

**Combined Library Media
and Technology Plan**

School District of Sheboygan Falls

2010-2013

**Information and Technology Plan
2010-2013
School District of Sheboygan Falls**

Executive Summary

The School District of Sheboygan Falls' combined comprehensive technology and media plan for 2010-2013 has been developed by a team of stakeholders from our learning community. Our direction and decision making have been guided by the results of measurements of technology in the District using the STNA online assessment developed by SERVE Center at the University of North Carolina at Greensboro. By focusing on the essential conditions that are necessary for our students to successfully develop 21st century skills, as identified by this model, we have been able to target potential areas of growth and improvement that can significantly affect student learning and achievement. The goals we have set are supported by current research and are aligned with the stated mission of the School District of Sheboygan Falls.

Submitted by David Wessel Date 5/25/10
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Approved by Sheboygan Falls Board of Education Date: May 17, 2010

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Section 1 Introduction

Section 1.1 Review of Relevant Research and Best Practices

“Technology itself is not the curriculum. Technology is the key that opens opportunities for students to learn in the classroom. It is a way in which we can bridge what in the past have been large gorges that have separated students from opportunity.” (John Dossey, Illinois State University)

After reviewing an extensive body of research and writings on best practices in instruction we have selected several pieces that provide the guiding principles for all decisions made in our Information and Technology Long Range Plan. For each source cited below we have selected a representative excerpt that illustrates some of the core findings of that work.

Source 1:

Metiri Group. (n.d.). *Technology in Schools: What the Research Says, A 2009 Update*. Retrieved March 15, 2009, from http://www.metiri.com/PDFs/2009_technology_in_schools_what_research_says.pdf.

“Researchers find that extracting the full learning return from a technology investment requires much more than the mere introduction of technology with software and web resources aligned with the curriculum. It requires the triangulation of content, sound principles of learning, and high-quality teaching—all of which must be aligned with assessment and accountability.”

Source 2:

Partnership for 21st Century Skills. (n.d.). *Learning for the 21st Century: A report and Mile Guide for 21st Century Skills*. Retrieved March 12, 2009, from <http://www.p21.org/>.

“In this environment, the need for technologically literate citizens and workers increases every year. Skilled people in the 21st century need to understand how to use technology tools. The Partnership defines these as information and communication technologies (ICT) tools. Current 21st century tools include computers, networking and other technologies, plus audio, video, and other media and multimedia tools. These tools enable people to perform effectively at work and in their daily lives, by using tools such as spreadsheets for calculation, budgeting and building scenarios; graphic and multimedia programs for presentations; data-bases for research; and networks for communicating with others.”

“Students need to learn how to use 21st century tools beginning in elementary school to take full advantage of the vast array of research and multimedia resources, digital content and communication options available to them.”

Source 3:

Office of Educational Technology, U.S. Department of Education. (March 5, 2010). *Transforming American Education: Learning Powered by Technology*. Retrieved March 2010, from <http://www2.ed.gov/about/offices/list/os/technology/netp.pdf>

“Whether the domain is English language arts, mathematics, sciences, social studies, history, art, or music, 21st century competencies and expertise such as critical thinking, complex problem solving, collaboration, and multimedia communication should be woven into all content areas. These competencies are necessary to become expert learners, which we all must be if we are to adapt to our rapidly changing world over the course of our lives, and that involves developing a deep understanding within specific content areas and making connections between them.”

Source 4:

Wisconsin Department of Public Instruction. *Wisconsin Model Academic Standards for Information and Technology Literacy*

Source 5:

International Society for Technology in Education. *National Educational Technology Standards (NETS-S) and Performance Standards for Students (2007)*

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Source 6:

Anderson, Mary Alice. "Staff Development: Still an Important Role." *MultiMedia & Internet @ School* 15.1 (2008): 35-37.

In this editorial, the importance of technology staff development in a school district is stressed. According to the author, if media specialists do not take a leadership role in providing technology staff development, it simply does not get done. Media specialists are a good choice for conducting the training; they work with all the teachers and students, are already in the building, and have the technology skills to provide the instruction. Although new staff may be tech savvy, they need instruction on using the district's e-mail system or other software that may be unique to the district. Both informal one-on-one and more formal, planned activities are useful for experienced staff.

Source 7:

Harvey, II, Carl A. "Another Opinion: Leveling for Leverage." *Library Media Connection* Jan. 2006: 42-43.

The school featured in this article adopted the guided reading approach introduced by Irene C. Fountas and Gay Su Pinnell. They wanted to set up a guided reading library that staff would have access to, had a simple check out system and clearly marked levels. A conference room near the library was selected. Initially, multiple copy materials came from classroom collections and Title I rooms. Title I staff did the leveling of the titles; library staff cataloged and entered the materials into the library's automation system, as well as packaged the sets into resealable bags. A special prefix was designed showing that the materials were housed in the leveled library and the title's level. This cataloging technique will help determine which levels are being heavily used to assist in making future purchases.

Source 8:

Franklin, Pat, and Claire Gatrell Stephens. "Professionally Speaking: You Need a Professional Collection!" *School Library Media Activities Monthly* 24.1 (2007): 43-44.

Library media specialists are urged to develop the library's professional collection. Investment in professional resources helps the school's staff improve skills, stay current on subject matter, understand new educational trends, and meet professional development needs. In developing the collection, consider your staff, who they are, and their needs. Provide resources to supplement special programs your school may have. Professional resources, including journals and magazines, should reflect both the theoretical and practical strategies.

Source 9:

"Reading4Life @ Your Library." *School Library Monthly* 26.2 (2009): 2.

This article presents the American Association of School Librarians (AASL) position statement on the library media specialist's role in reading. It notes that reading is a foundational skill for today's learners and that school library media specialists can effectively partner with other educators to increase students' reading development. Library media centers provide users with access to a varied collection of reading materials in multiple formats to meet both academic needs and personal interests. Library media specialists can take a leadership role in organizing and promoting projects that motivate students to become lifelong readers.

Section 1.2 District Information and Technology Vision Statement

Students will use technology to enhance their learning and to expand their ability to locate, use and communicate information effectively. Students will leave the Sheboygan Falls School District with the ability to use technology to continue their own learning and be successful contributors in a rapidly changing world.

Section 1.3 District Information and Technology Mission Statement

The Sheboygan Falls Schools will provide educators with the technology resources, tools and knowledge necessary to create an environment for students that is conducive to the development of lifelong learning skills. The District will provide quality instruction that integrates educational and assistive technology to support all students.

Section 1.4 Relationship to District Overall Vision and Mission

The Information and Technology vision and mission parallel and support the overall mission statement of the School District of Sheboygan Falls:

*The School District of Sheboygan Falls exists to serve the needs of its clientele, the students.
The District Mission is to educate each student for the future by tailoring curriculum,
instruction and services to meet individual needs and aspirations.*

Technology can provide a powerful resource to support the differentiation of instruction that is critical to ensure the success of every student. By making available the opportunity for educators and students to experience a variety of up-to-date technologies the District provides the necessary tools for individual success and lifelong learning. Regular, ongoing teacher training is essential to keep our educational staff current with new developments and best practices in instruction.

Section 2 Background Information

Section 2.1 Community Demographics

The School District of Sheboygan Falls encompasses 58 square miles in Sheboygan County, which is in the east central region of Wisconsin. The School District serves a growing population of over 11,000 from the City of Sheboygan Falls, the Village of Waldo and the portions of the Townships of Sheboygan Falls, Sheboygan, Lima, Wilson and Plymouth and those students from neighboring communities using the State of Wisconsin School Choice. Our community has a stable blend of agriculture, mid-sized light industry, manufacturing and many professional and trade services.

