School District
Of
Black River Falls

Information (Library Media)
&
Technology Plan

July 1, 2009 – June 30, 2012

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Pending Board of Education Approval
December, 2008

A. EXECUTIVE SUMMARY

The average enrollment for the Black River Falls School District is 1887 students in pre-kindergarten through twelfth grade. The district boundaries cover 500 square miles in west central Wisconsin. Approximately 19% of the student population is Native American. Over 300 staff members are employed by the district, including 160 teachers, nine administrators and 121 support personnel.

The development of this plan included staff, students, parents, and business and industry representatives, The district administered technology surveys to students and staff in the spring of 2008, which will serve as baseline data for measuring progress on the goals identified in this plan over the next several years.

This Technology Plan addresses increasing the technological literacy of students and staff. It emphasizes the use of technology as a tool to improve instruction for all students, and enhances the integration of technology across the curriculum. We have identified four main goals with associated objectives: increase the use of library databases for reading and research, increase the use of electronic application tools to improve math and critical thinking skills, raise the proficiency level of students on the ITL standards, based on the 8th grade ITL assessments in the district, and improve teacher proficiency through technology training. Both the Library Media Department and the Business Education Departments will be conducting Curriculum Program Reviews over the course of the next year, which will be essential to the goals of this plan. The Technology Plan will be evaluated annually by the Instructional Technology Advisory Committee to determine if the goals and objectives are met.

Efforts will continue to seek out new and emerging technologies and provide district staff with the training and resources necessary to fully access and utilize them.

The ultimate goal is to prepare Black River Falls students in the best manner possible for the needs of a technological society.

C. Table of Contents

D. Introduction

D. 1. Relevant research and best practices

Several factors link the impact of educational technology to student academic achievement. Those factors include, but are not limited to:

- A robust library media program
- Sustained systematic professional development
- Effective student use of technology
- Authentic inquiry and problem-based learning practices
- Effective teaching strategies for the infusion of technology in the curriculum.

A robust library media program is one of the crucial elements of successful information and technology programs in school districts. Library media specialists, teachers, as well as information specialists, empower both students and teachers in their efforts toward ever increasing student achievement.

A study of Wisconsin School Library Media programs commissioned by the Wisconsin Department of Public Instruction was completed in 2006. One of the key findings of this study was "Schools that have aligned and integrated the Information and Technology Literacy Standards(ITLS) with content standards and lessons are able to provide instruction that makes content more relevant and exposes students to resources beyond just the teacher or textbook. The information and literacy skills and the knowledge students obtain through work in the library facilitates students' school work and assignments, thus improving academic achievement."

Harold Howe, former U.S. Commissioner of Education stated, "What a school thinks about its library is a measure of what it thinks about education."

A second element essential to the success of educational technology programs is a sustained, systemic approach to professional development that reflects the research on adult learning and professional development. The NCREL Professional Development Model presents five dimensions; building a knowledge base, observing models and cases, reflecting on professional practice, changing teaching practice, and gaining and sharing expertise. Effective professional development reflects all five of these dimensions. It is also connected to student learning expectations, offering a variety of hands-on learning experiences. Training needs to go beyond simply using computers to addressing instructional strategies needed to infuse information and technology skills into the learning process. Teachers need to be provided with time, resources and in-depth, sustained support. One-time workshops are not enough to promote the types of changes in instruction necessary to make effective use of educational technology. Teachers have always been the key in determining the impact technology has on student learning.

In order for technology use to have a positive impact on student achievement, the use of technology must foster higher-order thinking skill development. Effective student use of

technology is a result of the learning environment and capability to do things we could not otherwise do. Technology is a tool allowing students to collaborate in authentic, engaging, real-world problem-solving situations. The workplace of today -- and tomorrow -- has higher expectations of its workers than ever before. Citizens need to be able to think critically and creatively and be strategic problem solvers as well. They must be able to learn in changing environments, as well as be able to synthesize knowledge from a variety of information sources. The effective integration of technology can provide the opportunity for students to develop these 21st Century skills.

As teachers are the key in determining the impact technology has on student learning, staff adoption of effective technology instructional strategies is essential for technology to have an impact on student achievement. Apple Classrooms of Tomorrow research demonstrated that immediate access to technology in the classroom changes the way teachers teach and learners learn. New patterns of teaching and learning emerge (Marshall, 2002). Traditional teaching methods are gradually replaced with engaging, student-oriented activities, moving from competitive to collaborative work patterns. In these environments, technology is a tool to actively engage learners with resources and learning context to construct new knowledge and skills. Other strategies necessary for the effective integration of technology include developing flexible grouping practices, moving toward a teacher-as-facilitator model, and basing assessment on student performance.

"We are now at the point that we must educate our children in what no one knew yesterday and prepare our school for what no one knows yet."
--Margaret Mead

D. 2. Vision and Mission Statements

Black River Falls School District

MISSION STATEMENT

Our relationships with all students will promote their educational achievement and prepare them to be life-long learners and compassionate, contributing members of our society.

VISION STATEMENT

The Black River Falls School District will be a learning environment that is known for

- high academic achievement,
- enrichment opportunities,
- fostering a love of learning, and
- creating respectful and productive citizens

in partnership with our diverse community.

