

St. Francis School District Information & Technology Plan



2009 - 2012

Carol Topinka, Superintendent

School Board Approval 6/29/09

Address any questions to:
Michelle Mancl
mmancl@wggators.org
414-486-6310

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 the recent passing of a referendum and focused commitment from staff and community, our efforts will continue to focus on improving and upgrading our systems and resources to effectively support student learning while maintaining the shared vision of technology in our District.

During the implementation of this Plan, the Technology Advisory Committee will be expanded to include more teaching and support staff. Since professional development is integral to the Plan, many subcommittees of staff will be gathered together to plan successful development activities to further our learning goals.

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D. Introduction

Review of Relevant Research and Best Practices

Technology goals in the St. Francis School District are focused on three main categories: Equipment and Infrastructure; Professional Development; and Curriculum Alignment. Specifically, these categories involve updating the equipment and infrastructure, modeling and promoting technology use through professional development, and aligning the Wisconsin Model Academic Standards for Information and Technology Literacy across the curriculum.

In order to plan for success in accomplishing these important goals, the District has reflected on research and best practices to guide discussions during the planning process. We repeatedly asked ourselves, “What skills and essential learning will our students need to be successful in a technology-driven world?” The District continually engages in problem solving discussions around the complexity of recognizing and assessing Technological Literacy in our students and staff.

The U.S. Department of Education defines Technology Literacy as the following: “the ability of individuals to responsibly use appropriate technology tools to access, manage, integrate and evaluate information; construct new knowledge; and communicate with others to improve learning and acquire lifelong knowledge and skills.”

The International Society for Technology in Education (ISTE) supports the National Education Technology Standards (NETS) as a framework for exemplary instruction that fully integrates technology. NETS identifies effective educators as those teachers who, “model and apply the National Educational Technology Standards for Students as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.”

The St. Francis School District has discussed their commitment to carrying out the Department of Education’s mission in helping create world citizens capable of navigating technology to improve learning for all. The District is supportive of the International Society for Technology in Education’s focus on creating a technology roadmap for all students, teachers, and administrators in setting goals for success in today’s digital age.

Over the last three years, the District has accomplished many objectives toward building the infrastructure and technology available to teachers, students and community members in our schools. The recent successful referendum will allow the District to continue on this path in the new Plan, and provide the much needed resources to support continued growth.

One of the main concerns in this Technology Plan is continuing the integration of technology into curriculum. More importantly, how will the District provide solid professional development for teachers, so that they may welcome and share in the learning that can happen with technology in the classroom? Alan November, a leading voice in technology in the schools, shares that students are coming to us with more and more technological knowledge. He talks about the paradigm shift from the teacher being the “smartest kid in the classroom” to that “smartest kid” allowing students to use all the resources they have at their disposal to create the learning themselves. November cautions us that all too often students think that “if it’s on the internet, it’s true”. He challenges us as educators to take part in professional development that will help us navigate new technologies with our students, so that meaningful learning can take place. “To survive in the future economy, kids must learn how to research, publish and communicate while with the Internet and other information tools.”

After careful review of relevant literature about the integration of technology with mindfulness to best practice, the District has written a combined Plan to address three top concerns:

- Updating current equipment and infrastructure.
- Providing top notch professional development on the integration of technology.
- Aligning the technology standards with District curriculum and learning targets.

Vision Statement

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 students, family, staff and community.

In regard to technology, to support these beliefs, the District works 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 Statement

The mission of the St. Francis School District is to prepare students to be literate and responsible world citizens and to provide a safe, progressive educational environment that maximizes the potential of each student. It focuses on seven outcomes for student learning: Positive Self-Esteem; Social Competence; Ethical Disposition; Proficiency in Academic Knowledge and Skills; Proficiency in Complex Thinking; Proficiency in Applications of Information Technology; and Global Perspective. 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 mission, 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 professional development 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 curricula 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 for Technology and Student Learning.
- Provide opportunities for parents and community members to be informed of the use of technology to enhance learning.

E. 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 1,353 housed within a K4-3 building (Primary School), a 4-8 building (Intermediate School) and a 9-12 building (High School). According to 2006-2007 WINNS data, 47.3% of our graduates plan on attending a four-year college and 30.9% a Vocational or Technical College.