Section 2.2 School District Demographics

The School District of Sheboygan Falls is a pre-K-12, public school system which serves students from the City of Sheboygan Falls, the Village of Waldo, as well as surrounding townships. Students attend one of three sites:

- Sheboygan Falls Elementary School (Early Childhood, 4K, K, Grades 1–4) - 749 students
- Sheboygan Falls Middle School (Grades 5-8) – 515 students
- Sheboygan Falls High School (Grades 9-12) – 629 students

The District employs 144 teachers, 88 support staff and 8 educational administrators.

Section 2.3 District Information and Technology Plan Committee

The core committee for the assessment of existing conditions, collection of information and compilation of the long range Information and Technology Plan consisted of the following members:

Jean Born – Director of Instruction
Martin Gross – Educational Technology Specialist
Phil Marr – Network Administrator
Nancy Jones – Library Media Specialist
Josh Schuren – Technology Teacher
Barry Ludvik – Science and Computer Programming Teacher
Ann Roy – Director of Special Education
Carol Leynse-Harpold – Assistive Technology Coordinator

Section 2.4 Overall Planning Process

In order to involve a broad cross-section of staff and community members, information was collected through meetings with the District Administrative Team, Board of Education and building Site Councils. Additionally, the building level Technology Committees at the Elementary, Middle and High Schools were employed in evaluating the current use of technology and in setting plan goals. We relied heavily on the findings of the School Technology Needs Assessment (STNA) completed in February of 2010 in guiding our discussion in order to address the areas in which the need for improvement was indicated.

Ongoing Evaluation of the Process and Plan

Building level technology committees have been organized to provide a vehicle for regular evaluation of both the planning process and achievement at meeting the plan goals. Meetings with building Site Councils on information and technology issues and initiatives are scheduled as needed. The councils are made up of administrators, teachers, community members and members of the Board of Education. This provides an opportunity to communicate with a broad cross section of our constituents. The use of a formal assessment tool such as STNA survey will be repeated on a regular basis.

Section 2.5 Community Resources and Adult Literacy Providers

Courses for adult learners are offered through a variety of partnerships. Computer labs and classroom technologies are used regularly to offer courses in collaboration with a number of institutions and vendors including University of Wisconsin – Green Bay, Viterbo University, Marian College, Lakeshore Technical College and The Connecting Link. Resources and access to computers have been made available to support the parents of English language learners in the District. Plans are underway to offer sessions for parents on Internet safety issues and appropriate technology use.

Section 3 Current Status and Needs Assessment

Section 3.1 Assessment of Progress toward Previous Plan's Goals

In the 2007-2010 Technology Plan goals were defined in six areas. Specific tasks were outlined that would lead to the achievement of those goals.

Goal 1:

To continue and expand the use of 21st century assessment tools to assess learning, and to collect and analyze data in order to improve instruction and student achievement.

Tasks related to the use of technology-based assessments to gather pre-test and post-test data used to prescribe and measure the effectiveness of appropriate individual educational accommodations were completed as scheduled. Work has gone beyond the scope of the original goal in this area. In addition to the expanded use of AutoSkills, the use of the STAR Reading and STAR Early Literacy assessments has increased extensively. Both Special Education and General Education staff have been trained in the application of these tools. Additionally, the use of the online pre-test and post-test assessments that are part of Plato Learning are being used to develop and support individual learning plans for the middle school and high school students who use that system.

This remains a critical and ongoing initiative and will continue to grow in the coming years. The planned introduction of MAP (Measure of Academic Progress) testing will build on the success of these early assessment experiences and will assist in focusing Response to Intervention efforts.

Goal 2:

To improve the ability of students to collect, analyze and communicate meaningful findings using technology-based data tools.

Although some strides have been made, efforts in this area remain fragmented. The adoption of a standard, progressive set of data analysis tools has been slow and there continues to be a lack of continuity across academic disciplines. Although student experiences have improved in some areas through the increased use of tools like InspireData and LoggerPro, a consistent overall approach to developing an understanding of the significance of data has yet to be achieved. This goal, and the strategies required to achieve it, need to be revisited in order to ensure that our students are developing these important 21st Century Skills.

Goal 3:

Expand the use of “scan and read” technology so that it is broadly available to provide a tool for differentiation of instruction to accommodate the varied needs and learning styles of our student population.

The availability and use of “scan and read” applications has expanded significantly. Deployment of a network site license of Kurzweil 3000 has made this technology available throughout the Sheboygan Falls School District. Ongoing staff training continues to raise awareness of the potential of this tool for all students, as well as providing teachers and instructional paraprofessionals with the necessary technical skills to use the software effectively.

The use of Read & Write Gold software is currently being tested in some areas of the district. If it proves successful this should provide a more cost effective and seamless option for access to text-to-speech technology.

Goal 4:

Improve communication with the community and establish mutually beneficial partnerships with local organizations and businesses.

Building partnerships and fostering productive community relations remains an area of ongoing development. Efforts to increase positive communication continue to open possibilities for future collaborations.

Goal 5:

To provide equal access to a wide variety of current, balanced information and technology resources.

Collection inventories in all libraries have been analyzed each year using Titlewise Software. New materials were selected to enhance those areas found to be inadequate based on the Titlewise analysis. New resource purchases are made, in part, using classroom teacher recommendations.

Booktalks are a regular feature of library instruction at the upper elementary and middle school levels, in addition to one-on-one reader’s advisory at all levels.

The libraries’ automation software transitioned to Follett’s Destiny. This program features seamless access to not only the district’s print and audiovisual holdings but also to content appropriate online resources the district subscribes to.

This objective will be continued as Goal 4 in the 2010 – 2013 plan. This is an ongoing process.

Goal 6:

To integrate information and technology literacy standards into the curriculum to improve student achievement. - Library media specialists will collaborate with teachers to develop and implement units that teach information and technology skills.

Although training on the Big6 Approach was conducted the first summer of this plan, this task was not fully implemented due to lack of acceptance by staff. Future training was cancelled do to shifting priorities.

Training has been offered by the library media specialists on a variety of resources and tools, such as Destiny, Playaways and NoodleBib. The library media specialists have met with teachers to help plan units when requested. The inclusion of library media specialists in curriculum planning discussions remains an ongoing goal.

