

**Combined Comprehensive
Information
(Library Media)
and
Technology Plan
*2010 – 2013***

Herman School District #22

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A. Title Page

Plan Title: Combined Comprehensive Information
(Library Media) and Technology Plan for
the Herman School District No. 22

Effective Dates: Three Year Plan (July 1, 2010- June 30,
2013) Combined Comprehensive
Information (Library Media) and
Technology Plan

Official School District Name: Herman School District No. 22

District Administrator:

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Herman School Board of
Education Approval Date:

(Date)

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B. Executive Summary

The Herman School Board acknowledges the participation of the Information and Technology Planning Committee in helping to prepare this Combined Comprehensive Information (Library Media) and Technology Plan. The purpose of this committee is to guide and oversee the establishment of a systematic plan to provide all students with the experiences and opportunities to be educated to their highest level of achievement through the use of proven instructional strategies, technology integration, use of information skills, and appropriate technologies.

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D. INTRODUCTION

This technology plan represents the combined efforts of the Technology and Information (Library Media) Committee of the Herman School District No. 22. The plan was developed to address the district's current status, needs and future goals to enhance student achievement.

D.1 Analysis of Relevant Research and Best Practices

Attempts to evaluate the impact of educational technology on student academic achievement have led to the identification of several factors or elements common to successful programs. These elements researched include:

- A quality library media program is linked to increased student achievement
- Sustained systematic professional development
- Effective teaching strategies for the infusion of technology in the curriculum
- Effective student use of technology
- Authentic inquiry/problem-based learning units

A quality library media program is one of the central elements of successful information and technology programs in school districts. Library media centers that have a quality collection of materials that supports the curriculum and staffed with a licensed school library media specialists working collaboratively with teachers are linked to increased student achievement. Library media specialists empower both students and teachers in their efforts toward increasing student achievement.

Essential to the success of educational technology programs is a sustained, systemic approach to professional development. Training needs to go beyond simply using computers to addressing instructional strategies needed to include information and technology skills into the learning process. Teachers need to be provided with in-depth, sustained support to insure they possess the competence to prepare students to succeed using current and emerging technologies.

In order for technology to enhance student achievement, the use of technology must promote higher-order thinking skill development. Effective student use of technology allows students to collaborate in authentic, engaging, real-world problem-solving situations. Today's information based workplace has higher expectations of its workers than ever before. People need to be able to think critically and creatively and be strategic problem solvers to compete in the global economy. They must be able to learn in changing environments, as well as be able to synthesize knowledge from a variety of information sources. The teacher's role is critical in determining how technology is implemented and its effectiveness. The instructor needs to have a specific curricular plan to use technology and able to implement the learning experiences using effective instructions strategies.

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D.2 Herman School District No. 22 Technology Vision Statement

The vision of the Herman School District is to provide all students with the experiences and opportunities to be educated to their highest level of achievement through the use of proven instructional strategies and technology integration. Through continuous learning, staff and community will join to develop a student body of life-long learners who enjoy and value education.

D.3 Herman School District No. 22 Technology Mission Statement

The Herman School District will improve student achievement by provide learning opportunities for all students to achieve state standards for information and technology literacy through integrating the standards across the curriculum. The district is dedicated to delivering instructional programs incorporating the technology of the twenty-first century and fostering the skills needed to become life-long learners.

D.4 Relationship of the *Information and Technology Plan* to the District Vision and Mission

The Herman School District's Technology Mission and Vision are united by addressing our needs, expanding the effective use of information and technology resources to support student performance and learning, district-wide devotion to support life-long learning, district and consortium collaboration, and professional development opportunities to enhance educator proficiency.

E. BACKGROUND

E.1 Community/School District Demographics

The Herman School District consists of 35 square miles located 30 miles northwest of Milwaukee. Located in the rolling hills of the Kettle Moraine, Herman School District lies in beautiful farmland. In January of 2009 the landscape changed dramatically with the construction of the "Butler Ridge" Commercial Wind Energy Installation, which consists of 36 wind turbines. Herman does not have business and industry of any significant size. Once a predominately farming community, many of the Herman Township's residents have been transitioning from full-time farming operations to other occupations.

The Herman School District consists of one school located on over 7 rural acres. Herman School District is a Four-year old kindergarten through 8th grade school serving the town of Herman in Dodge County. The district is one of seven elementary public school districts in the Hartford Union High School District. Herman graduates attend Hartford Union High School. The facilities at Herman School include the original building from 1957 with additions in 1972 and 1996. In addition to regular education rooms for all grades, facilities include a science lab, art room, music room, special education room, gymnasium, library, and computer lab. All district offices are also located within the building including those of the guidance counselor, speech and language therapist, and school psychologist. The school operates as two separate units, kindergarten through third grade as the Elementary Unit and grades four to eight in the Middle School. The District employs a staff of 13 professional teaching staff (4 FTE, 9 part-time), 6 support staff and 1 administrator. Over the last three years the district has experienced slight enrollment decreases, but no significant staffing reductions due to

declining enrollment and budgetary constraints. The facilities are readily used by the school and community groups beyond the school day. The community has experienced very slight growth since 2000 with a current population of approximately 1,200 residents. Current enrollment is 98 students, making it one of Wisconsin's smallest school districts. A three year average shows a decreasing student population, which has been a trend throughout the decade.