BELIEF STATEMENTS

1. We believe in the dignity and worth of the individual.
2. We believe that a healthy, safe environment is necessary for learning.
3. We believe self-worth promotes learning.
4. We believe education must be a shared obligation of school, student, family, and community.
5. We believe our school district must meet the needs of the individual learner.
6. We believe all students must have opportunities to achieve their potential.
7. We believe honesty, patriotism, citizenship, and respect are fundamental to our educational purpose.
8. We believe everyone is capable of learning.
9. We believe teachers and students have a shared responsibility in the learning process.
10. We believe in recognizing the cultural diversity of all people.
11. We believe our homes and schools should work jointly to foster a strong work ethic.

STRATEGIC OBJECTIVES

1. Foster high academic expectations.
2. Create facilities for the future.
3. Further develop PreK-12 Professional Learning Communities

Technology Vision for the district:
All students are ready to live, learn and work in the Digital Age.

Technology Mission for the district:
To provide the instructional and support tools necessary to help prepare all students for living, learning and working in the Digital Age.

D. 3. Connect the information and technology vision and mission with the district's overall vision/mission/strategic plan

Both the district vision and the technology vision have student achievement as a high priority. The district's strategic objectives focus on providing both the academic environment and the physical environment that give students the tools they need to be prepared for success when they leave the PK-12 community.

E. Background Information

Section E. 1. Community and district/school demographics

The average enrollment for the district is just under 2,000 students in Pre-Kindergarten through twelfth grade. The district boundaries cover 500 square miles in west central Wisconsin. Approximately 19% of the student population is Native American, with the Black River Falls area being home to the headquarters of the Ho-Chunk Nation. Over 300 staff are employed by the district, including 160 teachers, nine administrators and 121 support personnel. Fifty-eight percent (58%) of the district's certified staff hold Master's degrees, demonstrating the high priority placed on education in the community.

Section E. 2. Names and title for District Information and Technology Team

District Technology Steering Committee-

-Dr. Paul Blanford, Superintendent
-Jill Collins, Director of Business Services, Co-chair, Tech Plan Development
-Sherri Torkelson, Director of Curriculum and Instruction, Co-chair, Tech Plan Development
-Peggy Gordon, Technology Supervisor

Section E. 3. Planning Committee.

Information and Technology Advisory Committee:

-Sherri Torkelson, Director of Curriculum and Instruction, Co-chair
-Jill Collins, Director of Business Services, Co-chair
-Peggy Gordon, Technology Supervisor
-Julie Tiedens, High School English Teacher, District Webmaster
-Laura Simonson, Elementary Teacher
-Denise Eddy, Elementary Teacher
-Donna Wojciechowski, High School Science Teacher
-Beverley Carlsen, Middle School LMC Director
-Kristin Breining, Elementary Teacher and Building Computer Coordinator
-Thomas Chambers, High School Principal

Information and Technology planning participants:

-Sherri Torkelson, Director of Curriculum and Instruction, Co-chair
-Jill Collins, Director of Business Services, Co-chair
-Peggy Gordon, Technology Supervisor
-Julie Tiedens, High School English Teacher, District Webmaster
-Laura Simonson, Elementary Teacher
-Amy Yaeger, High School Business Education Teacher
-Denise Eddy, Elementary Teacher
-Donna Wojciechowski, High School Science Teacher
-Beverley Carlsen, Middle School LMC Director

-Kristin Breining, Elementary Teacher and Building Computer Coordinator
-Cheri Zahasky, High School LMC Director, Building Computer Coordinator
-Sue Jenkins, Elementary LMC Director, Building Computer Coordinator
-Patty Harelson, Elementary LMC Director, Reading Specialist and Title I Coord
-Todd Fendt, Elementary teacher, Building Computer Coordinator
-Kaye Henrickson, Eighth Grade Teacher and Team Leader
-Thomas Chambers, High School Principal
-CESA #4 for ITL grade level essential skills

Community Committee Review:

- Board of Education (7 members)
- Western Technical College, Marianne Torkelson, Contact person

Section E. 4. . Planning Process

In the fall of 2007, a planning committee came together to review both the existing plan for changes and the current/future instructional and technology needs of the district. In the spring of 2008, 2 technology surveys were administered using CESA #4's services. District staff and students were surveyed at this time. The results of those surveys were then reviewed for their impact on the district's academic goals, particularly in Reading and Math achievement. It was determined that technology-specific goals that further student academic achievement in Reading and Math should be the focus of the technology plan. The district will also be working with local organizations and surveying community members during the winter of 2008-2009 to obtain parent and community input on ways to encourage higher levels of technology literacy within the broader community.

Section E. 5. Community Resources and Adult Literacy Providers

The School District of Black River Falls is a partner with Western Technical College to provide educational opportunities for business and community members. Programs such as Goal Orientated Adult Learning (GOAL) provide the opportunity for adults to improve their reading, writing and math skills. Through the GOAL program, students can obtain their GED or HSED. Lifelong Learning Classes are available for community members and provide enrichment in computer skills, woodworking, creative writing, personal development, gardening, home decorating, child care, nutrition/food safety, etc. Finally, through the Business and Industry Services Division at Western, the college reaches out to the business community to provide skills upgrade training for their employees. Training opportunities include manufacturing skills, leadership & management, computer skills, strategic planning, and other topics to improve efficiency, productivity and profit for business and industry.