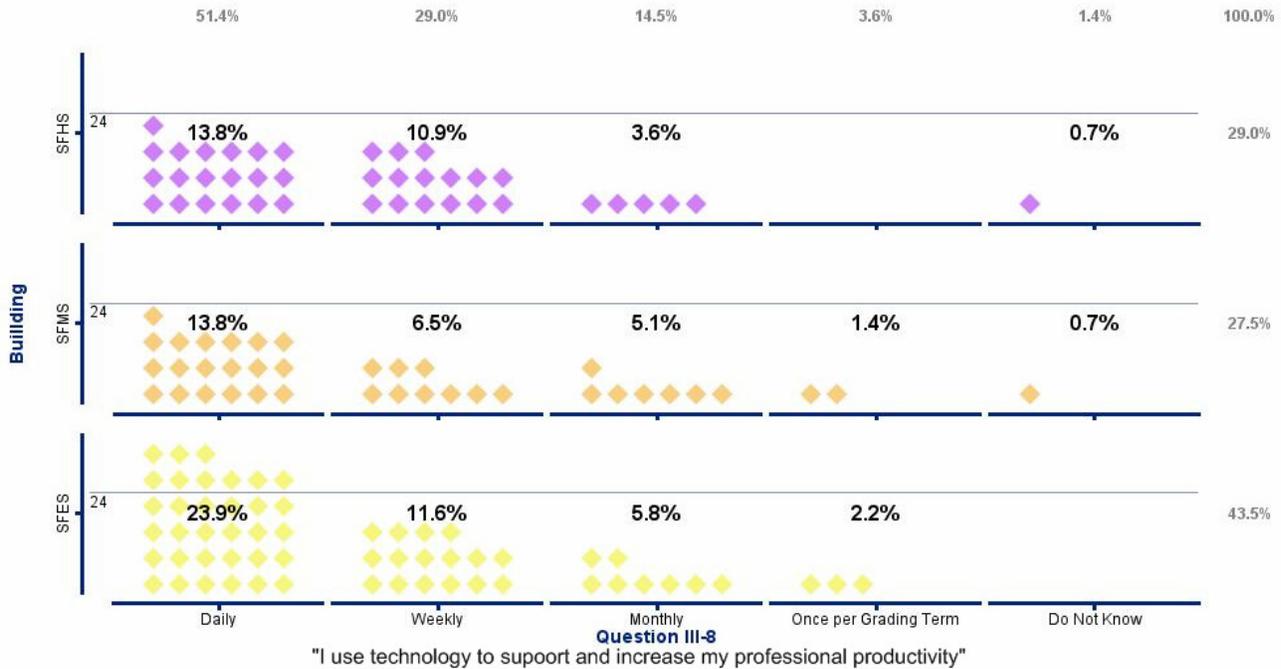
Section 3.2 Analysis of Student Proficiency

During the 2008-2009 and 2009-2010 school years we have used the online tool, SimpleAssessment provided by Infosource Learning to measure technology literacy at the 8th grade level. The assessment has been used as both a pre-test and post-test for 8th grade technology classes. In the most recent assessment 89% of all 8th grade students received passing scores. Additional analysis can be found in Appendix H.

Results of the technology assessment have led us to examine scheduling, course offerings and the need for all students to have consistent exposure to standards-based technology experiences during middle school. Goals outlined later in this plan have been designed to address these issues.

Questions exist about the accuracy of the assessment, particularly related to the high level of reading skill it requires. Research and discussion are taking place on additional methods of assessment that would help to establish a more extensive and accurate measurement of student proficiency.

Section 3.3 Analysis of Educator Proficiency



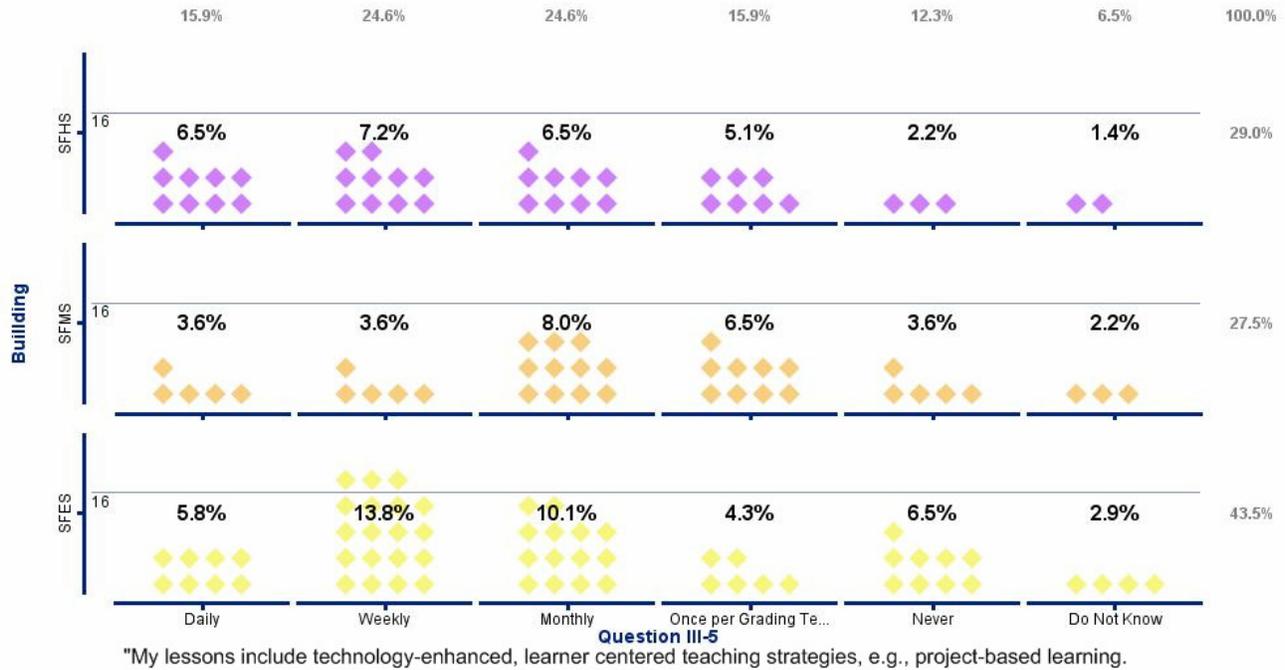
Staff members in the Sheboygan Falls School District continue to expand their personal understanding and skill level with technology. The District has provided extensive training through a number of vehicles. Regular, ongoing technology training occurs as part of staff development initiatives that take place during early release time on Wednesday afternoons and during in-service days. Topics range widely, including instruction in the use of new hardware and software as well as updates on the most current online resources. Establishing participation in technology training as a normal expectation for all staff members has raised the level of understanding and skill across the board. This has helped to significantly close the gap between the “early adopters” of technology and the less confident users.

A significant number of teachers in the Sheboygan Falls Schools have chosen to earn a Masters of Educational Technology degree through one of the colleges in our area. By the beginning of the 2010-2011 school year 34 teachers will have completed an advanced degree in that discipline. The fact that over 20% of our teachers have studied educational technology at that level provides us with a broad base of knowledge, skill and leadership that has had a profound positive affect on their colleagues.

Data collected using the School Technology Needs Survey indicates a meaningful shift in educator proficiency during the past 3 years. Based on staff responses, the need for training on basic computer and software skills has declined, while the need for training on integration of technology that impacts instruction and learning has increased.

A long-standing commitment to staff developed remains the cornerstone of all technology initiatives in the Sheboygan Falls School District. As the integration of technology into instruction becomes more seamless and sophisticated the District will continue to let methods of staff training change to meet new demands. Encouraging involvement in online learning communities, as well as the use of webinars and other Internet-based training resources has become a key topic as staff development evolves.

Section 3.4 Analysis of Effective Teaching and Learning Practices



A comparison of STNA data collected in 2010 with enGauge data collected 2005 (online) and 2006 (on site) exhibits positive growth in the indicators of the essential conditions for Effective Teaching and Learning Practices. Observations confirm the survey results that both the level and frequency of effective integration of technology as a tool for instruction have increased.

Although progress has taken place, meaningful assessment and the use of data to make decisions about instruction remain an area that requires focus. Staff members also indicate a need for ongoing assistance in the implementation of project based learning situations that approach real-world applications of technology. The need to expand alignment to the NETS standards for students throughout the curriculum has been a recurring theme in discussions by the building level technology committees and is supported by the results of the STNA survey.

Goals outlined later in this document are chosen, in part, to address these areas of concern.