E.2 Names and titles of District Information and Technology Team

John Mason	District Administrator
Karl Herrmann	Technology Resources Coordinator
Daniel Rusch	District School Board President
Mary Kreuser	Herman School Librarian

E.3 Planning Committee Names, Titles, and Representation

John Mason	District Administrator
Karl Herrmann	Technology Resources Coordinator/Professional Staff
Daniel Rusch	District School Board President/Parent
Christine Schroeder	District School Board Member/Parent
Mary Kreuser	Herman School Librarian/Community Member
Cynthia Kunz	Professional Staff
Julie Marx	District Bookkeeper/Secretary
Mary Arndt	Special Education Teacher/Title I Coordinator

E.4 Overview of Planning Process

The Information and Technology Planning Committee was set up in the spring of 2008 to review and evaluate progress made toward goals and objectives of current plan and begin to develop a combined information and technology plan to meet the district's future technology needs. The technology committee membership is representative of a variety of perspectives and roles within the district. The committee came together with a shared understanding of the challenges that face a small district and belief in the importance that library media and technology play in increasing student achievement and preparing our learners for the 21st century.

The committee met/communicated on regular basis to review and evaluate the current technology plan, discuss new District information and technology plan requirements; create timelines for meeting the new plan's requirements, coordinate needs assessments, develop goals and objectives of the plan, and a develop a strategy for implementing the plan.

E.5 Community Resources and Adult Literacy Providers Explored or Utilized in the Plan

The Herman School District is fortunate to have a community of stakeholders who take great pride in their school and are active participants in the education process. Parent and community volunteerism is uncommonly prevalent. The members of the Information Technology Planning Committee recognize the importance of their contributions.

Herman covers 35 rural square miles and has approximately half dozen small businesses. There is no industry, sizable business, or service organizations to turn to for financial resources and technical support. The district must leave its boundaries for services such as fire department, libraries, health care, etc.

Moraine Park Technical College, West Bend and Hartford campus provide technology education opportunities for community members and staff. CESA #6 has been a great provider of technology training for teaching staff. Herman has a commitment to adult education and offers access to the district’s technology resources for adult learning on weekday evenings and mornings as requested. The Herman School District has an on-going commitment to maintain a human infrastructure with its community in the educational process. The Technology Committee recognizes the need of the public to effectively utilize technology to enhance their learning, employment, and personal skills. The goal of the committee is to share resources including providing community access to the district information and technology assets as requested, as well as assistance and education related to accessing information and using computer applications.

F. CURRENT STATUS and NEEDS ASSESSMENT

F.1 Assessment of Progress Toward Previous Plan

Educator Proficiency Goals				
<i>Improve educator proficiency to facilitate student learning.</i>				
	Achieved	Postponed or Delayed	Explanation	Continue or Modified
Teaching staff will receive training to improve their knowledge and skill level related to using information technology applications.	X			X
Teachers will implement at least one technology-supported learning experience into each unit of instruction.	X			X
Teachers will demonstrate their ability to assess products of technology-supported learning through designing a minimum of two original assessment strategies each semester.	X			

Effective Teaching and Learning Practices Goals				
<i>Promote effective teaching and learning practices.</i>				
	Achieved	Postponed or Delayed	Explanation	Continue or Modified
Teaching staff will implement best practices for using technology to facilitate learning and develop digital-age skills by designing and teaching a minimum of one lesson each quarter	X			

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that incorporates higher order thinking, authentic real-world projects, and/or problem-based learning.				
Educators will demonstrate technology-supported learning and real-world applications of technology, by incorporating at least one technology supported learning experience during the annual Administrator observed lesson.	X			X
Teaching staff will provide evidence that students demonstrate proficiency in the skills outlined in the <i>Wisconsin Model Academic Standards for Information and Technology Literacy</i>	X			

Access to Information Resources and Learning Tools Goals				
<i>Provide access to information resources and learning tools.</i>				
	Achieved	Postponed or Delayed	Explanation	Continue or Modified
Provide funding for technical support, maintaining the current base of technology resources, information resources, connectivity, and upgrading at regular intervals.	X			X
Develop a program for Internet based distance-learning opportunities.		X		
Upgrade data management tools for the district office.		X		

Support Systems and Leadership Goal				
<i>Improve support systems and leadership in technology.</i>				
	Achieved	Postponed or Delayed	Explanation	Continue or Modified
Develop a formal system for evaluating educator proficiency.	X			
Complete curriculum map to insure that the information and technology literacy grade-level benchmarks are being assessed.	X			
Maintain a comprehensive ongoing professional development program.	X			X
Sustain a formal system for prioritized funding focused on technology	X			X

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resources aimed at increasing student achievement.				
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Conclusions the planning committee has drawn are attained by a combination of sources such as the *TAGLIT* (Taking A Good Look At Instructional Technology) survey, direct observations, assessments, and interviews with the school district’s professional staff and students. The *TAGLIT* survey scores the District’s stages of development on the following four-point scale. The lower the score, the less developed is that aspect of the program.

Points	Stage of Development	Description
1	Embarking	The school is just getting with this aspect of technology and learning.
2	Progressing	The school is making some effort with this aspect of using technology for teaching and learning.
3	Emerging	The school is making considerable effort and considerable progress with this aspect of using technology for teaching and learning.
4	Transforming	The school’s use of technology is transforming the way teaching and learning take place.

