

Executive Summary

The St. Francis School District embraces the belief that technology is important to the process of learning because it has become an integral part of our information-based culture. With this in mind, our District Technology Advisory Committee has had important conversations this year in prioritizing our objectives in maintaining educational systems where technology is a tool to seamlessly support learning. With shrinking resources, both financial and human, our efforts during the coming three years will focus on effectively maintaining systems to support student learning while maintaining the shared vision of technology in our district.

During the implementation of this plan, our Advisory Committee will continue to search for new and creative ways to effectively use our current technology while also acquiring more tools when necessary. The coordination of resources and professional development will continue to focus on improving the educational experience for our St. Francis community and our students.

St. Francis School District Information & Technology Plan



2006 - 2009

Carol Topinka, Superintendent

School Board Approval 6/19/06

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Introduction

Robust access, anywhere, anytime...a large challenge for the small community of St. Francis. Over the past ten years, our technology goals have focused on ensuring that our students would become effective users of technology to sustain life long learning. In order to maintain this high level of technological integration, we must focus on using technology to reach all of our students and our community. According to Amy Azzam in her article “Digital Opportunity”, 57% of school age children across the United States are using home computers to complete school assignments, 53% classroom teachers are using technology in their classroom instruction, 88% of public schools maintain a Web site, and virtually all schools are connected to the Internet. Although these results sound promising, unfortunately they reflect middle income students. When looking at students from lower income households, only 29% have access to computers and use the internet one-third as frequently as their upper income peers. As the community of St. Francis embraces a changing demographic, we must consider the purposeful placement of technology to reach our entire community and maximize student learning.

Once we are able to provide access to students, how do we best utilize technology to enhance their education? According to Marc Prensky in his article “Listen to the Natives”, technology can help to engage and motivate students. Teachers are not effective leaders when they are making all decisions for their learners. Students in the 21st century need to collaborate with their teachers in creating flexible, personalized instruction that adapts to each student as they learn. Technology used as a tool can help to facilitate this type of learning where “digital tools are like extensions of students’ brains.”

After careful review of relevant literature about the integration of technology (see bibliography), keeping best practice in mind and the financial constraints of our district, our technology teams has written a plan to address our two most important concerns during the next three years.

- Communicating our technology vision so that our community embraces the importance of technology to increase learning possibilities.
- Maintaining appropriate access to technology for all of our students to support teaching and learning.

This plan reflects the guidelines established by the Wisconsin Department of Public Instruction for technology plans as well as meeting compliance for the requirement of Standard h of the state administrative rule for library media services.

Vision

The vision of the St. Francis School District is based on four key beliefs:

1. Education is an innovative, evolving process based on student needs and measured by a year's progress in a year's time.
2. Support and intervention are provided in a physically and emotionally safe learning environment.
3. A student's education integrates academics, arts, activities and athletics.
4. Learning is a shared responsibility among student, family, staff and community.

In regard to technology, to support these beliefs, the district strives to ensure that students and staff become life-long learners through the effective use of ideas and information in a global society. This requires providing students and staff with the tools and library media resources necessary to learn with full integration of technology into the curriculum and collaborative efforts of all those responsible for student learning.

Mission

The mission of the St. Francis School District is to provide a safe, progressive educational environment that maximizes the potential of each student. Educational programs consist of academic, social, civic and technological curriculum designed to prepare students for the challenges of their future. In aspiring to meet its vision the district strives to:

- ✓ Provide access to current hardware, software and other technologies that enable utilization of school, district, community and world resources in flexible settings
- ✓ Develop knowledge, 21st Century skills and attitudes that support lifelong learning, both in individual and cooperative environments
- ✓ Support the ethical use of information technology and interpretation of information acquired through information technologies to enable students to become responsible and self-directed learners and critical thinkers
- ✓ Provide access to instruction and in-service regarding technology that is meaningful and interactive and that can be applied to real-life situations and experiences
- ✓ Create learning environments characterized by seamless integration of technology consistent with curriculums in all discipline areas to meet the needs of differentiated instruction and learning
- ✓ Focus on progress toward continued integration of technology into curricular areas in accordance with the Wisconsin Model for Academic Standards
- ✓ Provide opportunities for parents and community members to be informed of the use of technology to enhance learning

Background Information

Community and School District Demographics

St. Francis is the smallest community and has the lowest per capita personal income in the greater Milwaukee area, historically resulting in many financial challenges that the district has had to overcome. St. Francis is influenced by its inclusion in the metropolitan area of Milwaukee, yet remains a small and insular community as well, nestled on the shores of Lake Michigan. Considered an inner suburb, the community of St. Francis takes on many of the characteristics of the large city of Milwaukee in terms of meeting student and family needs.