District Information and Technology Team

Mark DiStefano	Principal	St. Francis High School
Steve Erickson	Technology Coordinator	St. Francis School District
Mary Garcia-Velez	Principal	Deer Creek Intermediate
Peter Graven	8 th Grade Teacher	Deer Creek Intermediate
Mary Kay Kasten-Dickinson	Library Media Specialist	St. Francis School District
Julie Kelly	Business Manager	St. Francis School District
Michelle Mancl	Principal / Director of Curriculum/Instruction	Willow Glen Primary
Jessica Senn	Spanish Teacher	St. Francis High School
Carol Topinka	Superintendent / Director of Special Education	St. Francis School District

Overview/Description of Planning Process

The current planning process involved a collaborative effort of the District Information Technology Advisory Committee, which included two regular education teachers, the District Technology Coordinator, the Primary School Administrator, the Intermediate School Administrator, the High School Administrator, the Business Manager, and the Superintendent.

Community, teacher, and student input was obtained through participation with the District Technology Survey process. The following timeline was established during our initial September meeting:

September 2008	Technology Advisory Committee Planning Meeting
October 2008	Technology Advisory Committee review of previous Technology Plan.
Dec. 2008 – Feb. 2009	Review of current, relevant research. Staff, student and community surveys completed. Review of District Technology Survey.
Jan. – April 2009	Monthly Technology Advisory Committee meetings to review data, develop goals, and write Plan.
March 2009	Review current Plan put together by Technology Advisory Committee.
June 2009	Presentation to School Board for Approval

Community Resources and Adult Literacy Integration

The St. Francis School District recognizes the valuable linkage between school, home, and the community that exist for students and parents in St. Francis. The St. Francis 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. There are numerous 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.

Adult Literacy Opportunities for Community and Collaboration with Other Educational Institutions

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. The St. Francis 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.

The St. Francis School District also continues to collaborate with Alverno College and Cardinal Stritch University to offer staff members in-house professional development and credit attainment in the area of technology literacy.

F. Needs Assessment/Current Status

Analysis and Assessment of Previous Plan's Goals

Goal 1: The District will provide staff and students with up-to-date equipment in the classroom and labs, as well as, an updated infrastructure to ensure maximum teaching and learning opportunities utilizing technology can occur.

- Power School software was implemented in the 2007 school year. This student information system is accessible by staff and parents.
- E-mail system was updated in 2006 and an archiving system was put into place.
- Leasing of equipment began in 2008.
- The District did purchase resources to the extent it was able. All teachers in two of the three buildings received new computers. Many Smartboards were purchased for all three buildings.
- All teachers were in-serviced on the creation of their own personal web pages. A new website was constructed in 2008.
- A new curricular mapping program was introduced and all teachers were in-serviced on the construction of maps.
- On-going evaluations of all media systems and recommendations for replacements have occurred throughout the year by the Technology Coordinator and the Library Media Specialist in collaboration with the Building Principals.
- E-rate was filed in 2008 for the 2009 – 2010 school year.

Areas which will continue in the new Plan:

- This goal will be continued in our next Technology Plan. The District is currently investigating many ways in which to expand their current technology in order to enhance instruction. Although many Smartboards, document cameras, and LCD projectors have been purchased and are actively being used, the labs at our Intermediate and Primary Schools need to be updated. The utilization of monies allocated through the referendum, specifically for technology, will assist the District in further meeting this goal. Through this planning and purchasing with referendum monies, a replacement Plan will be put into place. In the summer of 2009, file servers will be updated and fiber optic connections will be installed.

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

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

How has the District met this goal?

- In 2008, the District's new website enhanced the communication with the District, as well as, the community as a whole. Consistent communication was specifically evident with the referendum (survey completed).
- Power School training was provided when the system was implemented.
- Curriculum mapping has been implemented at all 3 buildings through Eclipse.
- Individual trainings were offered at each building to meet building needs.
- Many Smartboards and document cameras were purchased to enhance instruction.

Areas in which the District will continue with the new Plan:

- The District will implement technology into current maps in the 2009 -2010 school year.
- A technology curriculum, including keyboarding, will be implemented in the elementary grades.
- Survey results shows the District needs to more clearly communicate its technology vision to staff and community.

The information below is gleaned from a District-created assessment, as enGauge is no longer available. A copy of the survey completed on-line is attached.

