

Friess Lake School District

Information and Technology Literacy Plan

June 2011 - June 2014

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Executive Summary

The Information and technology vision of the Friess Lake 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, technology integration and use of information skills. Through continuous learning, staff members and community members will join together to develop a student body of life-long learners who enjoy and value education.

The following plan outlines what steps the District will take in order to achieve the vision.

Pages 5-6 give Background on the District and the History of Information and Technology in the District.

Page 7-8 give information on the Planning Process used for creating the plan.

Pages 10-11 give information of the Analysis and Assessment of Progress towards Previous Plan's Goals.

Pages 19-23 give Implementation Action Plans that specifically outline steps that will be taken to meet the following goals and measurable objectives:

- **Goal 1:** Increase information technology integration in core curricular areas to support student achievement.
- **Goal 2:** Improve student and staff access to information and technology resources.
- **Goal 3:** Improve staff communication and collaboration with their peers to increase leadership in technology integration.

A budget summary is included on pages 24-25.

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Introduction

District Mission:

It is the mission of the Friess Lake School District to provide the best education possible so that all the students reach their highest potential.

District Vision:

The Friess Lake School District is a student-centered culture that is recognized for innovation, considers the best interest of students when making decisions, and fosters students who are goal oriented and successful in a wide variety of academic, social, personal, and creative/artistic areas.

District Values:

The Friess Lake School District believes that the following values are essential for all children to become successful and contributing adults: respect, honesty, cooperation, trustworthiness, communication, responsibility, compassion, integrity, love of learning, team work, work ethic, openness, leadership, loyalty, courage, self-respect, self-discipline, and fairness.

Information and Technology Vision Statement:

The information and technology vision of the Friess Lake 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, technology integration strategies, and use of information skills. Through continuous learning, staff members and community members will join together to develop a student body of life-long learners who enjoy and value education.

Information and Technology Mission Statement:

To make the information and technology vision of the District a reality, the following mission statements have been developed:

The Friess Lake School District will...

- *continue to support technology integration in core curricular areas, which enhances student achievement
- *improve student access to information and technology resources
- *improve professional development opportunities for staff members
- *communicate progress of the plan with all stakeholders

Background

The Friess Lake School District consists of 12 square miles located 30 miles northwest of Milwaukee. Located in the rolling hills of the Kettle Moraine, Friess Lake School District lies in the shadow of beautiful Holy Hill.

Friess Lake School is a kindergarten through eighth grade school serving the surrounding community. The District consists of one school that is one of seven public elementary/middle schools in the Hartford Union High School District. Graduates of the Friess Lake School District attend Hartford Union High School. Friess Lake School has experienced considerable growth since 1990: 20 acres in 1993, 39 acres in 1997, and a one-acre pond learning center in 2000.

The facilities at Friess Lake School include the original building from the early 1950's with additions in 1972, 1990, 1995, 1997 and 2001. In addition to regular rooms for all grades, facilities include a science lab, art room, music room, special education rooms, gymnasium, library, computer labs, and cooking room. All District services are offered within the building, including those of the guidance counselor, speech/language therapist, and school psychologist. The facilities are regularly used by the community as a central meeting place outside of the regular school day.

Student Demographics:

Number of Students	% of Students White	% of Students African American	% of Students Hispanic	% of Students Asian	% of Students Native American	% of Students receiving free and reduced lunch
292	92.8%	2.1%	1.7%	3.1%	0.3%	5.0%

History of Information and Technology:

The Friess Lake School District has an ongoing commitment to information and technology integration. In the 1992 expansion, the District provided one fully equipped computer lab with 30 IBM 286 compatible computers. Since then the District has continued to improve and update information and technology resources. Currently, the District has two computer labs. The kindergarten through second and one third grade classroom have seven computers for teacher and student use. Third through eighth grade classrooms have two computers for teacher and student use. The library circulation system was automated in 1991 and in 2010 it was upgraded to Destiny, which is available online to all students and staff.

A TLCF consortium grant in 1999 allowed for the acquisition of eight Pentium II PC's, 30 AlphaSmart keyboards, 13 printers, a scanner, and a computer projector. In 2001, the District bought 30 computers and leased 30 additional computers. Since that time the district has added fifteen Smart Boards and seventeen projectors, accommodating over half of the classrooms. In 2005, 62 computers were purchased for the labs, which allowed for the replacement the classroom computers. In 2008, 26 desktop computers were purchased for use in one lab, allowing for a shorter replacement cycle of some classroom computers. In addition, computers were added to the lower elementary classrooms in 2009 by utilizing virtualization software, which added six computers in each room.