The school district, with a total student population of 1,426 reconfigured two K-8 buildings into a K4-3 building (the Primary School) and a 4-8 building (the Intermediate School) for the 2005-06 school year and the high school remains a 9-12 grade environment. According to 2002-03 WINNS data, 34.5% of our graduates plan on attending a four-year college and 44.8% a Vocational or Technical College.

District Technology Advisory Committee

Brad Browne	Technology Coordinator	St. Francis School District
Sue Dohr	Library Media Specialist	St. Francis School District
Peter Graven	8 th Grade Teacher	Deer Creek Intermediate
Sandy Korom	Spec. Education Teacher	St. Francis High School
Michelle Mancl	Principal	Willow Glen Primary
Julie Orlowski	Business Manager	St. Francis School District
Blake Peuse	Principal	Deer Creek Intermediate
Carol Topinka	Superintendent	St. Francis School District

Planning Process

The current planning process involved a collaborative effort of the district Information Technology Advisory Committee, which included a regular education teacher, a special education teacher, the district library media specialist, the Primary School administrator who chaired the committee, the Intermediate School administrator, the business manager, district network administrator and the Superintendent.

Community, teacher and student input were obtained through participation with the Engauge process. LOTI results and recommendation of the 2001-02 year involving current staff usage and competency were also reviewed. The following timeline was established during our initial September meeting:

September 2005	Technology Advisory Committee Planning Meeting
October 2005	Technology Advisory Committee attends DPI Technology Planning Workshop enGauge Team Leader attends training
Fall 2005	Discussion Groups to review current, relevant research enGauge training for entire team enGauge Staff, Student and Community Surveys completed
Nov. - Dec. 2005	Participation in enGauge Cohort process Partnership with Wisconsin Dells
Jan. - April 2006	Monthly Technology Advisory Committee meetings to review enGauge data, review mission, develop goals and write plan.
March 2006	Attendance at WEMA/Brainstorm 2006 Combined Conference
June 2006	Presentation to School Board for Approval

Library Media Centers and Collection Development

Reconfiguration of district buildings to one K-3 Primary building and one 4-8 Intermediate building necessitated the moving of books and media from Deer Creek to Willow Glen and vice versa during the 2005-06 school year. Collection maps were created for each building before and after the moving occurred using the Follett online

tool, Titlewise. Items were processed, shelved and integrated into the appropriate collections throughout the first few months of that year to accommodate needs resulting from the reconfiguration. This vast task was also streamlined due to the utilization of the newly installed state-of-the-art library media program, Destiny. At Deer Creek the standardization of the video collection was completed as parts of that collection had not been cataloged previously per Dewey guidelines. At the high school, the collection was reviewed using the Follett resource, TitleWise, also in an effort to determine which items should be weeded. In the following few months approximately 1,500 filmstrips, records and other older and/or no longer useful books and media items, including out-dated reference sets, were deleted from that collection. This massive weeding effort allowed for rearrangement of the library media center to better accommodate the needs of 21st Century learners.

Most recent collection maps reveal that there are now just over 15,000 items at the Willow Glen primary school library and that the age of the collection in most categories indicates that materials are current. At Deer Creek Intermediate School there are nearly 19,000 items. Weeding efforts in the past few years have been extensive, however, data reveals that about 20% of that collection dates prior to 1980 with additional weeding needed. The high school currently houses about 16,000 items after massive weeding efforts honed the collection there during the 2005-06 school year, however, Titlewise data reveals that weeding should continue in particularly the 300 and 500 areas as well as Reference.

Common School Funds are utilized for the ordering of new and replacement materials for each building. The district library media specialist reads reviews from various professional sources regarding books for all ages and abilities, meets with vendors, and solicits requests from students and staff in order to provide books and other media at all three schools that will best meet our student and curricular needs. Using the Follett tool Titlewave features as one guide, she is then able to prioritize items for purchase and avoid unnecessary duplications in these fiscally restrictive times.

Approximately 2/3 of the Common School Fund monies are then used to order items to arrive immediately in the fall as each school year begins. The remainder of the library budget in each school is utilized as needs arise to order books and AV materials throughout the year as student and staff requests occur.

Weeding will continue at all three schools with our combined collection of over 50,000 items to ensure that books are age appropriate, current and useful with continued use of the Follett online collection building and maintenance tools, Titlewise and Titlewave.

Students and staff input is again sought via email and through personal contacts with specific department or grade level staff members as weeding, updating and replacement continues. Recommended books and media from curricular series and new adoptions are also purchased.

Community Resources and Adult Literacy Providers

In addition to the above named groups and individuals, the school district recognizes the valuable linkage between school, home and the community that exist for students and parents in St. Francis. The public library, located in the center of the community, is one such valuable resource where community educational opportunities in technology have been provided in conjunction with shared district and public library grant funding resources as well as through inter-library loan and the assistance of the children's librarian in the Primary and Intermediate schools two afternoons per week.