F.2 Analysis of student proficiency

Student Proficiency Area:	Stage of Development	Score
Students’ Tech Skills: Basic Tools	Progressing	2.66
Students’ Tech Skills: Multimedia Tools	Progressing	2.50
Students’ Tech Skills: Communication Tools	Progressing	2.48
Students’ Tech Skills: Research/Problem-Solving Tools	Progressing	2.31
Technology and the Way the Classroom Works	Progressing	2.30

- The District is predominantly in the Progressing stage of development on student proficiency levels on the TAGLIT continuum.
 - Proficiency levels were the highest in:
 - Word processing
 - Using a spreadsheet to create graphs
 - Using drawing or painting software
 - Using presentation software
 - Using a search engine to find information on the @world Wide Web
 - Proficiency levels were the lowest in:
 - Using video editing software
 - Using image-editing software
 - Using multi-media software
 - Using web-authoring tools to create a web page
 - Using probes to collect information
- Working with school districts from the Hartford area schools consortium, the Herman School District has developed an Information Technology Literacy assessment. The portfolio-based assessment requires students demonstrate skills

in word processing, spreadsheet, and presentation applications. The assessment also includes a knowledge level online test with questions drawn from curricular objectives, as well as a keyboarding component. Additionally the Herman School District students also perform an online assessment based on the ISTE (The International Society for Technology in Education) NETS (National Educational Technology Standards) for Students 2007 through *K12 Simple Assessment*. All students by the end of 8th grade have scored at or above the proficient level. Based on the results of the Information Technology Literacy assessment Herman School students have acquired sufficient knowledge and skill level.

- Hartford area schools consortium, at the time of this plan’s development, is in the process of reviewing and revising the current ITL assessment.
- **Identification of Underserved Populations Concerning Information and Technology Literacy Access and/or Equity:**
 - Because the Herman School District is comprised of approximately 100 students the small class sizes allows the teaching staff to be aware of socioeconomic, gender, race and special needs equity issues. The district is able to address the needs of students from lower socioeconomic backgrounds through curricular changes and equitable access to technology.
 - The District considers assistive technology for students as part of the IEP process and works closely with CESA #6 and other districts to review, acquire, and implement assistive technologies.

F.3 Analysis of educator proficiency

Teacher Proficiency Area:	Stage of Development	Score
Teachers’ Tech Skills: Basic Tools	Progressing	2.68
Teachers’ Tech Skills: Multimedia Tools	Progressing	2.40
Teachers’ Tech Skills: Communication Tools	Progressing	2.73
Teachers’ Tech Skills: Research/Problem-Solving Tools	Emerging	3.16
Technology and the Way the Classroom Works	Progressing	2.93

- Summative scores show that teachers are primarily in the Progressing stage of development on the TAGLIT Continuum, meaning that there is effort and evidence of progress with using technology and learning for their personal technological skills.
 - Proficiency levels were the highest in:
 - Word Processing
 - Using Image editing software
 - Using email to send and receive messages
 - Using CD-ROM’s to gather information
 - Using online reference software to gather information
 - Using a search engine to find information on the World Wide Web
 - Proficiency levels were the lowest in:
 - Using a video camera to make a video
 - Using video editing software to edit a video

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- Using a web authoring tool to create a web page
- Using probes to collect and study information

F.4 Analysis of effective teaching and learning practices

Teacher Proficiency Area:	Stage of Development	Score
Overall using technology to enhance teaching and learning	Emerging	3.00
Teachers' Tech Use: Basic Tools	Progressing	2.33
Teachers' Tech Use: Multimedia Tools	Progressing	2.00
Teachers' Tech Use: Communication Tools	Embarking	1.67
Teachers' Tech Use: Research/Problem-Solving Tools	Progressing	2.56

- Cumulative scores show that teachers are primarily in the Progressing stage of development on the TAGLIT Continuum, meaning that there is effort and evidence of progress with using technology and learning to enhance teaching and learning.
 - Proficiency levels were the highest in:
 - Using word processing
 - Using electronic or online references
 - Using the WWW for research
 - Using graphing calculators
 - Proficiency levels were the lowest in:
 - Using databases
 - Using drawing and painting software
 - Using video production
 - Using multimedia software
 - Using email for teaching and learning
 - Using online discussions for teaching and learning
 - Using subject specific software

F.5 Analysis of access to information resources and learning tools

Area:	Level	Score
Placement related to goals – Hardware	Appropriate	3.00
Access related to goals - Hardware	Somewhat Adequate	2.70
Placement related to goals – Software	Somewhat Adequate	2.68
1 = Inappropriate/Inadequate, 2 = Somewhat Appropriate/Adequate, 3 = Appropriate/Adequate, 4 = Ideal/Excellent		

- Combined scores show that the District is mainly in the adequate to somewhat adequate range in the area of access to information resources
- The district has 3.0 Mbps bandwidth connection to access the Internet.
- The district provides all staff members with a networked personal computer and there are 50 student workstations available resulting in a 2:1 student to computer ratio. Twenty-two of the student workstations are located in the Library Media Center, which is accessible throughout the school day. Each

classroom has at least 2 student use networked workstations and 6 network “drops”. The entire building is covered by three wireless network access points. A detailed inventory of hardware assets can be found in Appendix A.