F. Current Status and Needs Assessment

Section F. 1. Analysis of Previous Plan Goals

Goal 1: Students in the district will meet or exceed the state-designated proficiency levels in Reading of 67.5% on fall testing in 2004, 2005, and 2006, and 74% on fall testing in 2007, 2008, and 2009 (applicable to fall 2005 state tests in 4th, 8th and 10th grades, and on the fall 2006 state tests in 3rd, 5th, 6th, and 7th grades, and all tested grades after 2006).

For achievement of goal, see chart below.

Objective 1.a. Utilizing the work of Schmoker, DuFour, Marzano and others, staff will develop measurable goals in Professional Development Plans, department goals, and grade level goals that demonstrate improved student achievement annually.

Progress: All buildings create Professional Development Plans that include measurable goals in academics and intervention activities.

Objective 1.b. Building goals will reflect improvements in student achievement through common assessments, tracking of intervention data, and other measurable data.

Progress: Building goals measure student progress on percentages of passing and failure at the MS and HS. Elementary buildings measure student progress using the SAGE assessments and Measures of Academic Progress. Response to Intervention workshops have been held and buildings have identified existing interventions and areas of need to increase interventions.

Goal 2: Students in the district will meet or exceed the state-designated proficiency levels in Math of 47.5% on fall testing in 2004, 2005, and 2006, and 58% on fall testing in 2007, 2008, and 2009 (applicable to fall 2005 state tests in 4th, 8th and 10th grades, and on the fall 2006 state tests in 3rd, 5th, 6th, and 7th grades, and all tested grades after 2006).

District achievement on the Fall 2007 WKCEs is indicated on the following chart:

Target: 74%			*Target: 58%*	
Grade	*Prof Level/Reading*		*Grade*	*Prof Level/Math*
3	*82*		*3*	*65*
4	*76*		*4*	*74*
5	*84*		*5*	*62*
6	*91*		*6*	*81*
7	*84*		*7*	*67*
8	*79*		*8*	*63*
10	*70*		*10*	*64*

The district met this goal in 13 of the 14 areas, and in fact exceeded it significantly in all areas. The DPI-designated Confidence Interval (CI) measure allowed the district to meet the AYP target in grade 10 as well

Objective 2.a. Utilizing the work of Schmoker, DuFour, Marzano and others, the Math Department will identify measurable goals to demonstrate incremental progress in areas of need, based on the WKCE, MAP, SAGE and other assessments.

Progress: The Math department identified essential skills for every grade and course and determined student goals for those skills, as measured by district reporting procedures including the WKCE, MAP, SAGE and classroom assessments.

Objective 2.b. Math department and teacher PDP goals will reflect improvements in student achievement through alignment with the DPI Assessment Frameworks, common assessments, tracking of intervention data, and other measurable data.

Progress: All Math curricula have been aligned with the Assessment Frameworks and the alignment extended into the non-assessed grades. Common assessments are being created at every grade level and for every course. Efforts are underway in the district to increase the assessment literacy of all staff members and incorporate monitoring of progress in all student scoring, interventions and mentoring programs.

Goal 3: By the end of the 2007-08 school year, 75% of the students in grade 8 will demonstrate proficiency in the ITL standards based on the district assessment scoring guide.

Using the Information and Technology Literacy (ITL) measures developed by the district, 105 of 139 eighth grade students, or 76%, met or exceeded the designated level of technology proficiency in 2007-2008. Proficiency was indicated if a student scored a level 3 or 4 (proficient or advanced) on 3 or more of the 4 technology assessments during the course of the school year. Therefore, the district also achieved this goal.

Objective 3.a. Administration will facilitate staff collaboration to integrate the WMAS for Information and Technology Literacy into the curriculum that will result in the development of assessment tools to measure student achievement toward technology literacy.

Progress: Middle School teachers developed a series of technology assessments that are incorporated into the core areas of Reading, English, Math, Science and Social Studies, and are used to measure student technology literacy by the end of 8th grade.

Objective 3.b. By the end of year three of the plan, teachers will demonstrate increased proficiency at integrating and assessing the ITL standards in classroom instruction in grades 6-8 using the 2004 enGauge online survey data as the baseline.

Progress: The ITL standards have been integrated into all core and non-core areas, culminating in a series of assessments that incorporate the application of technology in classroom assignments and projects. Content knowledge is assessed as well as specific technology skills through these assessments.

All three goals and the incorporated objectives have been met from the previous technology plan. The Spring 2008 Student and Teacher technology surveys allowed the Tech Plan Committee to identify new goals for the upcoming plan cycle. The new surveys utilized will allow the district to measure progress on these goals every two years, therefore assessing the same groups of students as they progress through school. This will provide more accurate progress information on specific groups of students for various technology skills and concepts.

Section F. 2. Analysis of Student Proficiency

Students in grades 4, 8 and 10 were surveyed in late May 2008, using the CESA #4 online Student Technology Assessment. An analysis of the student technology survey provides the following data. After surveying grades 4, 8, and 10, areas of strength in student proficiency in technology include:

- Across all grades surveyed, students are very confident using word processor tools such as font style, spell check, and grammar check to edit their work. As the student grade level increases, so does the ability to edit, compare and improve previous drafts.
- Consistently across the grades surveyed the Internet search engines are used proficiently by students. Students are able to use various search engines to efficiently locate information on their research question. The comfort level is higher in the secondary grades than the elementary.
- Basic computer use including opening programs from icons and the Start bar and using more than one program at the same time are used proficiently across the grades surveyed. Again, the comfort level increased at the secondary level.