In addition, the community was the recipient of a 21st Century grant in 2000 that provided an additional computer lab of 25 workstations through the remodeling of a space in the current Intermediate school building. This provided opportunities for community members to receive instruction in courses such as Microsoft Excel, Introduction to PC's, Microsoft Word, Introduction to the Internet and Microsoft Publisher. The grant also provided for a limited amount of peripheral equipment that can be used as a means to record and present data.

Brief History of the Library Media and Technology Program

Under the past plan, labs of 30 computers each were replaced at both the Primary and Intermediate schools that are annexed to the library media centers, as well as most of the high school teacher workstations. All library media centers were either remodeled or newly constructed to meet the needs of the total information technology needs through a referendum in 1996. The centrally located 3,502 square foot Library Media Center at Deer Creek Elementary has a seating capacity for 70 individuals and houses a collection of over 19,000 print and non-print media. The centrally located 3,500 square foot Willow Glen Elementary Library Media Center has seating for 80 people and houses a collection of 15,000 print and non-print materials. The High School Library Media Center located on the second floor is 5,197 square feet with a seating capacity of 78, houses a collection of over 16,000 print and non-print items. All library media centers and computer labs operate with a flexible schedule to ensure that students have access to needed materials and equipment. A web based automation system, Destiny by Follett, was implemented in the 2005-06 school year to replace the old Follet automation system.

A lab of 25 Apple 11 GS computers also remains at one of the elementary schools (Deer Creek) however, the main operating platforms of the district were established with the onset of the previously adopted plan to Windows in 1997.

The writing of this plan is a collaborative effort, involved a review of current literature regarding libraries and technology (see Appendix B for references), and reflects the guidelines established by the Wisconsin Department of Public Instruction for technology plans as well as meeting compliance for the requirement of Standard h of the state administrative rule for library media services.

Needs Assessment/Current Status

Analysis and Assessment of Progress Toward Previous Plan's Goals

The St. Francis School District made a major commitment to technology beginning in the late 1980's that led to a systematic acquisition and utilization of state-of-the art technologies. The goals of the district in regard to technology have always focused on ensuring that, on an equitable basis, students of St. Francis would become effective users of ideas and information in a global economy and view themselves as life-long learners and problem solvers. Throughout the early and mid to late 1990's the improvements in connectivity, remodeling of facilities through a referendum and growth through acquisition of state-of-the-art equipment and professional development (aided in part by grant funding sources such as TLCF, Goals 2000 and TEACH) provided staff and students with increasing levels of opportunity for technology utilization on a yearly basis. The district has accomplished a great deal with limited human resources dedicated specifically to technology. We continue, however, to struggle, be creative and use strategies to continue the upgrading of equipment and provide for professional development and necessary human resources so that students will receive the best possible educational technology opportunities that the district can offer in restrictive economical times.

Our goals from our previous plan were met in the following ways:

Goal #1 – Students and staff will be provided with up-dated equipment.

- The district did purchase and upgrade equipment to the extent that was possible utilizing all available resources.
- Software was ordered and installed to meet the needs of the students and staff.
- On-going evaluation of all media systems and recommendations for replacements occur continually throughout the year by the IT Coordinator and Library Media Specialist in collaboration with building principals.

Goal #2 – Sustained professional development to utilize technology as a tool to align curriculum

- The district completed the three-year professional development plan to train staff in the use of curriculum mapping to align our curriculum.
- Curriculum Mapping took place on a monthly basis with discussion groups to help in the initial “completion” of maps, aligning subject areas, and comparing data.
- After the initial year, the High School staff continued to struggle with the Tech Paths software. Other alternatives were discussed and researched. High School staff switched to Eclipse software. Elementary Schools continue to use Tech Paths.

- Curriculum mapping is never finished, but instead a living document that is updated regularly as students needs change.
- Alignments of Information and Technology Standards is still necessary and will take place during the Fall of 2006.

Goal #3 – Student achievement will be monitored through various sources of assessment data.

- WINNS data was discussed at staff meetings and in-services during the past three years.
- Teachers attended the SEWAC consortium at Alverno to learn about Assessment. Information was shared with staff for discussion and implementation in every classroom.
- Our guidance department completed line-by-line analysis and information was disseminated to the staff to guide instruction.

Analysis of Student Proficiency

Student proficiency in the St. Francis School District continues to be an area of focus for the Technology Advisory Team. Beginning in the 2004 - 2005 school year, 8th grade students were tested for keyboarding skills. Students who are unable to keyboard 40wpm are expected to take a keyboarding class during their freshman year at the high school.