The District realizes the importance of not only technology integration, but also preparing students for the world around them. After much thought and preparation, the technology committee, school board, administration, and staff decided to move forward with a 21st century initiative in the spring of 2011. Financial support was utilized from FLAG, (the district parent group), grants, existing technology funds, and additional district funds. Building wide wireless access was installed, staff was given Apple MacBooks, 60 additional MacBooks were purchased for middle school student use, and 50 iPads were purchased for elementary student use. The plan is to allow the students in the eighth grade class in 2011-12 to each have his/her own MacBook to use during the school day and eventually transition to home use as well.

Since 2001, newly hired staff members have been required to be technology literate. Training has been provided to individual staff members through in-service sessions within the District and through special courses offered throughout the state. Students receive instruction in the computer lab beginning in kindergarten and continuing through eighth grade. Technology education is also integrated into all classes as part of the daily curriculum. The District hired a full-time Technology Coordinator in 1999. The Technology Coordinator teaches a computer applications class taken by all K-7 students. K-5 students attend class once a week. Third, fourth, and fifth grade students attend an additional two times a week for one quarter for keyboarding instruction. Grades 6 and 7 attend two times per week for a semester. Students receive a grade for this class on their report card. Beginning with the 2007-08 school year, the district added a digital media class available to any 7th or 8th grade student. This class is offered as an elective, and it meets two times a week for a semester.

Originally the District did not have a library media specialist. Over time a library media specialist position was shared among the feeder schools. In 1995, the District hired a certified Library Media Specialist, plus an additional half-time support person for the library. As of the 2005-06 school year, an additional 100 hours flex-time was added to the half-time support position for the library. Students receive instruction in the library media center beginning in kindergarten and continuing through sixth grade. K-5th grade students attend class once a week; sixth grade students attend a class meeting once a week, two weeks out of three. The library program integrates with core curriculum as much as possible. The library schedule tries to allow for as much integrated use and research use as possible.

The District has had an Information Technology Committee since 1989 with regular changes in membership as additional interested members came forth. The District utilized the Information and Technology Committee to develop the original computer lab in 1992. In 1997, the Information and Technology Committee worked to develop a plan to network the school, upgrade software, provide for staff development, and upgrade the operational systems for the library and administrative purposes of the District. Currently the committee works to review this plan, approves upgrade of hardware and software, and strives to provide professional development opportunities.

Planning Process

In the fall of 2010, three members of the technology committee attended the technology planning workshop at CESA 6. The members worked on updates and revisions of the Information and Technology Plan. They then met with the remaining committee members to finish writing the plan.

In the fall of 2010, the District administered the NGA (Next Generation Assessments) online survey as a needs assessment for the plan. The committee felt that it was best to use this survey as it was the same assessment being used by the state, and therefore the results could be compared with similar districts and the state. All teachers, the technology coordinator, 33 seventh grade, and 37 eighth grade students took the survey.

The technology committee had several meetings during the 2010-11 school year to work on the plan. The committee analyzed the NGA data, identified strengths and areas of need for information and technology, reviewed current educational research, prioritized needs, brainstormed possible actions the District could take to meet identified needs, and reviewed and gave feedback on drafts of the plan.

The plan was developed using input from the Information and Technology Committee, District Leaders, and the Business Manager.

In the spring of 2011, a draft of the plan was posted on the District web site at <http://www.friesslakeschool.org>. Parents and community members were invited to email feedback to the Technology Coordinator. Information about the draft of the plan was also published in the Friess Lake Flyer newsletter.

Information Technology Committee Members

Jean Kaldunski	First Grade Teacher
Katie Bauter	Second Grade Teacher
Steve Mork	Third Grade Teacher
Craig Vetter	Fourth Grade Teacher
Lenora Large	Middle School Teacher
Krisi Harwood	Technology Coordinator
Jan Price	Library Media Specialist
Tracy Hennes	Speech and Language Pathologist
Denise Howe	Business Manager
John Engstrom	District Administrator

Research Supporting the Plan

There are several components that are essential to maintaining an effective technology program in this district. In an effort to continue to support technology integration in core curricular areas, we will continue to address students' needs and how technology can be most effectively used in the classroom. The model for 21st Century Learning indicates that technology can be effectively used as a link to support student achievement in the core curricular subjects. This framework also shows the importance of student access to information and technology, which again supports the model for 21st Century Learning. This also addresses the needs for staff development and training in the areas of technology, which is strongly linked to the use of technology in the classroom. As we continue to find ways to fund advanced technology in the classroom, a partnership among administration, staff, parents, and students is essential to the effectiveness of the program.