Section 3.5 Analysis of Access to Information Resources and Learning Tools

The School District of Sheboygan Falls is committed to providing a network infrastructure and computing environment that is capable of supporting the demanding educational and administrative needs of the students and staff. Access to the network, and the resources it provides, is available to all students regardless of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Network Infrastructure

The School District of Sheboygan Falls computer network is a LAN structured network with a 1000MB per second fiber based backbone. Even though the MDF room is located at the High School we purchased and buried fiber 2500 feet to the IDF at the Middle School and 2 miles to the IDF at the Elementary School. This fiber allows us to use LAN technologies rather than being dependant on a limited WAN infrastructure. Our 5 MB per second Internet access with Filtering and Spam Blocking is delivered to the MDF and distributed from there. Expansion to 20 MB, and subsequently 100 MB per second Internet access is being undertaken at this time.

Each of our buildings has IDF rooms located in centralized areas. All of these rooms are connected to the MDF with the use of a 1000MB per second fiber based switched backbone. Each room has at least one switch that is used to connect the 100MB per second desktop computers to the network. Plans are being developed to phase in the ability to deliver 1GB connections to the desktops.

Wireless networking is currently under expansion in all district buildings. The deployment of a wireless network controller and N series wireless routers will significantly increase student and teacher access to mobile computing.

All necessary equipment for back-up to disk and tape has been installed at the Elementary School building. By housing that mechanism in a separate physical location from the primary site for servers and core switches we have improved our ability to recover critical data in the event of a catastrophic failure or disaster situation.

The District maintains its own Web, Email, and Storage servers. Servers are configured in a virtual environment employing VMWare. This provides the ability to ensure increased stability and “up time” since dependence on individual physical servers is reduced due to the redundancy that is inherent in the virtual environment.

Summary of Equipment Inventory

During the past 3 years the Sheboygan Falls School District has experienced minor gradual growth in the total number of desktop and laptop computers. The majority of the expansion has come in response to the need to provide assistive technology for students with special educational needs. Small additions have been made to the number of computers in some existing labs in order to accommodate larger class sizes. By maintaining a relatively consistent total inventory of computers we have been able to commit to a 6 year replacement cycle while remaining within our projected budget.

The most significant change in equipment inventory has come with an increase in data projectors. Every standard classroom has been equipped with a ceiling mounted projector, wireless keyboard and speakers. This has greatly expanded the options for teaching strategies and has made the teacher computer station into an instructional tool.

A summary of major technology items found district-wide is listed below. More extensive details are included in the attached inventory spreadsheet found in Appendix K at the end of this document.

Desktop Computers	662
Laptop Computers	129
Printers	57
Data Projectors	96
Interactive Whiteboards	13

Technology Resources at Sheboygan Falls Elementary School

Every teacher in the building has an Internet connected teacher workstation in their classroom. Each K-2 classroom has an additional bank of 3 student workstations. Every standard classroom is equipped with a ceiling mounted data projector, speakers and a wireless keyboard. There are two interactive whiteboards in the Elementary building.

A mini-lab of ten computers for student use is in the common “pod” area for grade 3. Two PC labs, containing 28 and 29 stations respectively, are available to accommodate one-to-one computing for an entire class. Additional student desktops are present in the special education and RLAP classrooms as well as in the media center. Color printers, scanners, digital cameras and a laptops are shared by grade level teams. As the newest building in the District the Elementary School is the most “technology ready” structure in the Sheboygan Falls Schools.

Technology Resources at Sheboygan Falls Middle School

There are 3 computer lab settings sufficient to allow access to an entire class. A fourth lab has a sufficient number of stations to accommodate smaller classes or for collaborative learning experiences. Every teacher in the building has an Internet connected teacher workstation in their classroom. Each standard classroom is equipped with a ceiling mounted data projector, speakers and a wireless keyboard.

There are three interactive whiteboards in the building, located in Science, Chinese and Special Education classrooms. Additional student stations are accessible in the special education and literacy classrooms. Two carts containing 30 AlphaSmart Neo keyboards are available for sign-out by staff. Peripherals such as digital cameras, scanners and digital video cameras can be checked out the media center.

Past issues related to electrical power supply and the small numbers of electrical outlets have been addressed in many areas of the building over the past 3 years. Location of power, restricted physical space in classrooms and the various ages of construction methods employed continue to present challenges and limiting factors in the placement of technology in the Middle School.

Technology Resources at Sheboygan Falls High School

Every teacher in the building has an Internet connected teacher workstation in their classroom. Each standard classroom is equipped with a ceiling mounted data projector, speakers and a wireless keyboard. Five labs of desktop computers service the High School. These include labs dedicated primarily to CAD, Business Education and CyberEnglish 9. The small block of unscheduled times in those three labs, as well as the complete use of the remaining two labs are available by teacher signup. Two mobile carts containing of wireless laptops provide additional options for student access. Several small banks of computers are present in special education classrooms. Graphing calculators are in common use in math and science curriculums. Science labs are equipped with data collection sensors. Peripherals such as digital cameras, scanners and digital video cameras are available for checkout from the media center. Eight classrooms are equipped with interactive whiteboards.

Summary of Software Inventory

Software inventory is tracked in the electronic tool Destiny, used for cataloguing library materials. Detailed information is available in Appendix K. We are currently undergoing a project to remove out of date software items from the inventory. License documentation is maintained in the District technology office.

Microsoft Office 2003 is the principle software suite used for desktop productivity. Plans are being developed to migrate to Office 2010. The Adobe Creative Suite (Acrobat, DreamWeaver, Photoshop, In-Design) is available on all computers at the High School.

Additional educational software is purchased to support specific needs within the existing curriculum. A sampling of commonly used titles is listed below.

Elementary School Software Examples:

JumpStart Kindergarten	StoryBook Weaver
WiggleWorks	Heartsoft Suite
KidPix	Edmark Suite
Everyday Math Games	Kidspiration

Middle School Software Examples:

WideWorld of Math	Alfred Music Theory
Math for the Real World	Finale
Windows Movie Maker II	Type to Learn
Inspire <u>Data</u>	Inspiration

High School Software Examples:

AutoCAD	Logger Pro
Adobe Creative Suite	TI-Interactive
Macromedia DreamWeaver	Windows Movie Maker
Geometer's SketchPad	Microsoft Visual Studio

Online Learning Opportunities

To address the individual educational needs of students the Sheboygan Falls Schools provide access to online learning opportunities. We are currently expanding our online course offerings through a partnership with the Wisconsin Virtual School. A small group of high school teachers are developing content and piloting online and blended formats for courses. Collaborations with Lakeshore Technical College have resulted in course opportunities being available by video conference. The Plato online learning system has been used extensively to facilitate remediation and credit recovery.

Administrative Technology

The District uses PowerSchool as a student information system. This is used to varying degrees in each school to perform scheduling, store contact information, archive grades and print report cards. The PowerTeacher component which provides an online grade book, has been implemented to assist teachers in recording assessment information and as a conduit for communication with parents. Financial management and bookkeeping tasks are performed using the Skyward financials application. The online program CurriculumMapper is the standard tool for recording curriculum development in the Sheboygan Falls Schools.

Facilities Management Technology

The dependence on systems that support facilities maintenance and building infrastructure has increased sharply in recent years. This includes:

- The installation of a network-based systems for entry door locks on all buildings.
- Increase in the number of network-based security cameras and security camera systems.
- Use of the computer network facilitate the link between controls and HVAC units.

Technology Budget

The technology budget is developed using a 3 year projected model. With slight fluctuations, funding has remained relatively consistent in the period from 2003 to the present. The largest expenditure categories are the costs of fees and licenses, Internet access and the replacement of equipment. The District has operated on a 6 year replacement cycle for desktops to ensure that the computers meet the minimum requirements necessary to be capable of running current educational resources.

The insert below illustrates a summary of the major categories found in the budget for the 2009-2010 school year. Although all budgetary planning is subject to change based on both internal and external factors the underlying concepts for the development of the technology budget are expected to remain constant. Detailed budget information is attached in Appendix J, the Budget Summary.