Areas where students feel they aren't as proficient in technology use include:

- Use of spreadsheets is limited to basic entry of data into a spreadsheet at the secondary level and not using spreadsheets generally at the elementary level. Desktop publishing is also at a low level for all grades surveyed.
- Use of library databases scored the lowest of all the skills sets that were surveyed at the secondary level. However, this skill scored just below the middle range for the elementary students. Overall, students consistently indicate that they do basic searches for books, but don't use the database to locate and select books for research or reading or to find related topics.

- The terminology used in this survey question could have affected the results as the wording "library database" was used instead of the common terminology "library card catalog" which students recognize. Also, secondary students have access to subscription online databases but our district's Circ/Cat program has not been updated to a version in

which hyperlinks are used to find database articles and/or websites and books in the LMC in a single inquiry.

- As compared to other skills in the survey, file management scored lower as the grade level increases. Generally, students could select, open and save documents to their home directory. Very few feel they can organize the files that they save.

Email scored the lowest of all skills sets in both 4th and 8th grade, however, these students are not allowed to use email at school and the proficiency survey they were given was based upon their use at school.

Section F. 3. Analysis of Educator Proficiency

The district conducted an assessment of teacher proficiency with technology in May 2008 using the "Performance Standards for In-service Teachers" from ISTE in an online survey format. Areas of strength include:

- Ability to save and access files.
- Searching the web and teaching this skill to other teachers and students.
- Emailing in general and using email to contact parents.
- Modeling the Acceptable Use Policy of the District and enforcing classroom procedures that guide the students in safe and healthy use of the Internet.

Areas where educators feel they aren't as proficient in using technology include:

- Using technology-based collaboration to stay abreast of new and emerging technology that is supportive of learning.
- Evaluating new and emerging technology (capabilities and limitations) for meeting personal and professional needs.
- Ability to successfully troubleshoot computer problems.
- Creating Web Pages, using PowerPoint, using Spreadsheets, and creating charts and graphs. An electronic gradebook is used by staff grades 4-12 and not by the primary elementary grades.

Section F. 4. Analysis of Effective Teaching and Learning Practices

An analysis of the teacher technology survey provides the following data. Areas of strength in teaching and learning practices include:

⇒ Teachers actively using results from assessment measures such as samples of student work, classroom exams and standardized tests to develop instruction plans, select learning strategies, monitor and adjust classroom management plans.

⇒ Frequent use of assessment tools such as rubrics, checklists, and journals in critiquing student work.

⇒ Using various grouping strategies for project work.

Areas where technology strategies are less effective include:

- ⇒ Using technology resources such as the Web, calculators, data collection probes, videos and educational software to provide interdisciplinary learning

- ⇒ Enabling students to analyze original work created through technology-integrated lessons

- ⇒ Teaching students strategies to assess the quality of information they gather via the Web and/or other technologies

Teachers also indicate they are less than confident in using technology tools to communicate student performance data for school improvement initiatives. This appears to be contradictory to the actual use of technology tools, such as Accelerated Reader/STAR reports, Measures of Academic Progress (MAP) reports and progress monitoring, use of Skyward Gradebook, Student and Family Access, and use of Skyward to track standardized testing data. The disparity may be in the interpretation of the use of data and the definition of "school improvement initiatives".

There also is a significant difference between elementary and secondary teachers' perception of their confidence in the application of technology for classroom purposes.

Section F. 5. Access to Information Resources and Learning Tools

The district owns and operates a wide area network consisting of 589 workstations for instructional use and 217 workstations for the administration and support staff. All workstations are connected to the wide area network and have filtered access to the internet. With the exception of Third St., all buildings also have wireless access. The wide area network is supported by a fiber optic network connecting all district buildings. In addition to data, the fiber optic network supports our telecommunication system. Each classroom and office has a telephone installed which provides parents and community members easy access to any district staff member.

Each elementary school has at least one general purpose computer lab with approximately 24 computers and one laser printer available for student and public use. The middle school has two general purpose labs and one lab designed to support technology education instruction. The high school has one general purpose lab consisting of thirty computers, a wireless computer lab consisting of twenty-four laptops, two business education labs with twenty five computers each, a CAD lab with twenty computers, an art lab with 21 computers, and a Science lab of ten computers .

Additionally, the high school has one distance learning lab to transmit and receive instructional classes from remote locations. The distance learning lab is available and frequently used by the public to support non-school related meetings.

The district's administrative network is integrated into the wide area network employing Skyward software as the primary administrative software for administering payroll, human resources, food services, accounts payable, student records and grade books. These applications are hosted on a separate server with adequate security measures to prevent unauthorized access.

Secured access to limited student records is made available to parents and students via web based applications. Additionally, employees are able to view limited human resource data via the web based applications available through Skyward.

Specific assistive technology is purchased for students with specific needs. For special education students, these needs would be identified in the student's IEP. The district purchased Microsoft Office XP Professional, which has a module for voice recognition if that is needed. There are several adaptive keyboards and other devices in use in district schools.

A wide variety of items are available for checkout such as graphing and regular calculators for students who do not have them and AlphaSmart units for students who do not have a computer at home.