A 2006 study of library media programs in Wisconsin found that strong library media programs do positively effect student achievement. Strong library media programs support student achievement by providing “research and information technology tools and skills that they can use in all content areas. It develops their critical thinking abilities and opens their eyes to a wide range of resources and information. The program helps students take an active role in learning and assume responsibility for it” (Wisconsin DPI, 2006).

This district has maintained its goal of using up-to-date equipment and continues to focus on new ways to integrate technology in the classrooms, which will be most effectively accomplished with on-going staff development. As a district we will have to support this effort through funding and the training of staff members.

Research used in the development of this plan:

Wisconsin Department of Public Instruction, [Information and Technology Literacy Standards Matrix 2000](#)

Hartford Area K-12 Information Technology Literacy Standards

[Teaching for Tomorrow](#) by Ted McCain

21st Century Skills: <http://www.21stcenturyskills.org>

21st Century Fluency Project: <http://www.fluency21.com/>

Next Generation Assessments is an online assessment that empowers school districts to efficiently assess, track, report-on, and improve students' technology proficiency and 21st Century Skills. The assessments are aligned to: ISTE NETS, AASL, and the Partnership for 21st Century Skills standards.

Next Generation Assessments provides a measure for schools to meet the goal as stated by the [Enhancing Education Through Technology Title II, Part D](#) of the Elementary and Secondary Education Act as amended by the No Child Left Behind (NCLB) Act of 2001: <http://nextgenassessments.com/>

Community Resources and Adult Literacy Providers

The Friess Lake School District is fortunate to have a community of stakeholders who take great pride in their school and are active participants in the educational process. Parent and community volunteerism is prevalent.

Friess Lake covers 12 rural square miles and has approximately a dozen businesses. There are no industry or sizable businesses to turn to for financial resources and technical support. Business/education partnerships occur through Moraine Park Technical College, UW-Washington County, and numerous other college campuses in Southeast Wisconsin provide technology education opportunities for community members and staff.

The District also partners with CESA #6 for staff development opportunities. District staff meets with other staff in the Hartford consortium to share information, and work on curriculum and staff development opportunities.

The District continually encourages students to use the public library. At the end of each school year, a local public library representative is invited to visit our school in order to present their summer reading program.

Analysis and Assessment of Progress Toward Previous Plan's Goals

In the fall of 2010, after reviewing a variety of assessment tools, the Friess Lake Technology Committee selected the Next Generation Assessments (NGA). The committee felt the NGA would provide more meaningful and pertinent information in moving forward with the district information and technology goals than the previously used TAGLIT assessment. Therefore, there cannot be a direct correlation between the TAGLIT and NGA assessment results. The committee members used their best judgment when evaluating the 2011 status of the previous plan's goals and considering the continuum from TAGLIT below.

TAGLIT Continuum:

1. **Embarking:** The school is just getting started with this aspect of technology for teaching and learning.
2. **Progressing:** The school is making some effort and showing some progress with this aspect of using technology for teaching and learning.
3. **Emerging:** The school is making considerable effort and showing some 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.

Goal 1: Increase information technology integration in core curricular areas to support student achievement.

Objective: By June 2011, teachers will be in the higher end of the Progressing (2.5 or higher) in video editing, multimedia software, spreadsheets and graphic organizers.

2011 Status: Teachers continue to integrate technology in their classrooms; however, the platforms used have changed to include blogs, wikis, and podcasting. The teachers are making considerable efforts and showing progress with these aspects of using technology for teaching and learning (TAGLIT 3.0).

Objective: By June 2011, teachers will be in the Emerging stage (3 or higher) in their use of information technology to support core curricular areas.

2011 Status: The teachers are making considerable efforts and showing progress with these aspects of using technology for teaching and learning (TAGLIT 3.0). The teachers look for ways to use information technology to support the subjects they teach.

Goal 2: Improve student and staff access to information and technology resources.

Objective: By June 2011, the majority of technical issues will be resolved within five working days of being reported.

2011 Status: The majority of technical issues are resolved within five working days. The technician is in every Friday to work on any issues that need to be addressed. On the NGA 96% of staff reported that the requests for technical support are resolved in a timely manner.

Objective: By June 2011, the Library Media Center will be available for student use 95% of the school day.