Major Technology Budget Categories – 2009-2010	
Fees, warranties and licensing for network infrastructure and Internet Access (Novell, BadgerNet, security, antivirus, spam filter, technical support)	43,515
Fees and licenses for administrative software (SASI, Skyward, WebGrader, Curriculum Mapper)	36,169
Fees, Licenses and Warranties for Desktops (Microsoft Licenses, etc.)	9,450
Network hardware maintenance and replacement	23,000
Staff training	2,000
Supplies (Printer cartridges and replacement parts, projector bulbs, adaptors, cords, etc.)	16,500
Desktop hardware maintenance and replacement (PCs, Laptops, Printers, Monitors, projectors)	78,000
Educational software	20,000

Library Media Staffing

Each school building in the Sheboygan Falls District contains a library media center. Staffing levels for these centers is indicated below:

	Certified Library Media Specialists (FTE)	Library Media Aides (FTE)
Elementary School	0.33	1
Middle School	0.33	1
High School	0.33	1

Library Media Budget

Library media funding in the Sheboygan Falls School District is derived primarily from the Wisconsin Common School Fund. Detailed budget information is found in Appendix J.

Library Media Funding – 2009-2010	
Common School Fund	63,711
District Funding	13,383
Total	77,094

Access to Information Resources and Learning Tools

All district buildings provide library media centers that are open during the school day, and offer access to print and non-print materials and equipment. A library media specialist serves all three libraries; each library media center is also staffed by a library media assistant. Resources include Badgerlink, as well as, purchased products to support our curriculum. These subscriptions are reviewed annually to determine use, and new databases are investigated and added as needed. Our new library automation system, Follett's Destiny, includes access to a number of online databases such as: National Geographic, History Channel, and Discovery Kids. Building site web pages provide links to resources such as: BadgerLink, Bookflix, Electric Library, Grolier Online, NetTrekker, Salem

History, WisCareers, World Book Online, and United Streaming. Students and faculty also have access to Soundzabound music files that have been placed on the network shared drive. The library media centers offer equipment checkout, including digital cameras, digital video cameras, flip video cameras, laptops, data projectors, and digital voice recorders. Staff surveys rank access to library and media resources highly and are pleased with the flexibility of scheduling the media centers for access to resources and instruction. The staff surveys also revealed a disparity between the elementary staff and secondary staff regarding the adequacy of staffing, with the elementary being more satisfied than the middle school and high school.

Follett Titlewise provides print collection analysis reports for each building library. Data shows average age collections, comparisons to collection tools, books per student, and individual Dewey areas of strength and weakness. Appendix ____ includes sample graphs analyzing the January 2010 collections. A complete copy of the analysis is available on the enclosed DVD. An analysis of each collection is addressed below, within the building narratives.

Information Resources at Sheboygan Falls High School

The Sheboygan Falls High School Library Media Center is open from 30 minutes before the first period class to 30 minutes after the end of the school day. The facility runs on a flexible schedule, open for students to sign in during study hall or from classes, and allowing students to work in the center with permission when closed for class projects. Teachers are encouraged to schedule classes in the library to work collaboratively on research projects and papers. The library media center is used quite heavily by students coming from study halls and scheduled classes. During February 2010, the library averaged over 1200 students from study halls and over 37 classes coming for research and computer access.

The 2010 TitleWise report shows 1990 as the average age of the collection. This is up from a 1987 average age in 2007. This collection is below the appropriate number of titles based on student population. The age sensitivity report suggests that much of the nonfiction collection is beyond the acceptable age. Nonfiction titles have been added and weeded but will still be the major focus for collection development. The oldest section in the print area is the literature and rhetoric section and biographies. The high school print collection has a much higher percentage of fiction than is recommended by Follett Library Resources or Wilson Catalog. The high school collection contains the English department's classroom collection of novels the students check out from the library media center. In some instances, we have 150 copies of one title. The library media center also supports the Read 180 program at the high school, which contains many fiction titles for the students to choose from. The print reference collection has decreased over the past years due to the availability of online resources. This collection is used by a few classrooms but online resources are preferred by the students. The professional collection is rarely used by staff even though new titles have been added at the request of the administration. Many print periodicals are ordered for student and staff to read. Professional journals are routed to classroom teachers and then archived in the library media center when returned.

The high school library media center houses 18 desktop computers and 5 laptop computers for student and faculty use. A mounted data projector is available for teachers to use during instruction in the media center. Teachers can schedule use of the library lab as well as other open labs in the building through a library/lab sign up.

Information Resources at Sheboygan Falls Middle School

The Sheboygan Falls Middle School Library Media Center is open from 30 minutes before the first period class to 30 minutes after the end of the school day. Students have access to the library media center for books and other resources throughout the day as their schedule/ teacher allows. The library media center includes an adjacent computer lab. Teachers can bring their classes to use the lab or the library during the day as well as other open labs in the building through a library/lab sign up. During February 2010, the library averaged 230 passes, 660 passes to the library computer lab, 23 4-K classes, 55 classes using the library and 47 classes scheduled in the library computer lab.

The 2010 TitleWise report shows 1995 as the average age of the collection. This is up from a 1991 average age in 2007. This collection is above the appropriate number of titles based on student population. The age sensitivity report suggests that much of the nonfiction collection is beyond the acceptable age. Nonfiction titles have been added and weeded but will still be the major focus for collection development. The oldest section in the print area is the literature and rhetoric section. The middle school print collection has a much higher percentage of fiction than is recommended by Follett Library Resources or Wilson Catalog. There seems to be a drop off in reading by 6th – 8th grade students. Additional titles in young adult literature and graphic novels have been added to encourage middle school students to read. Playaways have also been purchased to help struggling readers. Many print periodicals are ordered for student and staff to read. Professional journals are routed to classroom teachers and then archived in the library media center when returned.

Library staff meets weekly with the 4K and Early Childhood classes to share a story and for book checkout. Fifth grade students have weekly lessons to help meet Wisconsin's Information and Technology Literacy standards. Sixth grade students work with the library media staff on research and technology skills every other day for nine weeks. Instruction is available to seventh and eighth grade classes on an as needed basis.

The middle school library media center houses 6 computers and a mounted data projector for teachers to use during instruction. The adjacent lab has 29 computers and a projector cart available for use by classrooms. This lab is used 2 class periods a day for 5th and 6th grade library classes. One laptop and projector cart is available to classrooms on an as needed basis.

Information Resources at Sheboygan Falls Elementary School

The Sheboygan Falls Elementary School Library Media Center is open 30 minutes before the start of classes and is open for 30 minutes after the end of the school day. All classes come to the library media center at least once a week for checkout. Each class also has a thirty minute period of instruction every other week (alternating with the guidance program). During a normal week, 38 classes visit the library media center for 15 minute checkout time and 19 classes come for a 30 minute instruction time.