- The standard deployment of software on district workstations includes *OpenOffice* and open source software for image/video/graphic editing and creation. A detailed inventory of software assets can be found in Appendix A.
- Five *SmartBoards* have been installed with plans to add at least two more by the end of 2010. All teaching staff were surveyed and are strongly in favor of additional training for effectively implementing this hardware and accompanying software into their instruction.
- Staff surveys have also noted the desire to have greater access to district hardware and software during non-teaching hours as well as increasing the ability to communicate and collaborate with students.
- The district currently does not subscribe to any online reference resources.

F.6 Analysis of support systems and leadership

Support System and Leadership Area:	Stage of Development	Score
The Planning Process	Progressing	2.75
The Planning Document	Progressing	2.93
Teacher’s Knowledge and Support of the Plan	Progressing	2.5
Technology Policies	Transforming	4

- Cumulative scores show that the district is in the Progressing stage of development on the TAGLIT Continuum, meaning that there is effort and evidence of progress development and implementation of instructional technology.
 - Aspects that analysis showed to be strengths were:
 - Describing a mission
 - All technology policies
 - Aspects that analysis showed to be weaknesses were:
 - Reviewing literature and studying innovation
 - Analyzing the current situation
 - Addressing the facilities
 - Aligning the plan with other initiatives

F.7 Analysis of Resources/Fixed Assets

- Curriculum review has been ongoing activity of the Hartford area schools consortium curriculum development team. Current technology standards have integrated into core curricular subject areas. The technology resources coordinator has worked closely with teaching staff to develop units of instruction incorporating current technology grade level standards. As well, curriculum mapping and technology literacy assessments will be part the future curriculum revisions.
- The District’s technology infrastructure consists of a local area network with 65-70 networked, multi-media personal computers creating a 2:1 student to

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computer ratio. Computers can be accessed in all instructional areas of the building during all school hours. The district has adequate network connectivity capacity and electrical infrastructure. The School district acquires its Internet access through a 3 Mbps bandwidth data line. Internet access is available on all District computers and in all learning areas and the bandwidth meets the current needs, but the district will certainly seek additional bandwidth options when available. The Herman School District provides local and long distance telecommunication in all of the classrooms and several non-teaching areas. The telecommunications system was upgraded with all new telephones in the fall of 2001 and voice messaging service in the summer of 2005. The telecommunications system is adequate for the District's current needs.

- The library media collections are developed with close consultation of district teaching staff to meet the curricular needs of the students. The current number of holdings is 6,627 (66+ books per student). The library media directors strive to provide information resources and learning tools to meet the wide range of abilities of the students at all grade levels. The evaluation of the collection is an ongoing process.
- *Please see Appendix A for detailed list of instructional technology resources and library collection analysis*

G. GOALS and OBJECTIVES

G.1 Staff Proficiency Goal

Need Statement:	Surveys and interviews show that Herman School District educators require on-going training to develop and refine the skills needed to implement technology-supported learning.	
Goal:	<i>Improve educator proficiency to facilitate student learning.</i>	
No.	Objectives	Activities
1.1	Teaching staff will receive training to improve their knowledge and skill level related to using information technology applications.	<ul style="list-style-type: none"> • Teaching staff will participate in a minimum of three of workshops designed to improve proficiency in the use of information technology applications with an emphasis on: <ul style="list-style-type: none"> ➤ Creating, integrating and evaluating multi-media project ➤ Employing Web 2.0 skills
1.2	Teachers will implement at least one technology-supported learning experience into each unit of instruction.	<ul style="list-style-type: none"> • Teaching staff will attend a minimum of two district-sponsored workshop focused on strategies for implementing technology-supported learning. • Educators will hold regular grade level meetings with the district technology coordinator and to collaborate on designing learning experiences related to technology-supported learning. • Develop and document lessons that effectively integrate media and technology into the curriculum.
1.3	School District Administrators know the technology proficiency of staff and require teachers to take training to increase their level of proficiency.	<ul style="list-style-type: none"> • Administer technology proficiency evaluation tool to teachers, and gather results/data. • Require low level technology proficient teachers to attend a series of technology classes/training.

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G.2 Effective Teaching and Learning Practices Goal

Need Statement:	Data gathered indicates that there is a need to increase the use of technology across the curriculum.	
Goal:	<i>Promote effective teaching and learning practices across the curriculum.</i>	
No.	Objectives	Activities
2.1	Educators will demonstrate technology-supported learning and real-world applications of technology, by incorporating at least one technology supported learning experience during the annual Administrator observed lesson.	<ul style="list-style-type: none"> Attend in-service to demonstrate strategies for using technology-supported learning and implementing real-world applications of technology. Teachers will document strategies in their lesson plans.
2.2	Revise and update curriculums to reflect technology integration aligned with the Wisconsin Information and Technology Literacy standards and the International Society for Technology in Education's National Educational Technology Standards.	<ul style="list-style-type: none"> Students will demonstrate proficiency in the skills outlined in the <i>NETS-S and Wisconsin Model Academic Standards for Information and Technology Literacy</i>. Curriculum maps will reflect updates to Wisconsin Information and Technology Literacy standards and the I.S.T.E. National Educational Technology Standards.
2.3	Educate staff about Internet safety and privacy in order to implement safe integration Internet usage of web 2.0 skills.	<ul style="list-style-type: none"> Lead teachers will give a presentation to staff concerning acceptable use of Web 2.0 tools. Teaching staff will attend yearly in-service/training related to Internet safety With guidance from Administration and the technology staff, teaching staff will coordinate yearly units focused on Internet safety and cyber-bullying.