2011 Status: The Library Media Center remains open to students 83% of the school day; the remaining percentage is negotiable upon teacher request and needs basis. The basic library aide time remains at 50% plus the extra 100 hours for the year. An expanded Accelerated Reader Program, to include grades 3, 4, and 5, has increased the daily usage of the Library Media Center. The current library schedule has been able to accommodate this increase in library traffic.

Objective: By June 2011, there will have been one author visit to the district.

2011 Status: The District has not had an author visit due to lack of funding. Instead, a Holocaust survivor was invited to speak with our 8th grade class after studying World War II and the Holocaust in both Social Studies and Literature. In lieu of author visits, a curriculum relevant approach of inviting guest speakers will be pursued.

Objective: By June 2011, all computers in the 711 lab will be loaded with the desktop version of the library automated card catalog.

2011 Status: This is no longer needed since the District switched over to the web-based program, Destiny. All library resources are now available on-line.

Goal 3: Communicate progress of the plan with all stakeholders.

Objective: By June 2011, District will be in the Emerging stage of addressing technology planning, policies and expenditures on the TAGLIT continuum.

2011 Status: Based on available data, the District is making considerable effort and showing progress addressing technology planning and policies.

Analysis of Student Proficiency

The NGA Assessment showed that 92% of the 8th Grade students are proficient or advanced in the student technology proficiencies.

NETS Standard:	Minimal	Basic	Proficient	Advanced
Creativity & Innovation	10.53%	15.79%	42.11%	31.58%
Communication & Collaboration	2.63%	15.79%	26.32%	55.26%
Research & Information Fluency	2.63%	2.63%	28.95%	65.79%
Critical Thinking, Problem Solving & Decision Making	5.26%	10.53%	18.42%	65.79%
Digital Citizenship	28.95%	36.84%	34.21%	0.00%
Technology Operations and Concepts	2.63%	15.79%	78.95%	2.63%
Overall	2.63%	5.26%	81.58%	10.53%

Analysis revealed the following areas of strength:

- Creativity & Innovation
- Communication & Collaboration
- Research & Information Fluency
- Critical Thinking, Problem Solving & Decision Making
- Technology Operations and Concepts

Students scored low on the NGA Assessment in the following areas:

- Digital Citizenship

The Hartford Area K-8 Technology Literacy Committee had worked for several years to create a technology proficiency assessment. The committee had adopted a combined approach for instruction and assessment of information and technology skills. However, that method proved difficult to manage. The District has now selected Next Generation Assessments as the tool to assess eighth grade technology literacy.

Identification of Underserved Populations Concerning Information and Technology Literacy Access and/or Equity:

The District always considers assistive technology for students as part of the IEP Process. The district has purchased an Echo smart pen, two iPads, and variety of software to assist students with language development. All hardware and software purchases were reviewed and recommended by the special education and speech departments.

The District uses STAR Reader as a diagnostic tool to help identify reading levels. This program can be a pre-cursor to identify whether further evaluations are necessary. It also provides information on reading levels and progress made throughout the year.

Students in grades 3-7 take a Scantron assessment in the fall and spring. The students are assessed in the following areas: reading, math, science, and language arts. This assessment helps teachers see how students are performing and to adjust their teaching strategies to meet their needs.

The District utilizes the Accelerated Reader Program used with grades three through eight, which helps students read at their own grade level and tests them on their comprehension. Another reading program utilized with students in grades five through eight who demonstrate need is Read 180. This is a computer program that helps students improve their reading skills.

97% of students surveyed reported that they have access to a computer at home, and 99% have access to the Internet. This could indicate a smart phone in the household, but not a computer or that the home may have a computer and Internet access but the student is not allowed to use the computer.

Analysis of Educator Proficiency

The aggregate scores show that teachers are primarily in the evolving practices stage of their proficiency, meaning that there is effort and evidence of progress in not only learning about technology, but also utilizing it in the classroom.

Knowledge Area	Beginning Stages	Exploratory	Evolving Practices	Transformational Use
Technical Knowledge	0.00%	29.63%	29.63%	40.74%
Pedagogical Knowledge	0.00%	18.52%	66.67%	14.82%
Content Knowledge	0.00%	0.00%	3.70%	96.30%
Digital Citizenship	22.22%	0.00%	0.00%	77.78%
Teacher Leadership	0.00%	74.07%	25.93%	0.00%
Overall	0.00%	18.52%	70.37%	11.11%

While some staff development is provided, there is no formal staff development program for information technology done on a regular basis.

According to the assessment results, the staff is strong in Technical, Pedagogical, and Content Knowledge.