Beginning in the 2006-2007 school year, keyboarding software will be provided to classroom teachers in our K-8 buildings. Students will begin more “formal” keyboard instruction at the 3rd grade level. Increased use of technology interwoven throughout the curriculum will also improve students’ skill level in using a variety of technology.

Analysis of Educator Proficiency

In regard to staff, as previously stated, the LOTI results from the 2001-02 school year were used to further analyze staff competencies and assess the current status. The results indicate that 89% of our staff are Level 3 users or below and the need to continue staff development for further technology integration does exist.

The library media specialists have historically been leaders in the area of instructional technology for the district and provided both formal and informal training and assistance regarding new equipment and software. However, in the 2005-06 school year, because of severe budget constraints, the district reduced the library media staff to one librarian that services the districts three libraries with three part time paraprofessionals. With limited time and many demands on the LMS, teachers are encouraged to further their education regarding technology education in the form of application to attend workshops and seminars or with local universities and technical schools.

Using our enGauge data we found the following conditions surrounding educator proficiency in our district:

Scale:

1 Awareness 2 Adoption 3 Exploration 4 Transformation 5

Mean = 2.96 Variation = 0.1 Database Average = 2.99

SFSD educators overall are currently in the exploration level of technology proficiencies. Educators have implemented technology into their classrooms at basic levels, but will need to continue integrating technology as a tool in their lesson planning. A breakdown of Indicators follows.

- *Indicator: Cultivation of Digital-Age Skills and Processes*

Do educators understand the span of skills and processes that students need to succeed in the Digital-Age? Do they have the strategies for implementing and assessing those skills?

Mean = 2.93 Variation = 0.02 Database Average = 3.02

- *Indicator: Planning and Design*

Are educators skilled in designing teaching strategies and learning environments that maximize the impact that technology has on learning?

Mean = 2.68 Variation = 0 Database Average = 2.83

- *Indicator: Implementing Technology-Supported Learning*

Are educators prepared to use a variety of technology-supported strategies for teaching and learning to meet the needs of students?

Mean = 3.15 Variation = 0.03 Database Average = 3.18

- *Indicator: Assessment Literacy*

Are educators prepared to apply technology in support of the assessment process? Are they prepared to apply new forms of assessment to the products of technology-supported learning?

Mean = 2.67 Variation = 0.2 Database Average = 2.62

- *Indicator: Professional Practice and Productivity*

Are educators prepared to use technology to increase professional productivity and gain enriched access to professional resources?

Mean = 3.44 Variation = 0.28 Database Average = 3.25

- *Indicator: Social, Ethical, and Legal Issues*

Are educators prepared to guide students as they deal with the social, ethical, and legal issues related to life in a technological world?

Mean = 2.9 Variation = 0.07 Database Average = 3.05

Overall, our goals within this technology plan are aimed at improving our Educator proficiency averages at least 1 percentage point during the next three years. With a strong Technology Advisory Committee leading professional development, teachers will have a strong foundation to utilize technology across the curriculum.

Analysis of Effective Teaching and Learning Practices

The Technology Advisory Committee views the role of the teacher to be that of a facilitator, guide, co-learner and co-investigator. District staff have benefited in the past from grant monies dedicated to professional development through initiatives such as TLCF, TEACH and Goals 2000 to raise levels of competency regarding skills and technology integration. All staff has had the opportunity to participate in professional development in the form of courses, mentoring and in-service. District goals in regard to staff learning are to:

- ✓ Utilize enGauge results and recommendations to assist in the creation on-going opportunities for technology staff development and needs using a variety of methods, in conjunction with adult literacy service providers, including in-house training by knowledgeable staff and contracting with outside agencies or individuals to provide in-service or coursework.
- ✓ Encourage additional staff members to seek opportunities through outside agencies such as CESA and universities or technical schools that will meet their individual learning needs for technology and other areas of educational reform
- ✓ Explore ways, in conjunction with the School Board, to further fund professional development and learning teams as some grants that the district relied upon heavily in this area are no longer available.

Our enGauge data revealed the following around teaching and learning practices:

Scale:

1 Awareness 2 Adoption 3 Exploration 4 Transformation 5

Effective Teaching and Learning Practice

Mean = 2.86 Variation = 0.22 Database Average = 3.03

Learning Environment: Mean = 2.96 Variation = 0.4 Database Average = 2.84

Sound Base: Mean = 2.33 Variation = 0 Database Average = 2.88

Alignment To the Vision: Mean = 2.86 Variation = 0.08 Database Average = 3.4

Relevance: Mean = 3.16 Variation = 0.42 Database Average = 2.94

Range of Use: Mean = 2.98 Variation = 0.2 Database Average = 3.05

Overall, teaching and learning practices remain in the adoption phase. Teachers are continuing to learn new programs and are trying to integrate them across the curriculum. Again, with continued professional development, moving our practice into the high Exploration field will be the focus.