Wired and wireless computer labs are not dedicated to a particular class but are scheduled on a first come/first served basis. Computer labs are used for a wide variety of projects, ranging from using the Internet and other resources for research, Microsoft Word where they create research papers or typed assignments, PowerPoint to create multimedia projects, Excel to create spreadsheets to prepare charts and graphs and Microsoft Publisher to create brochures, posters, business cards and other assignments. Many free programs are also being used. Students use Photostory 3 and Audacity to create movies and podcasts for many different classes. OpenOffice is being used in place of Microsoft Office in some locations. Elementary students use many free educational programs such as Wordweb, Child's Play, Tux Paint, Tux Type, Seterra, Roxie's ABC's and Lego Digital Designer.

In the various classroom computer labs students use the computers to do a variety of assignments. In the Art Technology lab students do photo and video editing, animation, they create digital artwork and are asked or participate in community and local contest to create graphic designs. In the Technology Education lab students do video, sound and movie editing, Computer Aided Drafting (CAD),–and they create businesses, by designing, and marketing their products. The Technology Education teacher is also in charge of the local cable station. The Business Education labs use word processing, spreadsheets, desktop publishing, photo, sound and video editing, Point-of-Sale software, computer simulations like Virtual Business, presentation software, and automated accounting software. Students in the upper level Science classes utilize Logger Pro software and computer based lab equipment to collect realtime real-world data.
Many of these classes also use peripherals like scanners, digital cameras and video cameras.

WorldBookOnline is the only online resource the district subscribes to district wide. At various levels the district subscribes to SIRS Researcher, SIRS Government Reporter, the full Facts.com suite and Encyclopedia Britannica. All of these subscription databases allow students to use these resources at home free of charge, they just need to know the user name and passwords. Many useful links are provided on the LMC web pages including links to Badgerlink, the free resource provided by the state of Wisconsin, and many other research type links including a link the local public library collection, citing information, research tips, and links to free online reference type materials, etc.

Family Access and Student Access programs have been introduced to the community through Skyward PaC software, that allow parents and students to access grades, missing assignments, discipline referrals, school lunch balances etc.

Educator Access is a grading/management program also available at school and home for staff.

All elementary schools and the Middle School use the program, Renaissance Place which includes Accelerated Reader and STAR Reading. Thousands of AR quizzes and the books have been purchased, ranging from Kindergarten to 12th grade reading level.

EDUSS will be used at the elementary and middle school levels. The high school and alternative schools will be using NovaNet.

Through the district's web site information is shared with the community regarding school activities, polices, handbooks, curricula, and supporting operations, as well as convenient access to other resources mentioned above.

The LMC collections reflect the district's diverse population of approximately 19% Native American students.

Section F. 6. Analysis of Systems Support and Leadership

Adminstrators use technology to guide effective teaching, learning and student management. Administrative use of technology is daily and is modeled at staff and board meetings. Each school has a BCC (Building Computer Coordinator) who provides guidance and training to other staff members as needed. Technology "helpdesks" can be entered online and the status can be updated and/or checked at any time. The helpdesk Knowledge Base can also be accessed by all staff, allowing users to search past problems for issues they are having and view possible solutions. Key teachers have been sent to various training sessions for Smartboards, Elmos, and Moodle. They then share the information they have acquired with other staff members. Other technology training sessions are offered throughout the year, either after school or on inservice days.

District policies and procedures are regularly reviewed and updated and are located on the district's website: http://www.brf.org/policies

Some examples of information and technology policies are:

361 Selection of Instructional and Library Media Center Materials

361-Rule (1), Guidelines for the Selection of Classroom Instructional Materials
361-Rule (2), Guidelines for the Selection of Library Media Center Materials
361-Rule (3), Guidelines for the Selection and Use of Video Recordings

362 Library Media Centers
362.1 Interlibrary Loan of Materials

363.3 Technology Concerns for Students with Special Needs

364 Instructional Technology

364.1-Acceptable Use Information Technology and Communication Resources
364.1-Rule, Rules for the Acceptable Use of District Information Technology and Communication Resources
364.1-Exhibit (1), Information Technology and Communications Resources Acceptable Use Policy and Agreement (Employe)
364.1-Exhibit (2), Information Technology and Communications Resources Acceptable Use Policy and Agreement (Students)
364.1-Exhibit(3), Information Technology and Communications Resources Acceptable Use Policy and Agreement (Guest User)

771 Use of Copyrighted Materials

771-Rule, Copyright Guidelines

871 Handling Complaints About Instructional and Instructional Media Center Materials
871-Appendix A Library Bill of Rights
871-Appendix B An Interpretation of the Library Bill of Rights
871-Rule (1), Procedures for Handling Complaints About Classroom Instructional Materials
871-Rule (2), Procedures for Handling Complaints About Instructional Media Center Materials
871-Exhibit (1), Instructional Material Reconsideration Request Form
871-Exhibit (2), Nonfiction Checklist for the Reconsideration of Instructional Materials
871-Exhibit (3), Fiction Checklist for the Reconsideration of Instructional Materials
872 Handling Complaints About School-Related Matters
872-Rule, Procedures for Handling Complaints About School-Related Matters

The district utilizes the curriculum mapping process to identify content, student learning outcomes, alignment with standards in the content area, and assessment methods. A major effort is underway to identify essential skills and grade level benchmarks for assessment and reporting.