The two areas where improvement is needed are Digital Citizenship and Teacher Leadership. While a large number of teachers on staff demonstrate transformational use in digital citizenship, a small number of teachers may benefit from a review of the most effective ways to find information, as well as fair use and copyright laws. There are a number of teachers who may be attending conferences, collaborating with others, or participating in professional development activities offered by the district. However, we would like the majority of our staff to be collaborating and sharing best practices regarding technology.

Analysis of Effective Teaching and Learning Practices

Teachers were spread out over three developmental stages of Pedagogical Knowledge. 18% are at the Exploratory stage. This is where they are starting to experiment with using technology in the classroom. Students may use basic productivity tools. 67% are at the Evolving Practices stage. During this stage the teaching environment becomes less teacher centered and more project based. Technology is used for student presentation and to facilitate collaboration. 15% of teachers are at the Transformational Use stage. Teachers at this level create highly student centered learning environments and students regularly engage in authentic projects. Teachers are facilitators and technology use is seamless.

100% of staff members know what standards they are responsible for teaching and feel confident teaching them.

52% of staff members frequently and 44% of staff occasionally implement lessons that support 21st century skills.

22% of staff members frequently and 59% of staff members occasionally use technology to differentiate instruction for students with different learning needs

89% of staff members say they model and teach safe, legal, and ethical use of digital information and technology.

The staff continues to have a great desire to learn more about information and technology. During the summer of 2010, several staff members participated in a book study focusing on various web 2.0 tools and their uses in the classroom. The staff members felt it was valuable; however, it would have been beneficial to continue this study and discussion during the school year as well.

The use of Smart Boards continues to change teaching styles to include technology. Fifteen Smart Boards have been distributed throughout the school to offer teachers more opportunities to incorporate technology into their lessons. During the 2010-2011, the Friess Lake School District added five late starts to the school calendar which allowed for staff professional development on a variety of topics including technology. During one such late start, teachers shared how they utilize the Smart Boards within their classrooms.

The addition of the MacBooks and iPads included eighteen hours of Apple certified professional development and an Apple 1:1 membership. This one-year membership allows staff to enroll in a variety of classes offered at any Apple Store location.

The technology committee and staff members feel that the amount of professional development time is not meeting the needs of staff members. In order to continue to integrate technology into the classroom, more professional development is needed.

Analysis of Access to Information and Technology Resources

During the 2010-11 School year the technology committee met extensively with administrators and the school board to discuss the need for more technology and a possible 1 to 1 program in the district. It was decided that the district would utilize a four year lease, grant funds, technology funds, and district funds to support the program. In the spring of 2011, every core staff member received a MacBook along with training. Sixty MacBooks were purchased to use with middle school students and fifty iPads were purchased to use with elementary students. During the 2011-12 school year some of the MacBooks will be assigned to eighth grade students for them to use every day and eventually take home. The remaining MacBooks will be placed on a cart to be used with the sixth and seventh grade students. The 50 iPads will be shared between two carts and used with kindergarten through fifth grade classes.

The NGA Assessment was administered in the fall of 2010, which was prior to the launch of the new technology initiative.

70% of staff members indicate that there is not enough access to technology to meet teaching and learning needs.

59% of staff members indicated that the equipment is not sufficient or appropriately placed for students.

48% of staff members indicated it is not appropriately placed for teachers.

Technology is currently housed in different locations throughout the building, contributing to staff confusion when it comes to checking out equipment. With the addition of MacBooks and iPads, this is compounding the issue.

Staff members indicated that they have ready access to technical support (74.07%) and reliable equipment to use (85.18%). Almost all staff members indicated that their requests for support for resolved in a timely manner (96.29%).

With regard to the District's library media program, the staff indicated that they have ready access to library media staff and resources to support their teaching and learning (100%). The majority of the staff felt that they also have ready access to a strong collection of print, multimedia and electronic resources (89%). However, 67% of staff felt that the library media center is flexibly scheduled to provide access to resources and instruction with the library media specialist. Flexible scheduling has been addressed in the past, and the district has chosen to continue with a fixed schedule for the library media specialist. The library media specialist continues to readjust her schedule as necessary to accommodate the needs of the teachers. 89% of the staff indicated that the library media positions are adequately staffed.

In Spring of 2010, the creation of a Book Resource Room began as a part of the Fountas & Pinnell Benchmark Assessment System, a newly adopted reading program. By Fall of 2010, the Book Resource Room became a fully functioning part of the school. The Book Room houses boxes of book titles for the guided reading portion of the F & P reading program. Teachers can easily search for appropriate titles for their formulated reading groups by using the automated card catalog. Book Room searching can be done by level, title, author, genre, and subject. Check out of selected materials takes

place in the library. The library is responsible for the development, cataloging, and maintenance of the Book Room.