Analysis of Student Proficiency

Teachers reported that on a weekly basis students use a variety of technologies, (e.g., productivity, visualization, research, and communication tools). Weekly, students use technology to access online resources and information, to help solve problems, to support higher order thinking, and to create new ideas. Less frequently, students use technology to communicate and collaborate with others beyond the classroom and work on technology-enhanced projects that approach real-world applications of technology. Teachers somewhat agree that technology has increased students' engagement in learning.

The 8th grade students took a TAGLIT survey. The students were to report using the following scale:

1. I don't know how to do this.
2. I can do this, but sometimes I need help.
3. I can do this by myself.
4. I can teach others how to do this.

The District considered an area of weakness one in which students ranked a one or two. These include the following areas:

- Creating spreadsheets and databases
- Creating web pages
- Using probes to collect and study information.
- Using graphic organizers and systems thinking software to solve problems.

The District considered an area of strength one in which students ranked a three or four. These included the following areas:

- Using a word processor to create documents.
- Use drawing or painting software to create pictures.
- Using a digital camera and/or scanner to get pictures into the computer.
- Use e-mail to send and receive a message.
- Using a search engine to find information on the web.

In the area of frequency, the following scale was used:

1. Almost never
2. About once a month
3. About once a week
4. More than once a week

When considering the frequency of use, students report doing the following about once a month or almost never:

- Using/creating spreadsheets and databases
- Using multimedia tools including:
 - creating pictures using drawing or painting software
 - making a video and using a digital camera
- Using communication tools
 - E-mailing at school
 - Creating a webpage for publication on the World Wide Web
- Using research and problem solving tools
 - Gathering information from CD-ROMs
 - Using probes

Students reported doing the following about once or more a week:

- Writing documents using a word processor.
- Gathering information using on-line resources.
- Finding information on the web using a search engine.

Analyzing the above information indicates that the District must give students more frequent use of technologies in order for them to become proficient.

Analysis of Educator Proficiency

Over all, teachers agree that on a weekly to monthly basis they use technology to enhance instruction and analyze student assessment data. They agree that weekly they consult with publications, online journals and other resources that can be used in teaching with technology. Weekly, teachers identify, locate, and evaluate technology resources and apply policies and practices to enhance online security and safety.

Analysis of Effective Teaching and Learning Practices

- Overall, teachers report that on a weekly to monthly basis they use technology to communicate to families about student learning and with other teachers to collaborate. On a weekly to monthly basis, teachers use technology to differentiate instruction for students with special learning needs.
- Teachers somewhat agree that their teaching is more student-centered and interactive when technology is integrated into instruction. They somewhat agree that they use technology as an integral part of specific teaching strategies, and that teaching practices emphasize teacher uses of technology skills to support instruction.
- Teachers neither agree nor disagree that technology has helped students become more socially aware and positive about their future or helped students work more collaboratively. They neither agree nor disagree that technology has helped students become more independent learners.

Analysis of Access to Information Resources and Learning Tools

- The staff overall express a necessity to provide more staff development in the area of technology from research based practices to enhance teaching to collecting and analyzing data. Teachers are indifferent as to whether they have ready access to productivity software. They are indifferent as to whether they have ready access to a good collection of print, multimedia, and electronic resources.
- Teachers feel a need for a more efficient way of scheduling the media center and labs in order to best utilize these resources. Teachers disagree that the Library Media Coordinator position is adequately staffed and scheduled.
- For the three (3) year Circulation Report, please see Appendix M-3.

Analysis of Support Systems and Leadership

- Teachers agree that electronic systems for communicating with families and the community are adequate (e.g., e-mail, teacher/school web pages, Power School). Teachers also agree that communication within the school is adequate.
- Staff disagree that teachers and students have sufficient computer hardware available for their use and the reliability and speed of external connections are sufficient.
- Staff members agree that the amount of money budgeted for technology is not currently sufficient.
- Teachers neither agree nor disagree as to whether staff supports the Technology Plan, or whether this Plan is updated at least once a year.
- Staff agree that there is more need of technical support.

- All staff members agree that they would benefit from more professional development in the area of technology. They believe that staff development must be more timely and relevant.
- The staff neither agree nor disagree as to whether the vision of the Technology Plan has been effectively communicated to the community, or whether the Plan has been developed collaboratively with staff members.