Analysis of Access to Information Resources and Learning Tools

Scale:

1 Awareness 2 Adoption 3 Exploration 4 Transformation 5

Robust Access Anywhere, Anytime

Mean = 2.95 Variation = 0.27 Database Average = 3.38

Technology Resources: Mean = 3.48 Variation = 0.94 Database Average = 3.42

Processes and Operations: Mean = 4.51 Variation = 0.35 Database Average = 3.93

Connectivity: Mean = 3.56 Variation = 0.05 Database Average = 4.04

Technical Support: Mean = 2.72 Variation = 0.21 Database Average = 3.28

Technology-Ready Facilities: Mean = 2.32 Variation = 0.02 Database Average = 3.29

Virtual Learning Opportunities: Mean = 1.08 Variation = 0.06 Database Average = 2.11

Looking at the data regarding access, the St. Francis School Districts emphasis on computer access for students, staff and the community continues to be important for complete integration of technology. With the average scores in Exploration, the district will continue to support a technology and media program that truly gives robust access anywhere anytime. However, financial constraints do sometimes affect how many resources we have available for our school and community. During the course of the new plan, emphasis will need to be placed on increasing our Virtual Learning Opportunities. These opportunities will be discussed with staff and community members to best meet the needs of our population. Creative ways to provide long distance/virtual learning will need to be explored.

Analysis of Support Systems and Leadership

The continued goal of administrators in St. Francis is to maintain an efficient, stable and cost effective networked computing environment for the School District and increasingly become more effective users of technology themselves. The previous district technology plan, upon which this revision is written, focused on the replacement of two aging labs in the now Primary and Intermediate buildings. It also ensured that each teacher had a current, networked workstation on his/her desk for record keeping, reporting and communication purposes, as well as multiple networked stations in each classroom for student use with a T1 connection, using a fiber optic backbone and Cat 5 wiring to all classrooms to support video, voice and data transmissions. This enables administrators and staff to communicate and model for each other effective uses of technology. During

the past plan, opportunities for continued professional development were offered through in-service days that focused on electronic entry of curriculum maps as well as summer course offerings through a partnership with Alverno College. The district library media specialist and an administrator facilitated the courses. Administrative support of coursework and professional discussion groups around curriculum mapping will continue during the next several years.

Using our enGauge data, Systems and Leadership falls within the Exploration category as follows:

Scale:

1 Awareness 2 Adoption 3 Exploration 4 Transformation 5

Systems and Leadership

Mean = 2.29 Variation = 0.48 Database Average = 3.2

Standards and Assessments: Mean = 2.04 Variation = 0.89 Database Average = 3.09

Prioritized Funding: Mean = 1.83 Variation = 0.33 Database Average = 3.37

Systems Thinking: Mean = 1.75 Variation = 0.69 Database Average = 3.14

Culture of Innovation: Mean = 2.97 Variation = 0.23 Database Average = 3.45

Community Connections: Mean = 1.71 Variation = 0.55 Database Average = 2.79

Administrator Proficiency: Mean = 3.33 Variation = 0.00 Database Average = 3.10

Professional Development: Mean = 2.96 Variation = 0.70 Database Average = 3.37

Data-Driven: Mean = 1.76 Variation = 0.46 Database Average = 3.27

School District staff acknowledges administrative support and leadership and feel comfortable with the level of commitment to supporting and improving technology. However, our data again reflect that community connections need to be improved upon. A continued focus of creatively building a community-based program supporting technology will need to be addressed.

Analysis of Information and Technology Resources and Fixed Assets

Software

The district utilizes both networked and locally installed software on all workstations. Content area specific software for business education purposes as well as age appropriate software such as Kidpix and Kidspiration are also available as specific licensure agreements allow regarding each program. Current software applications for mission critical, group communication, office and library automation, LAN administration and management are as follows: Novell Netware 6 operating systems, GroupWise 6.0 for communication, Windows 2000, Follett Destiny Library Automation System, Microsoft Office 2000 Professional, Inspiration, Kidspiration, and Kidpix. Assistive technology software utilized in the district include, Boardmaker, WYNN Reader, TestTalker, My

First Microphone, and a variety of software specific to autism and PDD and speech and language applications.