The District currently receives its Internet connection from Charter Communications. The original connection speed was 8 M down/2 M up, but that was upgraded, free of charge, to 16 M down/2 M up during the 2010-11 school year. Starting with the 2011-12 school year the connection speeds will be increased to 25 M down/3 M up. There is one main network closet with two sub closets. The closets are connected through a fiber backbone.

The District uses Gmail as its email program and Skyward for its student management and financial records. Skyward is housed on its own server and email is hosted off-site by Google.

The District is equipped with phones in every classroom with voice mail for all staff members.

Every classroom has at least two networked computers. The District currently has a 2.3:1 student to computer ratio and each of the labs accommodates an entire class. Comments from the online survey indicated that staff members continue to have concerns about the District keeping hardware up-to-date and providing professional development when necessary. A copy of the hardware inventory is included in Appendix H.

Each Windows based computer has Microsoft Office 2003, Tux Paint, Cute PDF, Adobe Reader, GIMP image editing software, and Internet Explorer Web Browser. Every staff member and student in grades four through eight have a Google account, giving them access to Gmail and Google Docs. Every Apple MacBook has GarageBand, iMovie, iDVD, iWeb, Photo Booth, iTunes, Pages, Numbers, Keynote, and Safari Web Browser. A copy of the software inventory is included in Appendix I.

The District has seventeen projection devices; two are mounted in the technology labs, one is portable, and the rest are mounted in classrooms. All but three of the projectors are used in conjunction with the SMART Board. There is still an interest for more projectors and SMART Boards in the classrooms. However, with declining enrollment and combining of classes, unused SMART Boards can be relocated to classrooms where they will be used.

Everyone in the building has access to printers. There is one black laser printer in each of the labs, one color laser printer shared between the labs, and one laser printer in the library. The main office has a networked laser printer and copy machine. Each of the three special education rooms also has its own networked color or black laser printer.

The Library Media Center contains 11 computers with a black laser printer for students. There are two administrative stations, which share a laser printer.

The District pays for online subscriptions to World Book Online and Grolier Online. Other links to online resources that are free (such as BadgerLink and Britannica Encyclopedia) are listed on the District web page. A link to the Library Media Center's automated card catalog is available on the District web page. In December 2009, the Destiny automated card catalog was purchased to replace the former system. This software is web-based, allowing for the same program to be available for school and home use. With Destiny, the District purchased an additional Destiny product, Web Path Express, which provides a link, within the catalog, to approved web sites.

The District Web Site is available at <http://www.friesslakeschool.org> and is maintained by the Technology Coordinator, business manager, secretary, and teachers.

During the 2008-09 school year, the Technology Coordinator position returned to a 100% FTE. This allows for teaching kindergarten-eighth grade classes and allows time for technical and instructional support. The District also contracts for eight hours a week of additional technical support from an outside source. As a result, 96% of staff members have indicated that requests for technical support are resolved in a timely manner.

Analysis of Support Systems and Leadership

Both the library media specialist and technology coordinator positions are staffed with licensed teaching professionals at 100% FTE. The district contracts for 8 hours a week of network support.

Overall, 74% of staff is in the exploratory phase of their own leadership. This means that they may attend conferences and collaborate in committees or professional development activities offered by the district. 30% of staff members frequently work with fellow teachers in the school to create, modify, and improve practices using technology for learning. 69% of staff members never mentor or coach others in the district on the effective use of technology for learning. Perhaps, with the number of annual initiatives for teachers, there is not enough time for our teachers who are strong in technology skills in education to act as leaders and mentors for other teachers.

The District has the following information and technology policies:

- Procedures for Reconsideration of Instructional Materials (331)
- Programs for Children with Exceptional Educational Needs (342.1)
- Library Media and Classroom Instructional Materials Selection (362)
- District Copyright Policy (366)
- Student Access to Networked Information Resources (367)
- Creation and Maintenance of Internet Web Pages (368)
- Student Acceptable Use Policy (367.1 Exhibit)
- Student Device Contract (367.2 Exhibit)
- Student Internet Safety, Use of Local and Wide Area Networks, and Internet Website Publishing Policy (367.1)
- Staff Acceptable Use Policy (523.6 Exhibit)
- Staff Laptop Contract (523.7 Exhibit)
- Parent Permission To Use Web 2.0 Tools (367 Exhibit B)
- Parent Permission for Internet Publishing of Student Work (367 Exhibit C)
- Interlibrary Loan Policy

Needs Assessment/Current Status

Educator Proficiency Action Plan

Needs: Teachers scored low on the Next Generation Assessment online survey in the following areas:

- Digital Citizenship
- Teacher Leadership

Goal 1: Increase information technology integration in core curricular areas to support student achievement.