The district has in place a District Staff Development Committee that coordinates staff development and inservice activities for summer, scheduled staff development days, late starts, and various initiatives. Needs assessments are conducted annually to determine staff and student needs. Additional needs assessment input is obtained from bi-annual CESA #4 needs assessment and staff development session evaluations. Buildings utilize Staff Development Committees to plan staff development activities specific to building needs, and to communicate with the district's Staff Development committee regarding needs common to all buildings.

Technology is a strong strand in the professional development offerings, with trainings being coordinated through a combination of the following teams:

- District Staff Development Committee (teachers from all buildings, Native American Student Services Specialist, Partnership Coordinator, Administration, and ad hoc participants as needed)
- District Tech Supervisor (Building Computer Coordinators, Networking staff, webmaster, LMC Directors, Director of Business Services, Director of Curriculum and Instruction)
- CESA #4
- Western Technical College
- Others as needed.

Section F.7. Analysis of Information and Technology Resources and Fixed Assets

- Alignment of ITL standards to local curriculum: During the course of the previous tech plan, district curriculum in grades five through eight was reviewed and revised to align more closely with the ITL standards. This resulted in the identification and development of assessments to determine the level of technology literacy, specifically to meet the 8th grade ITL Proficiency requirement. The Business Education and Library Media Department will be conducting a similar review and analysis for grades K-5 and High School.
- Please see Appendices for inventories of computer hardware, software, networking items and other technology.

G. Goals and Objectives

Goal 1 –Increase the student use of Library Card Catalog and Online Databases for reading and research in 8th grade from 2.66 to an average proficiency score of 2.75, and in 10th grade from 2.22 to 2.75 by the end of the 2011-2012 school year.
(A level 2 on Library Database is identified as "I search for books using title, author, subject and keyword fields". A level 3 states "I use the information in library search database to locate and select books for research or reading".)

Goal 2 – Increase the use of electronic application tools such as spreadsheets from an average proficiency level of 2.73 in 8th grade to 3.0 and from 2.36 in 10th grade to 3.0 to improve math and critical thinking skills.
(A level 2 in Spreadsheets is identified as "I enter data in a spreadsheet". A level 3 states "I choose and create charts and graphs to make sense of spreadsheet information.")

Goal 3 – By the end of the 2011-2012 school year, 80% of the students in grade 8 will demonstrate proficiency in the ITL standards based on the district's 8th grade ITL assessments.

Goal 4 – Improve teacher proficiency with productivity software to reflect a majority of staff at the "confidently" level as measured by the ISTE needs assessment in the planning and designing learning environments section.

H. Implementation Action Plan

H.1 Technology Plan Goals

Tech Plan Goal #1: Increase the student use of Library Card Catalog and Online Databases for reading and research

Needs statement: Student scores on the technology surveys were low in this area, indicating a need to to update the circ/cat software used by the district and increase the instructional component to help students better utilize library card catalog and online databases**.**

Improvement Goal 1: Increase the student use of Library card catalog and online Databases for reading and research in 8th grade from 2.66 to an average proficiency score of 2.75, and in 10th grade from 2.22 to 2.75 by the end of the 2011-2012 school year.

Data Source:
CESA #4 Student Technology Surveys in grades 4, 8 and 10
ISTE Survey: Performance Standards for Inservice Teachers

Strategy 1A: Review the current level of instruction and assessment in the use of Library card catalog and online Databases. Upgrading the current card catalog system will allow students to search the card catalog, online databases and/or the web all in one search inquiry.

Action	Timeline	Persons Resp	Budget	Funding Source	Evaluation
1. Upgrade of card catalog/circulation software	Summer 2009	LMC Dept., Curriculum Dir. Technology	$20 -$25,000	Some could come from the Common School Fund technology portion	Purchase and installation of new software and possible update in hardware
2. Staff Development for training LMC staff on new software	Summer 2009	LMC Dept	Depends on which system we go with some include some charge additional	?	All LMC staff trained and using program efficiently
3. Finalize the review department curriculum maps	2009-10	LMC Dept	N/A	N/A	Look to see if all grade levels have appropriate instruction in the use of card catalog and online databases
4 Staff Development showing staff how to use new LMC program (which combine card catalog and other features)	2009-2010	LMC Dept. Staff Develop	N/A	Staff Develop	The staff can utilize the new program to look for needed materials
5. Review of Student Technology Survey assessment tools	Summer 2010	LMC Dept	$500	C&I Summer Curriculum Writing	Evaluate depth of expected skill level

Strategy 1B: Implement integrated activities between LMC and classroom teachers.					
Action	**Timeline**	**Persons Resp**	**Budget**	**Funding Source**	**Evaluation**
1. Collaboration between LMC staff and classroom teachers to integrate use of library card catalog and online databases	2009-10	LMC Dept, teachers, Principals	N/A	N/A	Should increase usage of card catalog and online databases by students using new program to find materials and information. Meeting the goal set in Goal 1.

All the dates on the timeline may have to be moved back if the upgrade of the LMC circ/cat software is not done by the summer of 2009. We felt that we needed to upgrade our software before finalizing our curriculum maps and collaborating with classroom teachers on the use of card catalog and online databases.

Tech Plan Goal #2: Increase the use of electronic application tools such as spreadsheets to improve math and critical thinking skills.