Hardware

The district currently has over 550 networked PCs, including a very limited number of laptops. Many of these were purchased and distributed throughout the district over approximately a five year period from 1997-2000 following a migration established by the previous technology plan to assist in meeting both administrative and learning needs. The goal of the migration plan was to purchase approximately 100 new workstations per year and distribute them equitably throughout the district while redirecting, re-purposing and eventually phasing out old machines. Due to financial and other challenges the district encountered in subsequent years, very few workstations have been purchased or added to the rotation other than installation of a new lab in each building during the 2002-2003 school year. This has resulted in the challenge of now replacing 200-300 aging, worn machines as well as peripherals in a restrictive fiscal environment and increasing “cost of ownership” issues. In addition, the district has acquired peripheral devices such as digital cameras, scanners, printers, projection devices on an equitable basis for all buildings. Donations have been accepted in certain situations, resulting in 150 machines being installed during the summer 2004 and a business lab overhaul in the summer of 2005. These machines were approximately 3 years old upon acquisition. In addition, assistive technology needs have driven the purchase of 11 iPAQ handheld computers, 10 laptops, and 1 notebook computer. Other devices utilized in St. Francis include Talking Spell Checkers, a variety of voice output communication devices, EduLink S FM earphone with teacher microphone, AlphaSmarts, a variety of assisted switches, Talking Pens, Touchwindows, and Powerlink Delayed Switch Device.

Networking and Telecommunications Capacities

The High School is the central networking point for the district, where a McLeod T1 line is installed for use by all buildings. Individual Point-to-Point T1 lines purchased from SBC are shared between the phone system and computer network and connect the High School to the 2 other buildings. Bandwidth has become an issue in the district due to the ever-increasing size of internet sites. The bandwidth level in the district has not changed since the late 1990s and thus the speed for the district would be considered sub-standard as compared to what should be available.

Building infrastructure equipment has not changed since the original install in the late 1990s. Much of the equipment is not optimal for the needs of each building. Hubs are still predominant in the individual switch closets that service the classrooms, and small workgroup-based switches are used at the classroom level. The hubs installed in the switch closets have shown to create bottlenecks due to poor network traffic handling.

The district backbone was built using Cisco switches and routers, and while the installation took place in the late 1990s, much of it is still viable and does not create any bandwidth issues.

Software Priorities

The district has established three tiers or layers of applications to meet the needs of students, staff and administration: Group Productivity Layers (mission critical and group applications), Personal Productivity Layers (communication and automation applications) and Enabling Layers (LAN/WAN Administration and Management, basic network services and connectivity).

Administrative and Management Software: The district has implemented Skyward as a student management system, but work is being completed on a proposal to move towards another student information system, as the limitations that Skyward has regarding student reporting have made it difficult for staff to properly report information. There is a fax machine and a networked copy machine/printer device in the district office. The district has Internet filtering software from Secure Computing in place to ensure compliance with the Children's Internet Protection Act as well as a hosted filtering system for email purchased from Intellireach.

Communications and Information Access: GroupWise has been used for email since 1998. An upcoming upgrade will install the latest version of Groupwise, and also provide an archival system so that the district complies with all open records and archiving laws. All staff and students grades 6 and above have individual email accounts. Each teacher has a telephone in his/her room that includes voice mail. Faxing can be done in each of the building offices. Satellite and cable are available in limited form in the district to facilitate distance learning. Work is being done on a plan to replace the aging cable system with a new digital cable infrastructure. Each computer workstation can access the Internet. All library media centers have Online Public Use Catalogs with access via both the Intranet and the Internet. District information and policies are posted on the district website.

Instructional and Curricular: The district utilizes networked software almost exclusively and has focused on group applications that are universal in nature to increase personal productivity, such as Office 2000 and Inspiration/Kidspiraton. The district needs to continue to purchase upgrades of software as they emerge as well as maintain current and appropriate number of licenses to utilize specific software. The Web brings a wealth of curricular opportunities to the district and teachers continue to explore and employ the use of Webquests and other web based curriculum activities to support and enhance the curriculum in an interdisciplinary, constructivist fashion. This ensures that information technology skills are not taught in isolation. In addition, keyboarding is formally introduced in 3rd grade. Middle school students are able to choose from a variety of elective courses with a popular option being Web Design that can be further studied at the high school. Each school and the district maintain a web page with input from

students. Cisco Academy, established at the high school, also allows for the training of a limited number of students each year that aid the network administrator in daily maintenance tasks.

Hardware, Facilities, and Network Priorities

Hardware: Workstations and Peripherals - The School Board for the 2003-2004 school year had committed \$55,000 of district funds to the upgrade of aging equipment and software and an additional \$45,000 of TEACH monies held over from the 2001-02 school year were allocated for this purpose as well in 2002-03. In 2003-04 approximately \$40,000 of 2003 TEACH money was used to upgrade servers and replace additional hardware. No further capital has been available for capital purchases or replacement due to the present financial climate. The technology budget is \$55,000 and has been primarily used for replacement of the most aged equipment, replacement of printers and PCs on an as-needed basis, and for yearly software licensing. Licensing fees have run over \$36,000, and consume the majority of the budget, leaving on 19,000 for all other technology related expenses.