Objective 1.1: By June 2014, 90% of teachers will be at Evolving Practices or higher in Digital Citizenship using the NGA Assessment.

Action:	Person/People Responsible	Timeline:	Resources Needed:	Indicators of Success:
1.1 Conduct an annual staff in-service at the start of the school year reviewing Digital Citizenship	Technology Coordinator, Library Media Specialists	Annually	Time	Improved staff proficiency on District assessment

Objective 1.2: By June 2014, 50% of teachers will be at Evolving Practices or higher in Teacher Leadership using the NGA Assessment.

Action:	Person/People Responsible	Timeline:	Resources Needed:	Indicators of Success:
1.2 Allocate funding for PD a. funds will be used for teacher tech time where rotating subs are used to provide release time for staff to work with tech coordinator and library media specialist	Business Manager, Technology Committee, Technology Coordinator, Library Media Specialists	Annually	\$3,000	Improved staff proficiency on District assessment

1.3 Conduct Mini Professional Development workshops after school, when staff can share ideas	Technology Committee, Technology Coordinator, Library Media Specialists	Ongoing	Time	Increased attendance at PD workshops
1.4 Communicate Professional Development opportunities via email and bulletin board postings	Technology Committee, Technology Coordinator, Library Media Specialists	Ongoing	Time	Increased attendance at PD workshops
1.5 Provide online tools and/or network for staff to record and share ideas, tools, and resources	District Administrator, Technology Coordinator, Staff	Ongoing	Time	Improved staff proficiency on District needs assessment

Effective Teaching and Learning Action Plan

Needs: 15% of staff members are at the Transformational Use stage of their Pedagogical Knowledge.

Goal 1: Increase information technology integration in core curricular areas to support student achievement.

Objective 1.3: By June 2014, 100% of staff members will be at the Evolving Practices stage or higher using the NGA Assessment.

Action:	Person/People Responsible	Timeline:	Resources Needed:	Indicators of Success:
1.6 Provide time for staff members to share how they integrate technology into their classrooms	District Administrator, Staff	Ongoing	Time	Improved staff proficiency on District needs assessment
1.7 Provide one hour each quarter for collaborative planning among grade level teams	District Administrator, Staff	Ongoing	Time	Improved staff proficiency on District needs assessment
1.8 Provide online tools and/or network for staff to record and share ideas, tools, and resources	District Administrator, Technology Coordinator, Staff	Ongoing	Time	Improved staff proficiency on District needs assessment

Access to Information and Technology Resources Action Plan:

The NGA Assessment was given prior to the addition of the staff MacBooks (20), student MacBooks (60), Mac mini server, and student iPads (50). While staff indicated a need for more equipment and better placement, the technology committee members have talked to the staff about this and feel that many are satisfied with the new additions. However, there is a new concern about the district being able to maintain and support the addition of this equipment.

Needs: There is more hardware and software to fix and maintain than the eight hours of technical support allow. Technical support is handled on a reactive basis. There are times when equipment is down and cannot be used.

Goal 2: Improve student and staff access to information and technology resources.

Objective: By June 2014, the majority of technical issues will be resolved within three working days after they are reported.

Action:	Person/People Responsible	Timeline:	Resources Needed:	Indicators of Success:
2.1 Increase technical support by four hours a week during the school year	District Administrator, Business Manager	Fall 2011	\$3,072	Improved technical support and increased time for the Technology Coordinator to work with staff on integrating technology into their curriculums

Support Systems and Leadership Action Plan

Needs: 74% of staff members are only in the Exploratory stage of Teacher Leadership according to the NGA Assessment.

Goal 3: Improve staff communication and collaboration with their peers to increase leadership in technology integration.

Objective: By June 2014, 75% of staff members will be at the Evolving Practices stage or higher using the NGA Assessment.