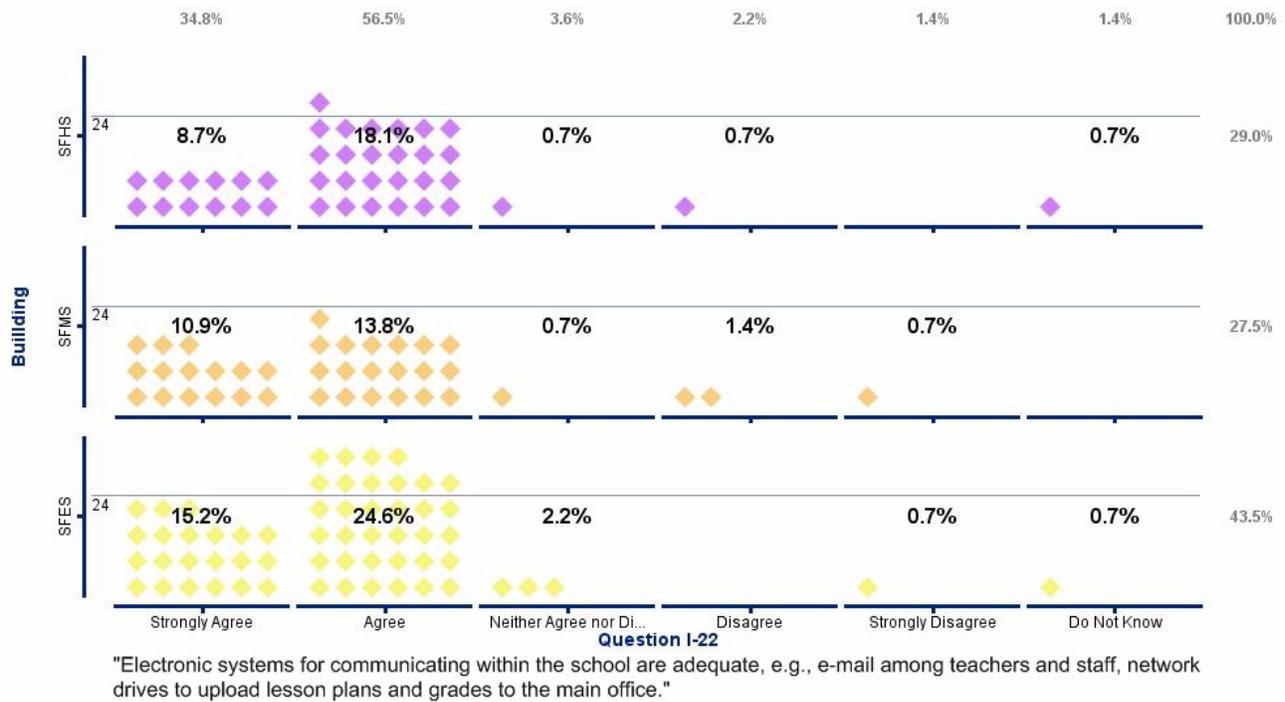
The 2010 TitleWise report shows 1996 as the average age of the collection. This is up from a 1992 average age in 2007. This collection is below the appropriate number of titles based on student population. This is partly due to the fact that the 4K and early childhood students are included in the elementary enrollment but are housed in a different building. Even though the elementary library media center does support those programs in various ways, the main collection for the 4K students is housed and purchased through the middle school library media center. The age sensitivity report

suggests that much of the nonfiction collection is beyond the acceptable age. Titles will be added and weeded to develop a more current collection.

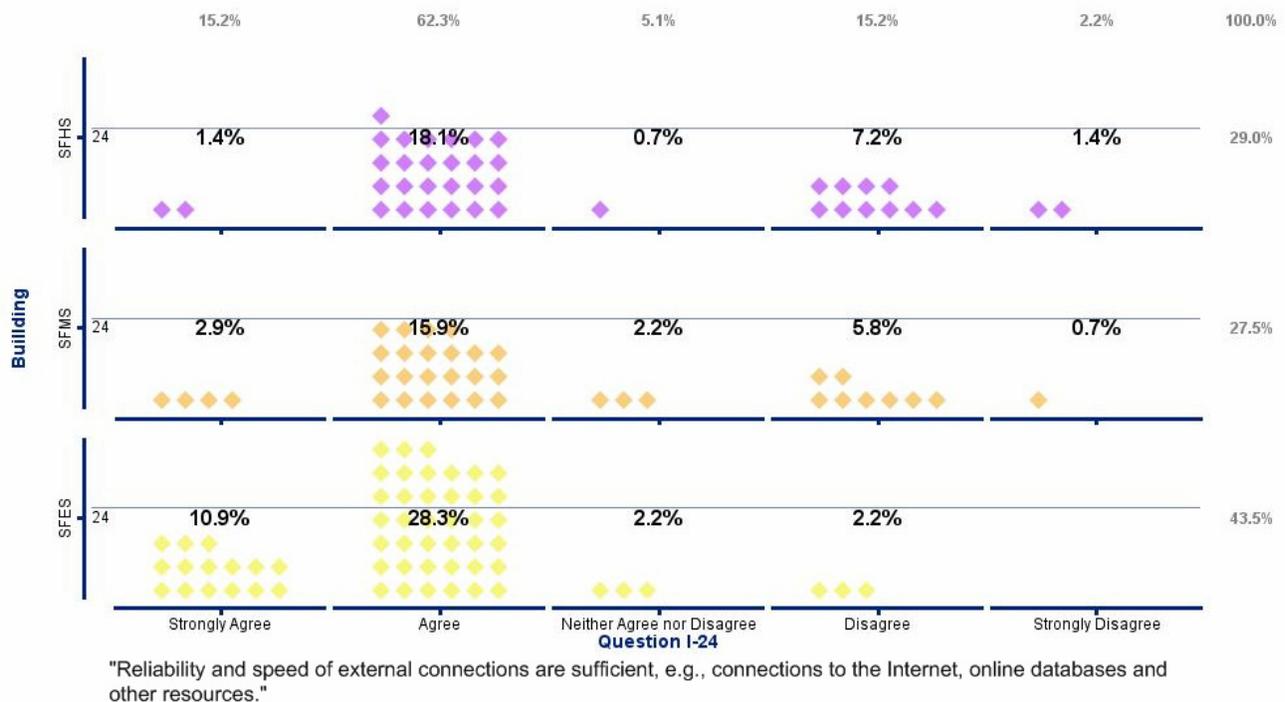
The elementary library media program provides instruction to help meet Wisconsin's Information and Technology Literacy standards. In addition to basic skill instruction, K-4 students are involved in WEMTA's Golden Archer Award. The library media center staff works closely with the classroom teachers in providing resources for their instructional units. Efforts are made to include collection purchases that will support new textbook adoptions.

The elementary media center houses 6 computers for students to use while they are in the library media center. A mounted data projector is available for teachers to use during instruction in the media center. Currently, one laptop is used for library instruction but is also available for classroom use on an as needed basis. One projector cart is also available for checkout.