Facilities: Network Design – All buildings in the district are connected via WAN topology since 1997.

Building and Classroom Wiring – Standards – Each building has a fiber optic backbone infrastructure and Cat 5 wiring to each classroom that was completed in the summer of 1996.

Goals , Objectives, Action & Implementation Plans

In regard to technology and curriculum overall goals are to:

- ✓ Seamlessly infuse the use of technology into all areas of the curriculum.
- ✓ Provide students and staff access to computers and other technology in as flexible an environment as possible.
- ✓ Ensure that technology is addressed in the revision of all curriculums by the use of benchmarks aligned with the Standards as curriculum mapping continues.
- ✓ Extend and transform the existing curriculum in all areas beyond the school structure, involving new paradigms and the ability to access global networks.

Using the above overarching goals as our guidelines and after a careful review of our enGauge data, we have developed the two following goals to focus us during the next three years. Considering our financial constraints and our limited available human resources we have decided to narrow our focus on two goals in hopes of successfully implementing them within the timeframe of this plan.

Goal #1:

Problem or concern narrative derived from Needs Assessment:

Students and school staff need to have robust access to technology—anytime, anywhere—to support effective designs for teaching and learning. Contemporary schools and districts are in a position to exploit technology for lifelong learning. Technology can facilitate change, empower users, multiply access, and expand possibilities rather than minimize options.

Engage Findings:

Robust Access, Anywhere, Anytime

Do students and school staff have robust access to technology—anytime, anywhere—to support effective designs for teaching and learning?

Respondents were asked questions related to the technology available to them for use and the support available to them.

Mean = 2.95 Variation = 0.27 Database Average = 3.38

Technology Resources: Mean = 3.48 Variation = 0.94 Database Average = 3.42

Processes and Operations: Mean = 4.51 Variation = 0.35 Database Average = 3.93

Connectivity: Mean = 3.56 Variation = 0.05 Database Average = 4.04

Technical Support: Mean = 2.72 Variation = 0.21 Database Average = 3.28
 Technology-Ready Facilities: Mean = 2.32 Variation = 0.02 Database Average = 3.29
 Virtual Learning Opportunities: Mean = 1.08 Variation = 0.06 Database Average = 2.11

Goal Statement:

The district will provide staff and students with up-to-date equipment in classroom and labs, as well as a modern infrastructure to ensure maximum teaching and learning opportunities utilizing technology can occur.

Measurable objectives to achieve goal:

1. Replace student information system with web-based solution for easier access for staff and parents from anywhere
2. Replace and upgrade email system to adhere to state law re; archiving and also provide better access from anywhere for staff and students.
3. Replace individual building file servers.
4. Review possible solutions to upgrade existing Point-to-Point T1 lines between building and T1 Internet Connection. Upgrade lines using eRate guidelines
5. Standardize configurations for PC equipment district-wide and leverage longer-term purchasing agreements for cost savings.

Indicators of Success or Evaluation Instrument

1. New Infrastructure (New Servers in buildings, new email system, new Student information system)
2. Upgraded and faster internet connectivity to match today's bandwidth requirements
3. 5-year Infrastructure upgrade plan and separate classroom/desktop replacement plan.

Activities or Resources	Person Responsible	Timeline Start-Finish	Projected budget
Email system Upgrade	Technology Coordinator	April-May 2006	15,000 budgeted for 05-06 school year.
Student Information System Migration	Technology Coordinator, Support Staff	April 2006-December 2007	55000 in 05-06 budget, 7-9000 per year for licensing and training yearly afterwards.
5-year Infrastructure Replacement and Upgrade Plan	Technology Coordinator/Business Manager	September 2006	
5 Year Desktop PC replacement and upgrade Plan	Technology Coordinator/Business Manager	September 2006	
e-Rate Training	Technology	November 2006	

	Coordinator		
Negotiate potential desktop PC contract for district	Technology Coordinator/Business Manager	Late 2006/Early 2007	
eRate Filing	Technology Coordinator/Business Manager	November 2006-February 2007	
Building Connectivity Upgrades	Technology Coordinator	Ongoing 2006-2007	5,000 and monthly charges
Building Server Replacements	Technology Coordinator	Summer 2007	18,000 (could change due to market cost changes in hardware costs and consulting fees)

Goal #2 -

Problem or concern narrative derived from Needs Assessment:

The district vision for technology needs to be regularly communicated and professional development time must be offered for the completion of the alignment of the Information & Technology Standards to ensure that stakeholders understand the importance of this process and continued professional development to the vision for technology in the district.

enGauge Findings:**Forward-Thinking, Shared Vision**

How is the education system building a shared, community-based vision that prepares students to learn, work, and live successfully in the Digital Age?