G.3 Access to Information Resources and Learning Tools Goal

Need Statement:	Assessments show there is a need for on-going improvement and maintenance of the district's technology resources, and infrastructure.	
Goal:	<i>Provide access to information resources and learning tools.</i>	
No.	Objectives	Activities
3.1	Provide funding for technical support, maintaining the current base of technology resources, information resources, connectivity, and upgrading at regular intervals.	<ul style="list-style-type: none"> • Make the maintenance of the current base of technology, information and learning resources, technical support, connectivity, and regular upgrading of technical resources part of the annual budgeting process. • Maintain current level of connectivity and technical support. • Yearly analysis and improvement of library media collections. • Yearly replacement of at least 20% of the district's computer workstations. • Maintain current information technology position.
3.2	Equip classrooms with technology hardware appropriate to the need.	<ul style="list-style-type: none"> • Develop an annual budget for new and replacement purchases of AV hardware and accessories. • Survey the staff for perceived needs for AV hardware such as Smart-boards, computer projectors, or emerging technologies. • Purchase AV hardware and accessories based on prioritized needs.
3.3	Implement a set of communication, information, and collaboration tools that allow users to access resources beyond regular school hours.	<ul style="list-style-type: none"> • Deploy <i>Google Apps for Education</i>. • Procure at least one online reference subscription.

G.4 Support Systems and Leadership Goal

Need Statement:	Evaluations show that the district requires assessment strategies to measure successful student and staff achievement in technology literacy, a comprehensive ongoing professional development program, and prioritized funding.	
Goal:	<i>Improve support systems and leadership in technology.</i>	
No.	Objectives	Activities
4.1	Maintain a comprehensive ongoing professional development program.	<ul style="list-style-type: none"> • Continue a comprehensive, meaningful staff development schedule focused on the districts' vision for digital-age learners and improving student achievement.

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4.2	Sustain a formal system for prioritized funding focused on technology resources aimed at increasing student achievement.	<ul style="list-style-type: none">• Maintain a financial plan for supporting technology with priority being given to those applications, which will have the highest impact on increased student achievement.
4.3	Secure and maintain necessary instructional and information technology staffing levels.	<ul style="list-style-type: none">• Explore funding options to increase library media resources and staffing to secure additional Library Media Specialist staffing so that staff levels are better aligned to the Wisconsin Department of Public Instruction recommended Library Media Specialist staffing level.• Maintain computer specialist staffing and consulting service levels.

H. IMPLEMENTATION ACTION PLAN

Need: Surveys and interviews show that Herman School District educators require on-going training to develop and refine the skills needed to implement technology-supported learning.

Goal: *Improve educator proficiency to facilitate student learning.*

Objective	Activities	Evaluation Method	Timeline For Completion	Estimated Cost	Responsible Party
1.1	<ul style="list-style-type: none"> Teaching staff will participate in a minimum of three of workshops designed to improve proficiency in the use of information technology applications with an emphasis on: <ul style="list-style-type: none"> ➤ Creating, integrating and evaluating multi-media project ➤ Employing Web 2.0 skills 	<ul style="list-style-type: none"> District designated pre and post assessment of educator proficiency. TAGLIT Online Assessment for educator proficiency. 	<p>Annually</p> <p>Year 2</p>	<p>\$900</p> <p>-</p>	<p>Administration and Technology Staff</p> <p>Technology Staff</p>
1.2	<ul style="list-style-type: none"> Teaching staff will attend a minimum of two district-sponsored workshop focused on strategies for implementing technology-supported learning. Educators will hold regular grade level meetings with the district technology coordinator and to collaborate on designing learning experiences related to technology-supported learning. Develop and document lessons that effectively integrate media and technology into the curriculum. 	<ul style="list-style-type: none"> Post workshop evaluation Administrative observations Staff members will design and submit a technology-supported lesson subsequent to the workshop. Staff members will meet quarterly with the district technology coordinator and library media specialist. Teachers will submit to the District Administrator documentation of strategies used in their lesson plans. 	<p>Ongoing Annually</p> <p>Year 3</p> <p>Ongoing</p> <p>Ongoing</p>	<p>\$200</p> <p>-</p> <p>-</p> <p>-</p>	<p>Administration and Technology Staff</p> <p>Administration</p> <p>Technology Director and/or Library Media Specialist</p> <p>Administration</p>
1.3	<ul style="list-style-type: none"> Administer technology proficiency evaluation tool to teachers, and gather results/data. Require low level technology proficient teachers to attend a series of technology classes/training. 	<ul style="list-style-type: none"> Assessment data Completed projects and assessment data 	<p>Year 2</p> <p>Year 3</p>	<p>-</p> <p>\$200</p>	<p>Technology Staff</p> <p>Technology Staff</p>

Need: Data gathered indicates that there is a need to increase the use of technology across the curriculum.