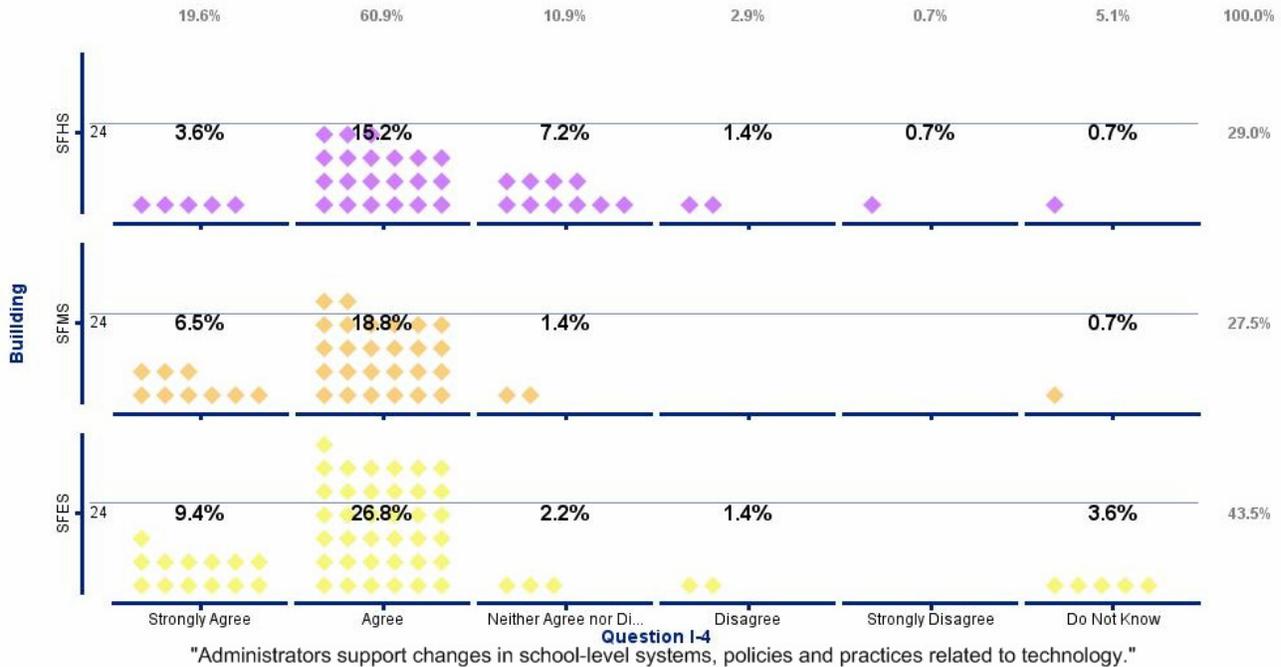
Survey Results Regarding Infrastructure and Support



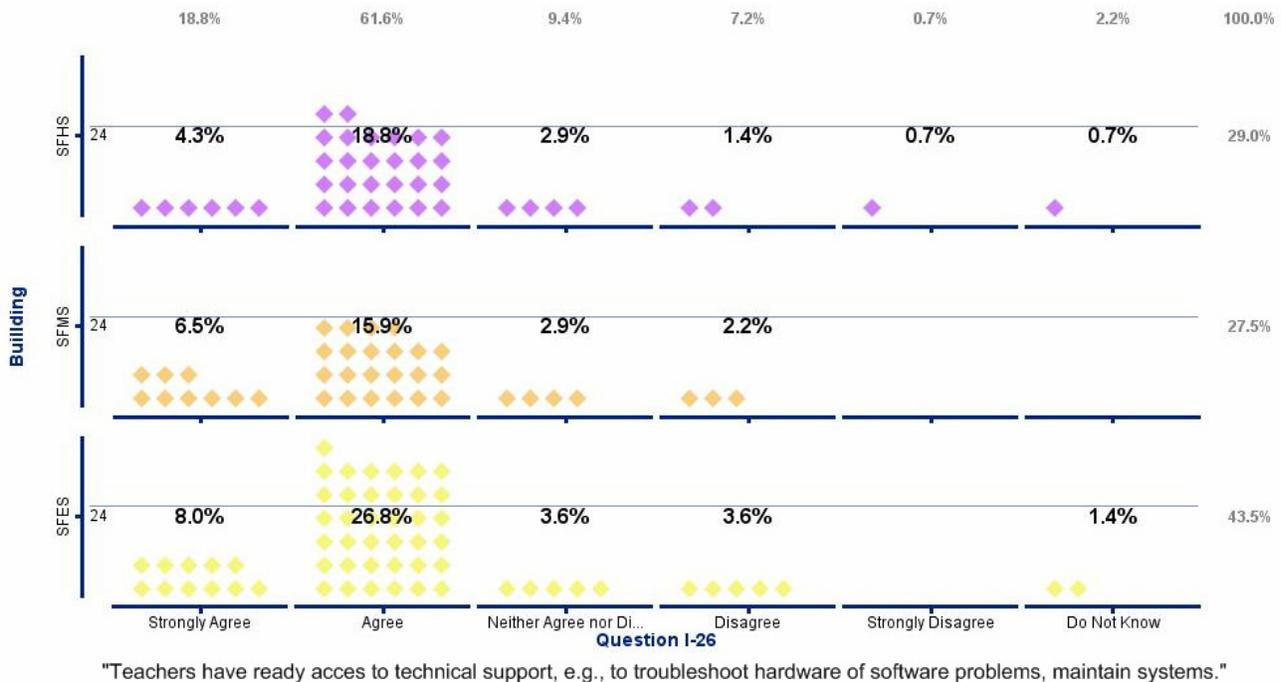
Results drawn from the 2010 STNA experience indicate that the staff reports a generally high level of access to resources. Constant, ongoing efforts to improve both wired and wireless network conductivity, as well as the commitment to the regular replace of equipment have helped to ensure workable access for all users. Planned increases in Internet bandwidth should address the ever-growing demand for access to interactive online educational resources.



Section 3.6 Supportive Environment for Technology Use



Data collected during the 2010 STNA assessment points to a strong positive response in regards to this set of indicators. Respondents expressed that they are provided with the tools, support and administrative leadership necessary to experience success in the use of technology and library media resources. Although data from the STNA survey shows a generally positive sense in regards to technology, there are also indications of confusion about the objectives and priorities of the District. The need to continue to working to develop and communicate a shared vision for library media and technology in the District remains an ongoing challenge.



Alignment to Standards

Alignment to Wisconsin Model Academic Standards for Information and Technology has been an important consideration in curriculum planning in the District. As part of a district-wide curriculum initiative we are in the process of re-examining our existing scope and sequence documents in order to bring them up to date with the most current Technology Literacy Standards. The School District of Sheboygan Falls is committed to an extensive curriculum mapping project using the online application Curriculum Mapper. During the 2009-2010 school year local academic standards were identified in all subject areas K-12. As the overall master map for the District takes shape we are gathering valuable documentation of the strengths and weaknesses in our integration of the Information and Technology Literacy Standards. Goal 5 outlined later in this document addresses the plan to integrate the updated Information and Technology standards into the overall curriculum map. The Director of Instruction and Educational Technology Specialist coordinate and support this initiative.

Sample curriculum documents are attached in Appendix G.

Section 4 Goals, Objectives and Action Plans

Goal 1

Need Statement: The need exists to gather meaningful ongoing assessment data in order to prescribe appropriate individual educational accommodations and to measure their affect on student learning.

Goal: To continue and expand the use of 21st century assessment tools to assess learning, and to collect and analyze data in order to improve instruction and student achievement.

Objective: Within the period of this plan educational staff will be trained in the use of MAP (Measurement of Academic Progress) testing to provide an additional means of understanding the individual learning needs of students.

Task to be Completed	Those Responsible	Timelines	Budget	Success Indicator(s)
Provide teacher training in the effective use of MAP for both Special Education and General Education staff	Educational Tech Specialist, Director of Instruction, Special Ed Director, Teacher Trainers	Summer 2010	Professional Development Budget, IDEA Funding Title II Funding	Observation of teacher proficiency and confidence level
Establish a pilot project at grades 3, 5 and 7	Special Ed Staff, General Ed Staff	2010-2011 School Year	Special Ed & Instructional Budgets, Title II Funding	Standard assessments of student achievement
Expand MAP to include grades 4, 6 and 8	Special Ed Staff, General Ed Staff	2011-2012 School Year	Special Ed & Instructional Budgets, Title II Funding	Standard assessments of student achievement
Research additional online and computer-based assessment options that support District RTI Model	Educational Tech Specialist, Director of Instruction, Special Ed Director, Teaching Staff	2010-2013	Special Ed & Instructional Budgets, Title II Funding	Standard assessments of student achievement

Goal 2

Need Statement: Effective instruction is dependent on the ability of teachers to differentiate instruction to meet the individual needs and learning styles of our students. Differentiation is a key component of the RTI Model that is under development as a major educational initiative in the District. The use of technology can increase the number of strategies available to more actively engage students in learning experiences. Results of the School Technology Needs Assessment indicate that our teachers see professional development in integrating technology to differentiate instruction as their greatest single training need.

