

District Administration

District Administrator……1
Director of StudentServices……1
High School Principal……1
Elementary/Middle School Principal/Supervisor……1