Goal: *Promote effective teaching and learning practices.*

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Objective	Activities	Evaluation Method	Timeline For Completion	Estimated Cost	Responsible Party
2.1	<ul style="list-style-type: none"> Attend in-service to demonstrate strategies for using technology-supported learning and implementing real-world applications of technology. Teachers will document strategies in their lesson plans. 	<ul style="list-style-type: none"> Teachers will complete an evaluation of the in-service. Annual administrator surveys of the teaching staff concerning their implementation of the presented information. 	<p>Annually</p> <p>Annually</p>	<p>\$300</p> <p>-</p>	<p>Administration and Technology Staff</p> <p>Administration</p>
2.2	<ul style="list-style-type: none"> Students will demonstrate proficiency in the skills outlined in the <i>NETS-S and Wisconsin Model Academic Standards for Information and Technology Literacy</i>. Curriculum maps will reflect updates to Wisconsin Information and Technology Literacy standards and the I.S.T.E. National Educational Technology Standards. 	<ul style="list-style-type: none"> Technology literacy assessments Completed curriculum maps 	<p>Annually</p> <p>Year 3</p>	<p>-</p> <p>\$1,500</p>	<p>Technology Staff and Teaching Staff</p> <p>Administration, Lead Teacher, Technology Staff</p>
2.3	<ul style="list-style-type: none"> Lead teachers will give a presentation to staff concerning acceptable use of Web 2.0 tools. Teaching staff will attend yearly in-service/training related to Internet safety. With guidance from Administration and the technology staff, teaching staff will coordinate yearly units focused on Internet safety and cyber-bullying. 	<ul style="list-style-type: none"> Administrative observations Completed curriculum maps and/or unit plans submitted to Administrator 	<p>Year 1</p> <p>Annually</p>	<p>\$100</p> <p>-</p>	<p>Lead Teacher, Technology Staff</p> <p>Technology Staff/ Administration</p>

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Need: Assessments show there is a need for on-going improvement and maintenance of the district's technology resources, and infrastructure.					
Goal: <i>Provide access to information resources and learning tools.</i>					
Objective	Activities	Evaluation Method	Timeline For Completion	Estimated Cost	Responsible Party
3.1	<ul style="list-style-type: none"> • Make the maintenance of the current base of technology, information and learning resources, technical support, connectivity, and regular upgrading of technical resources part of the annual budgeting process. • Maintain current level of connectivity and technical support. • Yearly analysis and improvement of library media collections. • Yearly replacement of at least 20% of the district's computer workstations. • Maintain current information technology position. 	<ul style="list-style-type: none"> • Annual review and analysis of the district resources and cost of ownership. • Administration submitted reports to the school board. • Evaluate and report current level and future demand of Internet access and connection bandwidth. • Appraise and report current and future technical support requirements. • Submit analysis of collections and recommendations for improvement to the District Administrator • Hold grade level meetings to determine resource needs to improve student achievement and report recommendations to the District Administrator. • Annual report of current information technology resources submitted to the District Administrator • Assess and report current and future needs for the information technology position to the school board 	Annually	-	Technology staff and Administration
			Annually	\$15,000	Technology staff and Administration
			Annually	-	
			Annually	\$6,000	Library Media Staff, Teaching Staff
			Annually	-	
			Annually	\$4,500	Technology Staff
			Annually	\$27,000	Administration
3.2	<ul style="list-style-type: none"> • Develop an annual budget for new and replacement purchases of AV hardware and accessories. • Survey the staff for perceived needs for AV hardware such as Smart-boards, computer projectors, or emerging technologies. • Purchase AV hardware and accessories based on prioritized needs. 	<ul style="list-style-type: none"> • Document in annual district budget • Develop and administer survey • Compiled results • Completed purchase requisition forms (each Spring) • Purchased equipment • Staff and student surveys 	Annually	-	Administration
			Annually	-	Technology staff
			Annually	-	Administration

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3.3	<ul style="list-style-type: none"> Deploy <i>Google Apps for Education</i>. Procure at least one online reference subscription. 	<ul style="list-style-type: none"> Implementation of program Subscription 	Year 1	\$100	Technology Staff
			Annually	\$1500	Technology Staff

Need: Evaluations show that the district requires assessment strategies to measure successful student and staff achievement in technology literacy, a comprehensive ongoing professional development program, and prioritized funding.

Goal: *Improve support systems and leadership in technology.*

Objective	Activities	Evaluation Method	Timeline For Completion	Estimated Cost	Responsible Party
4.1	<ul style="list-style-type: none"> Continue a comprehensive, meaningful staff development schedule focused on the districts' vision for digital-age learners and improving student achievement. 	<ul style="list-style-type: none"> Observation of staff implementation of strategies, methods, and skills. Assessment of systems leadership. Assess student achievement. 	Year1/ Annually	- - -	Administration Technology Staff Teaching Staff
4.2	<ul style="list-style-type: none"> Maintain a financial plan for supporting technology with priority being given to those applications, which will have the highest impact on increased student achievement. 	<ul style="list-style-type: none"> Document the collaboration of teaching staff, library media specialists, technology coordinator, and administration in the planning process. Submit report to the school board. Procure selected resources 	Annually	- - -	Technology Staff, Library Media Specialist, Teaching Staff Administration
4.3	<ul style="list-style-type: none"> Explore funding options to increase library media resources and staffing to secure additional Library Media Specialist staffing so that staff levels are better aligned to the Wisconsin Department of Public Instruction recommended Library Media Specialist staffing level. Maintain computer specialist staffing and consulting service levels. 	<ul style="list-style-type: none"> Increased library media specialist services Appraise and report current and future technical support requirements. 	Year1/ Ongoing	-	Administration
			Annually	\$15,000	Administration, Technology Staff