Needs Statement: In the technology survey, students scored low on the use of electronic application tools. These tools are essential to success in the 21st Century**.**

Improvement Goal 2: Increase the use of electronic application tools such as spreadsheets from an average proficiency level of 2.73 in 8th grade to 3.0 and from 2.36 in 10th grade to 3.0 to improve math and critical thinking skills.

Data Source:
CESA #4 Student Technology Surveys in grades 4, 8 and 10
ISTE Survey: Performance Standards for Inservice Teachers

Strategy 2: Review secondary curricula for use of electronic application tools and provide additional instruction as appropriate.

Action	**Timeline**	**Persons Resp**	**Budget**	**Funding Source**	**Evaluation**
1. Conduct Business Education program review.	2008-2009	Bus Ed Dept Head	N/A	N/A	Completed review, fall of 2009
2. Meet with other relevant content areas	2008-2010	Curr Dir	N/A	N/A	
3. Revise Business Ed and other curricula	2009-2011	Bus Ed and other Departments	$500/summer	C&I Curriculum	Completed curriculum

4. Training and assessment as described in goal 4					

Tech Plan Goal #3: ITL Standards Assessment at 8th grade

Goal – Increase the percentage of 8th grade students identified as meeting the Technology Proficiency standard set by the district.

Statement of Need: Currently, 76% of eighth grade students met the Technology Literacy Proficiency level set by the district. This number should be increased.

Improvement Goal 3: Increase proficiency in the ITL standards based on the district's 8th grade ITL assessments by 4% over the current proficiency level.

Objective 3A: By the end of the 2009-2010, 78% of the students in grades 6-8 will demonstrate proficiency in the ITL standards based on the district assessment scoring guide.

Action	Timeline	Persons Resp	Budget	Funding Source	Evaluation
1Student assessments, proficiency identified and analyzed for progress from baseline data.	2009-2010	-MS teachers	N/A	N/A	-Scores recorded in MS Access database -Proficiency progress demonstrated by individual students moving from grade to grade, also overall class improvement.
2. Modify assessments and instruction as needed to increase student proficiency.	2009-2010	-MS teachers	$500	District summer curriculum time	-Assessments developed and monitored

Objective 3B:
By the end of the 2011-2012, 80% of the students in grades 6-8 will demonstrate proficiency in the ITL standards based on the district assessment scoring guide

Action	Timeline	Person Resp	Budget	Funding Source	Evaluation
1Student assessments, proficiency identified and analyzed for progress from baseline data.	2010-2012	-MS teachers	N/A	-District	-Scores recorded in MS Access database -Proficiency progress demonstrated by individual students moving from grade to grade, also overall class improvement.
2. Modify assessments and instruction as needed to increase student proficiency.	2010-2012	-MS teachers	$500	District summer curriculum time	-Assessments developed and monitored

Tech Plan Goal #4: Develop and implement an ongoing comprehensive training program for current and future staff based on interest and needs assessment data.

Statement of Need: Teachers indicate they are less than confident in using technology tools to communicate student performance data for school improvement initiatives.

Improvement Goal 4 Improve teacher proficiency with productivity software to reflect a majority of staff at the "confidently" level as measured by the ISTE needs assessment in the planning and designing learning environments section.

Action	Timeline	Persons Resp	Budget	Funding Source	Evaluation
1 Review the curricula to see what software is currently used	09-10	Dept Heads	N/A	N/A	
2 Align that curricula with current technology standards where relevant	09-10	Depts	$2500	District Curr Writing Time	Updated curriculum maps
3 Provide training for key staff on productivity software	09-12	ITAC Committee	$3000	District Staff Development	Completed training opportunities, staff development attendance
4 Readminister ISTE survey	May 2010	ITAC Committee	$200	Technology Budget	Increase proficiencies according to survey results
5 Continue staff training as needed	09-12	ITAC and district staff development committees	$3000	District Staff Development	

H.2. Projected Budget – See Appendix K.5.

H.3. Adult Literacy

Through the partnership with the School District of Black River Falls, educational opportunities at Western are shared with BRFSD staff, parents, and community members. Western also utilizes extensive marketing to educate the community about the activities at the college. Radio, newspaper, and television are just a few of the venues used. Several Western Technical College staff members serve on advisory boards for different areas at the school district and staff of the BRFSD have membership positions on the Western Technical College-Black River Falls Campus Advisory Board. Finally, the Alternative High School Program is located at the Black River Falls Campus giving students access to the many program offerings at Western.

I. Dissemination

The technology plan will be made available to the public through several avenues to include the public library, district office, each school office, and posted on our web page. An advertisement in the local newspaper and the district's newsletter, *Insights,* will notify the public as to its availability.

J. Monitoring and Evaluation

Each spring the district will conduct a monitoring and evaluation process. The evaluation team will consist of teaching, support, administrative staff, and a member of the community. The team will use the approved technology plan to determine the objectives set forth and evaluate whether the objectives were accomplished. Additionally, resources such as the student survey and the ISTE staff survey will be used every other year as an evaluation tool.

The results of each evaluation will be published on the district's web page as well as made available for public viewing at each school office and the district administrative office.