Action:	Person/People Responsible	Timeline:	Resources Needed:	Indicators of Success:
3.1 Provide time for staff members to share how they integrate technology into their classrooms	District Administrator, Staff	Ongoing	Time	Improved staff proficiency on District needs assessment
3.2 Provide one hour each trimester for collaborative planning among grade level teams	District Administrator, Staff	Ongoing	Time	Improved staff proficiency on District needs assessment

Budget Summary

Projected Budget for Information and Technology Plan

	CITP	School Year		
	Goal.Obj.	2011-12	2012-13	2013-14
Software Procurement	----	7,000	7,000	7,000
New Skyward Applications	----	0	0	0
Instructional Software		7,000	7,000	7,000
Microsoft Office Upgrade		0	0	0
Hardware, Facilities & Networking	-	12,500	14,500	12,500
Equipment Components	----	2,000	2,000	2,000
Replcement Computers		5,000	5,000	5,000
Laptops		0	2,000	0
Servers	----	2,500	2,500	2,500
Network Switches, Routers	----	2,000	2,000	2,000
Printers		1,000	1,000	1,000
Operation, Maint, Upgrade, Communications	-	23,070	23,449	23,846
Skyward block hours	----	0	0	0
Maintenance and Support (Midwest Computer Solutions)	----	10,500	10,500	10,500
Internet Service	----	2,500	2,500	2,500
Lightspeed annual renewal (content filter, AV, CMS)		2,500	2,500	2,500
Skyward annual fees (student & financial)		7,570	7,949	8,346
Professional Development		7,450	7,450	7,450
Skyward User Conferences		450	450	450
Technician Training/ Certification		0	0	0
Funds for staff tech training		7,000	7,000	7,000
Human Resources in Support of Technology		95,000	98,610	102,357
Maintain Existing Technology Positions		95,000	98,610	102,357
Library Resources		106,300	109,758	113,343
Maintain Library Professional staffing		85,100	88,334	91,690
Maintain Library Support staffing		11,200	11,424	11,652
LMC Resources - Common School Fund		6,500	6,500	6,500
LMC Resources - district Funds		3,500	3,500	3,500

Projected Funding Sources

	Total	251,320	260,766	266,496
District Budget	----	216,939	226,366	232,071
eRate	----	1,881	1,900	1,925
Title I	----	0	0	0
Title II, Part A: Educ Train	----	0	0	0
Title II, Part B: Math/Science Ptr	----	0	0	0
Title II, Part D: Ed Tech	----	0	0	0
Title III	----	0	0	0
Title IV	----	0	0	0
Small Rural Schools Grant		26,000	26,000	26,000
Title V	----	0	0	0
Title VI	----	0	0	0
Common School Fund	----	6,500	6,500	6,500
Telecom Access Subsidy	----	0	0	0

Dissemination to Stakeholders

The Information and Technology Plan will be available at the District web site at <http://www.friesslakeschool.org/Technology.cfm>. Information about the Information Technology Plan will be published in the Friess Lake Flyer.

Members of the Information and Technology Committee will present the plan at a District wide staff meeting in the spring of 2011.

The District will promote opportunities for adult technology education offered by Moraine Park Technical College, UW-West Bend, and numerous other college campuses in Southeast Wisconsin to provide technology education opportunities for community members and staff.

Monitoring, Evaluation and Revision

The Technology Plan is a constant “work in progress”. The Technology Committee will review the plan annually. Revisions will be made as needed. Progress on goals and objectives will be reported to the administration.

During the 2013-2014 School Year the District will take the Next Generation Assessment online survey to measure progress. The Information and Technology Committee will also set up a schedule of meeting dates.

Appendix

Electronic copies of the appendices can be found at: <http://www.friesslakeschool.org/Technology.cfm>

- Appendix A Procedures for Reconsideration of Instructional Materials (331)
- Appendix B Programs for Children with Exceptional Educational Needs (342.1)
- Appendix C Library Media and Classroom Instructional Materials Selection (362)
- Appendix D District Copyright Policy (366)
- Appendix E Student Access to Networked Information Resources (367)
- Appendix F Creation and Maintenance of Internet Web Pages (368)
- Appendix G Student Acceptable Use Policy (367.1 Exhibit)
- Appendix H Student Device Contract (367.2 Exhibit)
- Appendix I Student Internet Safety, Use of Local and Wide Area Networks, and Internet Website Publishing Policy (367.1)
- Appendix J Staff Acceptable Use Policy (523.6 Exhibit)
- Appendix K Staff Laptop Contract (523.7 Exhibit)
- Appendix L Parent Permission to Use Web 2.0 Tools (367 Exhibit C)
- Appendix M Parent Permission for Internet Publishing of Student Work (367 Exhibit B)
- Appendix N Interlibrary Loan Policy (363)
- Appendix O Hardware Inventory
- Appendix P Software Inventory
- Appendix Q Library Collection Analysis
- Appendix R Summary of the Library Collection Analysis