I. Budget Summary

1.1	<ul style="list-style-type: none"> Teaching staff will participate in a minimum of three of workshops designed to improve proficiency in the use of information technology applications with an emphasis on: <ul style="list-style-type: none"> *Creating, integrating and evaluating multi-media project *Employing Web 2.0 skills 	\$ 300.00	Local	\$ 300.00	Local	\$ 300.00	Local
1.2	<ul style="list-style-type: none"> Teaching staff will attend a minimum of two district-sponsored workshop focused on strategies for implementing technology-supported learning. 	\$ 100.00	Title IIA	\$ 100.00	Title IIA	-	
	<ul style="list-style-type: none"> Educators will hold regular grade level meetings with the district technology coordinator and to collaborate on designing learning experiences related to technology-supported learning. Develop and document lessons that effectively integrate media and technology into the curriculum. 	-		-		-	
1.3	<ul style="list-style-type: none"> Administer technology proficiency evaluation tool to teachers, and gather results/data. 	-		-		-	
	<ul style="list-style-type: none"> Require low level technology proficient teachers to attend a series of technology classes/training. 			\$ 100.00	Title IID	\$ 100.00	Title IIA
Staff Proficiency Totals		\$ 400.00		\$ 500.00		\$ 400.00	
2.1	<ul style="list-style-type: none"> Attend in-service to demonstrate strategies for using technology-supported learning and implementing real-world applications of technology. 	\$ 100.00	Title IID	\$ 100.00	Title IID	\$ 100.00	Title IID
2.2	<ul style="list-style-type: none"> Students will demonstrate proficiency in the skills outlined in the NETS-S and Wisconsin Model Academic Standards for Information and Technology Literacy. 	-					
	<ul style="list-style-type: none"> Curriculum maps will reflect updates to Wisconsin Information and Technology Literacy standards and the I.S.T.E. National Educational Technology Standards. 	\$ 500.00	Local	\$ 500.00	Local	\$ 500.00	Local
2.3	<ul style="list-style-type: none"> Lead teachers will give a presentation to staff concerning acceptable use of Web 2.0 tools. 	\$ 100.00	Title IID				
	<ul style="list-style-type: none"> Teaching staff will attend yearly in-service/training related to Internet safety With guidance from Administration and the technology staff, teaching staff will coordinate yearly units focused on Internet safety and cyber-bullying. 	-		-		-	
Effective Teaching and Learning Practices		\$ 700.00		\$ 600.00		\$ 600.00	
3.1	<ul style="list-style-type: none"> Make the maintenance of the current base of technology, information and learning resources, technical support, connectivity, and regular upgrading of technical resources part of the annual budgeting process. 	-		-		-	
	<ul style="list-style-type: none"> Maintain current level of connectivity and technical support. 	\$ 3,000.00	Local,E-Rate	\$ 3,000.00	Local,E-Rate	\$ 3,000.00	LocalE-Rate
		\$ 2,000.00	Local	\$ 2,000.00	Local	\$ 2,000.00	Local
	<ul style="list-style-type: none"> Yearly analysis and improvement of library media collections. 	\$ 2,000.00	Common SF	\$ 2,000.00	Common SF	\$ 2,000.00	Common SF
	<ul style="list-style-type: none"> Yearly replacement of at least 20%of the district's computer workstations. 	\$ 1,000.00	Local	\$ 1,000.00	Local	\$ 1,000.00	Local
<ul style="list-style-type: none"> Maintain current information technology position. 	\$ 9,000.00	Local, FFT	\$ 9,000.00	Local, FFT	\$ 9,000.00	Local, FFT	
3.2	<ul style="list-style-type: none"> Develop an annual budget for new and replacement purchases of AV hardware and accessories. 	-		-		-	
	<ul style="list-style-type: none"> Survey the staff for perceived needs for AV hardware such as Smart-boards, computer projectors, or emerging technologies. 	-		-		-	
	<ul style="list-style-type: none"> Purchase AV hardware and accessories based on prioritized needs. 	-		-		-	
3.3	<ul style="list-style-type: none"> Deploy Google Apps for Education. 	\$ 100.00	Local	-		-	
	<ul style="list-style-type: none"> Procure at least one online reference subscription. 	\$ 500.00	CSF, IID	\$ 500.00	CSF, IID	\$ 500.00	CSF, IID
Access to Information Resources and Learning Tools		\$ 17,600.00		\$ 17,500.00		\$ 17,500.00	
4.1	<ul style="list-style-type: none"> Continue a comprehensive, meaningful staff development schedule focused on the districts' vision for digital-age learners and improving student achievement. 	-		-		-	
4.2	<ul style="list-style-type: none"> Maintain a financial plan for supporting technology with priority being given to those applications, which will have the highest impact on increased student achievement. 	-		-		-	
4.3	<ul style="list-style-type: none"> Explore funding options to increase library media resources and staffing to secure additional Library Media Specialist staffing so that staff levels are better aligned to the Wisconsin Department of Public Instruction recommended Library Media Specialist staffing level. 	-		-		-	
	<ul style="list-style-type: none"> Maintain computer specialist staffing and consulting service levels. 	\$ 5,000.00	Local	\$ 5,000.00	Local	\$ 5,000.00	Local
Support Systems and Leadership		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00	
Yearly Grand Totals		\$ 23,700.00		\$ 23,600.00		\$ 23,500.00	