Goal: To more effectively meet the increasingly varied individual learning needs of our students.

Objective: By the end of the plan period the District will provide teachers with the classroom tools, knowledge and skills necessary to effectively use technology as a means of improving differentiated instruction.

Task to be Completed	Those Responsible	Timelines	Budget	Success Indicator(s)
Identify training needs relative to differentiation in each building and develop a training plan to address those areas.	Building Tech Committees, Educational Tech Specialist, Director of Instruction, Director of Special Ed	Summer 2010	Technology, Special Ed and Instructional Budgets	Observation of teacher proficiency and confidence level
Provide opportunities for teachers to share successful strategies for differentiation with their peers.	Building Tech Committees, Educational Tech Specialist, Director of Instruction, Director of Special Ed	2010-2013		Adoption of successful practices by staff members
Research and identify resources, software and hardware options that support differentiation in the classroom.	Building Tech Committees, Educational Tech Specialist, Teaching Staff	2010-2013		Adoption of successful practices by staff members

Goal 3

Need Statement: The dependence on a stable, secure infrastructure for data and communication functions has become increasingly important for the successful and efficient operation of any school district.

Goal: To maintain secure and dependable communication and data systems based on cost effective, current technologies and industry best practices.

Objective: To investigate and implement emerging data and communication technologies as appropriate to support the educational and administrative business needs of the School District of Sheboygan Falls.

Task to be Completed	Those Responsible	Timelines	Budget	Success Indicator(s)
Completion of current expansion of the wireless computer network to provide access as is practical in instructional areas	-Technology Team	June-August 2010	Technology Budget	Completion of project per plan
Research will be completed on the possible implementation of a district-wide IP telephone system	-Technology Team -Business Manager -Director of Maintenance	June 2010-June 2011	District Facilities Budget	
Research and possible implementation of emerging technologies as needed to support instructional and business goals	-Technology Team	June 2010-June 2013	To be determined per project focus	To be determined per project focus

Goal 4

Need Statement: Research indicates that the integration of information and technology literacy skills into the curriculum positively impacts student achievement. A strong district library media program supported with technology resources is needed to strengthen student learning. In the past few years, new reading materials have become available in different formats; these formats need to be explored to help meet the needs of our diverse learners. As our elementary reading curriculum moves toward a leveled reading program, the library media program needs to examine its role in the support of these materials.

Goal: To provide equal access to a wide variety of current, balanced information and technology resources.

Objective: By the end of each year of the plan, the collection of print and non-print resources for 4K – 12 curricular and recreational needs will be reevaluated and updated.

Task to be Completed	Those Responsible	Timeline	Budget	Success Indicator(s)
Evaluate and update resources; Titlewise analysis	LMS	2010-2013	Library Media Budget	Yearly Titlewise analysis, weeding
Promote reading through book talks and classroom activities	LMS	2010-2013	Library Media Budget	Increase in library circulation and use
Provide in-service training for teachers on new resources and tools.	LMS	2010-2013		List of training sessions offered, attendance lists
Meet with teachers to identify materials that will enrich instructional units.	LMS	2010-2013		Staff survey of resources used
Investigate reading materials in new formats (such as eBooks, Kindles, Playaways) and incorporate as appropriate	LMS	2010 – 2013	Library Media Budget	Library media inventory Includes new format material

Continued:

Work with the elementary reading staff to determine how the library media program can support the use of leveled reading materials in the classroom	LMS Elementary Reading Staff	2010 - 2013	Library Media Budget	Yearly circulation Discussions with Elementary Reading Staff
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Goal 5

Need Statement: In June 2006, NCLB requires that the district has a plan in place to ensure that all students are technologically literate by the end of eighth grade. In addition, research indicates that the integration of information and technology literacy skills into the curriculum positively impacts student achievement.

Goal: To integrate updated information and technology literacy standards into the curriculum to improve student achievement.

Objective: By the end of the 3rd year of the plan, a current matrix of Information and Technology Literacy Standards will be in place for grades K – 12.

Task to be Completed	Those Responsible	Timeline	Budget	Success Indicator(s)
Study new AASL, Wis Model for Academic Standards for Information and Technology Literacy and National Educational Technology Standards and determine which of these standards will be integrated with current District academic standards	LMS Curriculum Coordinator Educational Tech Specialist Building Tech Committees	2010-2013	District Curriculum Budget	Meeting notes
Create an information technology literacy matrix based on new state and national standards – for use in curriculum mapping	Classroom teachers LMS Curriculum Coordinator Educational Tech Specialist	2010-2013	District Curriculum Budget	Matrix
Evaluate existing and create new units in each grade level, identifying information technology standards taught	Classroom teachers LMS Educational Tech Specialist	2010-2013	District Curriculum Budget	Lesson Plans and list of units completed in matrix

Section 5 Dissemination

Based on the results of the 2010 STNA survey we have made significant progress in the effort to communicate a clear vision and mission. Still, sharing the specific goals of the long range plan, is an area in which we can always show improvement. This is supported by anecdotal evidence of misunderstandings in the community about technology in the Sheboygan Falls School District. An ongoing strategy for reaching all stakeholders with this information needs to remain a priority.

Section 5.1 Dissemination to School Staff

Administration

The finalized plan will be shared and discussed with members of the school administration in one of their regular administrative team meetings. Regular monthly updates for the administrative team on technology issues and initiatives are being scheduled.

Faculty

Presentations on the plan will be made at the Elementary School, Middle School and High School as part of their monthly faculty meetings. Building technology committees will be involved in further defining goals and communicating those plans at a building level. Specifics of goals pertaining to smaller subsets of the faculty will be discussed in grade level or department meetings. Faculty members have responded positively to frequent, brief “Technology Updates” that they receive by email.

Section 5.2 Dissemination to Community

Board of Education

The Library Media and Technology plan will be presented to the Board of Education for approval. Specific topics within the plan will be subjects of technology updates that have become a regular part of discussion at the monthly meetings of the Board.

Parents

The plan will be posted to the Sheboygan Falls School District web site which has become a successful and heavily used resource for communication with parents. We will pursue the possibility of a presentation on this topic at the Elementary or Middle School PTO meetings.

Community

The School District of Sheboygan Falls web site has become an important conduit for communication with the community. The long-range plan and information about technology initiatives will be posted at that site.

Information on the plan will also be shared at a meeting of each building’s Site Council. This provides an additional opportunity to connect with staff members, parents, community members and representatives of the Board of Education.

Section 5.3 Adult Literacy Opportunities

Community members will be informed of adult learning opportunities through a variety of communication methods:

- Information will be posted to the Sheboygan Falls School District web site.
- Information will be shared through civic organizations, such as Chamber Main Street.
- Local news media including the Falls News and Sheboygan Press.
- Information will be shared through other providers of adult education in the area.

Appendices

Appendix A: Acceptable Use Policy including CIPA Compliance and Web 2.0

Appendix B: Technology Concerns for Students with Special Needs Policy

Appendix C: Copyright Policy

Appendix D: Selection of Educational Materials Policy

Appendix E: Reconsideration of Educational Materials Policy

Appendix F: Interlibrary Loan of Materials Policy

Appendix G: Sample Curriculum Documents

Appendix H: 8th Grade Technology Assessment

Appendix I: Analysis of Library Collection

Appendix J: Budget Summary

Appendix K: Hardware and Software Inventories