K. Appendices

K.1 Needs Assessments – surveys and data

Student Survey

- 4th Grade results
- 8th Grade results
- 10th Grade results
- Student questions

Staff Survey

- Questions/results

K.2. Planning Calendar

- Calendar

K.3 ITL Matrices and Curriculum Maps

- http://www.brf.org/curriculum/index.htm

K.4 Inventories

- Computers, servers, projectors and other hardware

- Software

K.5. Projected Budget

Projected Budget for Information and Technology Plan

Projected Expenditures	CITP Goal.Obj.	2009-10	School Year 2010-11	2011-12
Software Procurement	**----**	**82,996**	**84,488**	**86,018**
MAPS Licensing Renewal	**3A, 3B**	12,465	12,777	13,096
Skyward License Fees Renewal	**4**	33,419	34,254	35,111
Spectrum/Other LMC License Fees Renewal	**1A, 1B**	4,168	4,168	4,168
WCIS Renewal	**----**	2,144	2,144	2,144
EDUSS Renewal, Renaissance Learning Renewal	**3A, 3B, 4**	2,000	2,000	2,000
Support of Instruction Renewals (Transportation, Building Management, Laser Fiche,	**----**	13,800	14,145	14,499
AESOP, Budgetary, SEEDS etc.)	**----**	**----**	**----**	**----**
Instructional Software Upgrades	**1A. 1B, 2, 4**	15,000	15,000	15,000
Hardware, Facilities & Networking		**193,466**	**203,050**	**191,944**
Replace High School Laptops (Wired Option)	**2**	28,000	0	0
Replacement Computers (125-150 per year)	**3, 4**	114,750	131,250	138,750
Teacher Laptops for Checkout	**----**	0	8,800	0
Smart Boards, Elmos, Projectors and Other Classroom Hardware	**2, 3, 4**	10,000	5,000	10,000
Servers	**----**	14,000	0	10,000
Network Switches, Routers and Other Hardware	**----**	15,000	15,000	18,194
Equipment Components, Backup Tapes, Adapters, Cables, etc.	**----**	11,716	8,000	15,000
Telephone System Upgrade (New Server and Upgrade Management System to Windows)	**----**	0	35,000	0
Operation, Maint, Upgrade, Communications		**113,419**	**113,419**	**113,419**
Skyward Block Hours, School Messenger Support	**----**	5,000	5,000	5,000
Contracted Maintenance and Support (Rivercrest Technologies, Fivestar Telecom)	**----**	35,000	35,000	35,000
Network Software License Renewals and Support	**----**	24,572	24,572	24,572
Internet Service	**----**	3,840	3,840	3,840
Telecom Access	**----**	19,353	19,353	19,353
Long Distance Service	**----**	3,835	3,835	3,835
Distance Learning SCING Network	**----**	12,340	12,340	12,340
Cellular Telephone and Data Access	**----**	9,479	9,479	9,479
Professional Development		**27,500**	**17,500**	**32,500**
Staff Profesional Development (Skyward User Conferences, CESA Technology Training,	**1, 2, 3, 4**	15,000	10,000	15,000
Library Media Specialist Conferences, Training for New Technology)		**---**	**---**	**---**
Collaboration Time for Teachers to Assess, Review and Implement Initiatives	**1, 2, 3, 4**	10,000	5,000	15,000

Human Resources in Support of Technology		**95,648**	**99,268**	**103,028**
Maintain Existing Technology Supervisor Position (1.0 FTE)		85,341	88,755	92,305
Maintain Existing Building Computer Coordinator Positions (5 @ 4% of BA Base)		7,249	7,394	7,542
Maintain Existing Webmaster Position (.2 FTE)		3,058	3,119	3,182
Other		**82,000**	**79,924**	**79,500**
Integration of 21st Century Skills		2,000	500	500
Assess, Review and Revise Library Skills Curriculum		1,000	500	500
Assure Instructional Inclusion of Electronic Application Tools		500	500	500
Review Progress on ITL Standards		1,000	524	500
Administer ISTE Survey to Teachers		0	200	0
Administer Student Proficiency Survey to Students		0	200	0
School library resources		77,500	77,500	77,500
TOTAL PROJECTED EXPENDITURES		**595,029**	**597,649**	**606,409**
Projected Funding Sources				
District-Wide Technology Budget	----	337,321	337,321	337,321
School Building and District Office Technology Budgets		40,074	40,074	40,074
Local Foundation, Charitable Trust, Wal-Mart Grants		10,000	7,000	10,000
eRate	----	16,000	18,000	20,000
Curriculum & Instruction Budget		13,100	13,100	13,100
District and Building Staff Development	----	2,000	2,000	2,000
Title II, Part A: Educ Train	----	5,000	5,000	5,000
Title II, Part D: Ed Tech	----	1,994	1,994	1,994
Technology Salary and Benefit Budgets	----	93,654	97,274	101,034
Common School Fund	----	70,000	70,000	70,000
IDEA	----	5,886	5,886	5,886
TOTAL PROJECTED FUNDING SOURCES		**595,029**	**597,649**	**606,409**
Note. Some CITP objectives may not require a financial expenditure.				

K.6 Relevant Research

http://dpi.wi.gov/imt/pdf/finalcasestudy.pdf

http://dpi.wi.gov/imt/pdf/SLMP1.pdf

http://dpi.wi.gov/imt/pdf/measuring_up.pdf

http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/resourceguides/studentachievement.cfm

http://www.laurabushfoundation.org/Handout.pdf

http://www.kenhaycock.com/media/ppt/Schools_BestPractice.ppt#6

http://www.ceoforum.org/downloads/report3.pdf

http://www.setda.org/web/guest/maximizingimpactreport