Budget Summary *(continued)*

Projected Funding Sources	2010-11	2011-12	2012-13
Local District Technology Budget (LDTB)	\$16,400.00	\$16,300.00	\$16,200.00
E-Rate	\$3,000.00	\$3,000.00	\$3,000.00
NCLB Programs			
Title I			
Title II, Part A	\$100.00	\$100.00	\$100.00
Title II, Part B	\$0.00	\$0.00	\$0.00
Title II, Part D	\$400.00	\$400.00	\$300.00
Title III	\$0.00	\$0.00	\$0.00
Title IV	\$0.00	\$0.00	\$0.00
Title V	\$0.00	\$0.00	\$0.00
Title VI	\$0.00	\$0.00	\$0.00
State Of WI Programs			
Common School Fund	\$2,300.00	\$2,300.00	\$2,300.00
Telecom Access Subsidy	\$0.00	\$0.00	\$0.00
Federal Flow Through	\$1,500.00	\$1,500.00	\$1,500.00
	\$0.00	\$0.00	\$0.00
Grand Total:	\$23,700.00	\$23,600.00	\$23,500.00

J. DISSEMINATION to STAKEHOLDERS

J.1 Informing the School/Community of the Plan

This Combined Information and Technology Plan will be disseminated to district personnel and the community through various methods. Upon approval by the School Board, the District Information and Technology Plan will be posted on the School District web site. School staff will be presented with a copy of the plan and will discuss the goals and expectations of the plan on the first available in-service day. Copies of the plan will be located in the Library Media Center and District office. The biannual district newsletter will contain a summary article and a list of locations that the plan may be obtained.

J.2 Process for Reporting to the Community Stakeholders

The District Information and Technology Planning Committee will submit a minimum of two progress reports to the District Administrator and Board of Education. Any changes in the timeline to reach objectives or amendment made to the plan will be noted in the District newsletters and posted on the District web site.

K. MONITORING, EVALUATION, and REVISION of the PLAN

K.1 Monitoring and Evaluating the Plan

Monitoring the Combined Comprehensive Information and Technology Plan will be an ongoing process. The District Information and Technology Planning Committee will meet a minimum of two times per school year. As a group, will hear assessments made by the responsible parties and review and evaluate each goal and objective. Changes in the plan will be made based on the evaluation of the effectiveness of technology on student learning and growth. Assessment of student proficiency with technology along with staff’s ability to successfully integrate technology into the classroom will drive decisions in program selection and staff development. The committee will then submit a report to the District Administrator and School Board, stating their findings and recommendations.

K.2 Process and Timeline for Ongoing, Long-term Planning

The District Information and Technology Planning Committee recognize the importance of ongoing, long-term planning. In addition to monitoring, evaluating and revising the current Combined Comprehensive Information and Technology Plan, the committee will be dedicated to continue to examine relevant research and “best practices” in order to ensure that District technology resources positively impact student achievement in the present and the future.

Long-term Planning Timeline	
Semester Meeting	Planning Subject
Fall 2010	<ul style="list-style-type: none">• Review and evaluate progress made toward goals and objectives of current plan.• Discuss curricular updates impact on current plan; consider revisions.• Prepare initial report to be submitted to the District Administrator and Board of Education.

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Spring 2011	<ul style="list-style-type: none"> • Review and evaluate progress made toward goals and objectives of current plan. • Discuss committee memberships and roles. • Prepare report to be submitted to the District Administrator and Board of Education.
Fall 2011	<ul style="list-style-type: none"> • Review and evaluate progress made toward goals and objectives of current plan. • Discuss needs assessments options. • Discuss budget
Spring 2012	<ul style="list-style-type: none"> • Review and evaluate progress made toward goals and objectives of current plan. • Evaluate data acquired through needs assessments. • Discuss goals, objectives, activities, timelines, and evaluation strategies for the 2013 - 2016 plan. • Prepare report to be submitted to the District Administrator and Board of Education.
Fall 2012	<ul style="list-style-type: none"> • Review and evaluate progress made toward goals and objectives of current plan. • Establish goals, objectives, activities, timelines, budgets, and evaluation strategies for the 2013 - 2016 plan.
Spring 2013	<ul style="list-style-type: none"> • Finalize 2013-2016 Combined Comprehensive Information and Technology Plan • Submit the plan to the School Board for approval/revisions. • Submit approved plan to the Wisconsin DPI.

Appendix A

Resources and Fixed Assets

- Alignment of ITL to the Local Curriculum
- Learning Tools (hardware)
- Instructional Resources
- Library Collection Analysis

Appendix B

Required Policies

- Technology Concerns for Students with Special Needs
- CIPA/Internet Safety and AUP
- Copyright
- Materials Selection and Reconsideration
- Interlibrary Loan/Resource Sharing

Appendix C

- Needs Assessment