Respondents were asked questions about Indicators related to Vision. The combined answers across the Indicators places your district as follows in the Condition:

Mean = 1.72 Variation = 0.31 Database Average = 2.57

Digital-Age Vision for Learners: Mean = 1.87 Variation = 0.14 Database Average = 2.71

Sound Base in Research and Best Practices: Mean = 1.78 Variation = 0.25 Database Average = 2.6

Community Linkages: Mean = 1.29 Variation = 0.36 Database Average = 2.48

Stakeholder Commitment: Mean = 1.96 Variation = 0.42 Database Average = 2.61

Communication: Mean = 1.68 Variation = 0.39 Database Average = 2.44

Goal Statement:

The district will provide and utilize professional development opportunities that focus on the clear communication of the district vision for technology to facilitate:

1. the completion of the alignment of the Wisconsin Model Academic Standards for Information Technology Literacy within our current curriculum mapping process, including a standardized practice regarding the teaching of keyboarding.
2. the exploration and utilization of new technologies and best practice

Measurable objectives to achieve Goal:

1. Communication of the district vision for technology through websites, mailings, announcements, etc.
2. Complete the alignment of the Wisconsin Model Academic Standards for Information and Technology Literacy using the curriculum mapping process and software adopted by the district.
3. Participation by district staff in district initiated coursework to address this goal through a partnership with Alverno College during the summer of 2006.
4. Participation by district staff in forums/discussion threads, workshops, conferences, etc.

Indicators of Success or Evaluation Instrument

1. K-12 alignment in curriculum mapping software will be completed by June 2007.
2. Principals will document evidence of alignment in curriculum maps and supervise teaching practice.
3. Principals and staff will facilitate coursework and discussion/learning opportunities.

Activities or Resources	Person Responsible	Timeline Start - Finish	Projected budget
Communication of vision	Technology Advisory Committee, Administrators	June 2006 - ongoing	
Provision of time for alignment of ITL Standards	Principals	June 2006 – June 2007	Possible extra pay as per contract (\$23.50/hr.)
Alignment of ITL Standards	Teachers	Summer 2006-June 2007	
Documentation of completion and supervision	Principals	September 2006-ongoing	
Alverno Coursework	Principals, Staff	Summer 2006	
Discussion Forums, Workshops, etc.	Technology Coordinator, Principals, Staff	Summer 2006-ongoing	Registration fees/travel

Dissemination

Adult Literacy Component

The School Board has an established policy for the community's use of facilities which are actively utilized by community members for a variety of reasons, including technology opportunities offered, at this time, mainly through the 21st Century computer Lab located in the Intermediate building. The public library, in conjunction with the district through sharing grant monies has also offered courses and workshops for adult community members and disabled individuals. Parents and other community members attend Open Houses at all schools with the computer labs being a popular area to visit as students educate parents, grandparents and other significant adults through demonstration and hands-on experience. In addition, the use of curriculum mapping software will readily allow for the distribution of curriculum maps to parents as a means to inform them of academic expectations. Currently all district policies including, Internet Safety and Acceptable Use, Materials Selection and Reconsideration, Inter Library Loan and copyright can be accessed online through the district web page. (See bibliography – Appendix B).

Monitoring, Evaluation and Revision

The monitoring of the plan will be on-going and achieved primarily through the Technology Advisory Committee comprised of members from each building, including the administrators. The Team will communicate and meet four times during the school year to ensure the plan is executed and expectations are met. The Team will collaborate with the Superintendent and School Board to revise the plan if necessary to meet realistic expectations. An end of the year meeting will be held to evaluate the goals and objectives, reflect on our progress and adjust the plan as necessary.

Incorporation of Evaluation Information for Ongoing Planning

Student survey and staff assessment information will become a focus to better meet the needs of users and plan for purchases as well as curricular and in-service opportunities. The Technology Team also is analyzing student test data from the WINSS site. In addition, the Team will gather data as possible from other school assessments, such as rubrics and running records that are utilized in many classrooms. The professional development initiative using the concept of curriculum mapping and the TechPaths/Eclipse software will then provide district administrators and staff a tool to continually monitor the use of teaching practice in the district for the purpose of improvement by specifically providing data that allows for discussion that will lead to revisions in curriculum.

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Wenglinsky, Harold (2006). “Technology and Achievement, The Bottom Line” Educational Leadership, January

Further information regarding sites and policies referred to in this plan can be found at:

District Websites

www.dcchargers.org

www.wggators.org

www.stfrancissd.org

District and Public Library Media Center Websites

www.stfrancislibrary.com

[www.themariners.org /LMC/index.htm](http://www.themariners.org/LMC/index.htm)

District Policies (including Materials Selection and Reconsideration, Internet Safety, Copyright, AUP, etc.)

<http://www.stfrancissd.org/bylaws.htm>