Analysis of Resources/Fixed Assets

Hardware: The District currently has approximately 500 networked PCs and laptops. Of these 500 machines, 80% are five to eight years old. Due to financial and other challenges the District has faced, very few workstations have been purchased or added to the rotation. This has resulted in the challenge of now replacing the 400 aging, worn and outdated machines, as well as, peripherals in a restrictive fiscal environment and increasing “cost of ownership” issues. During the 2008-2009 school year, a mobile laptop cart with 24 laptops was added at the High School, and 60 PC’s were replaced for the teachers at the Primary and Intermediate Schools. In addition, the District has acquired additional devices such as, digital cameras, scanners, printers, projection devices and Smartboards on an equitable basis for all buildings.

There are 13 network servers servicing the District, consisting of 4 Novell, 1 Apple, and 8 Windows servers. The servers range from 2 to 8 years of use and for the most part, have inadequate storage capacities. Currently, the servers are scheduled to be replaced during the 2009-2010 school year with a Blade server enclosure, area network storage and VMware. This will position the District to move towards a centralized data center located at the High School location.

Networking and Telecommunications Capacities: The High School is the central networking point for the District, where a T1 line is installed as an Internet connection for all 3 schools. Individual Point-to-Point T1 lines are shared between the phone system and computer network and connect the High School to the 2 other buildings. Bandwidth demand has become an ever increasing issue in the District due to an increase in usage and the bandwidth demands of video streaming. 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. The District has contracted for 10 MB fiber optic connections between both buildings and to the Internet that will be installed and ready for use in the 2009-2010 school year. Building routing and switching infrastructure equipment was replaced and updated with new Cisco equipment during the 2008-2009 school year.

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 Power School as a Student Management System. Skyward is used as the financial application package. There is a fax machine and a networked copy machine/printer device in the District Office. The District utilizes Lightspeed Total Traffic Control as an Internet filtering to provide secure computing to ensure compliance with the Children's Internet Protection Act, as well as, a hosted filtering system for email.

Communications and Information Access: Novell GroupWise is the District's e-mail system and GWArchive is in place to provide e-mail archiving to meet record retention requirements. Each teacher has a telephone in his/her room that includes voice mail. Faxing can be done in each of the building offices and networked copiers have been installed. Cable TV is available in the District to facilitate distance learning. 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 and has focused on group applications that are universal in nature to increase personal productivity, such as Microsoft Office XP 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 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. Intermediate 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, as well. The Cisco Academy, established at the High School, also allows for the training of a limited number of students each year that aid the Technology Coordinator in daily maintenance tasks.

Library Collection Statistics and Circulation Reports are located in Appendix M-3.

Hardware, Facilities, and Network Priorities

Workstations and Peripherals –A public referendum in the Fall of 2008 has provided funds for updating the server infrastructure, replacing the current PBX phone system with an IP phone system and adding additional PCs at each location. The use of Thin Client workstations will be explored to take advantage of faster WAN connections, extend the replacement cycle, cut energy costs, and provide student and staff the same network experience at home and school. Software licensing will be tied to metered software usage, reducing purchasing costs and the District will begin to explore free software packages, such as, Open Office to continue to reduce costs.

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. Network cabling in the buildings is primarily Cat 5 which is out dated and will continue to limit network speeds in the buildings to the rooms.

Alignment of ITLS – See attached Technology Curriculum Matrix (Appendix M-2)

G. Plan Goals and Objectives

Goal One:

The St. Francis School District will provide staff and students with up-to-date equipment in the classroom and labs, as well as, an updated infrastructure to ensure maximum teaching and learning opportunities.

Measurable objectives to achieve goal:

- 1) Replace individual file servers.
- 2) Replace existing Point-to-Point T1 building and internet connections with fiber WAN connections.
- 3) Standardize hardware and software configurations District-wide.
- 4) Explore the benefits of updating wiring versus wireless LAN implementation.

- 5) Explore efficiencies in centralized copying and printing.
- 6) Upgrade phone system.

Indicators of Success or Evaluation Instrument:

- 1) Updated infrastructure
- 2) Upgraded internet connectivity to match today's bandwidth requirements.
- 3) Infrastructure upgrade plan and separate classroom/desktop replacement plan.
- 4) Energy Efficiency Plan

Goal Two:

The St. Francis School District Administrative Team will model, promote and value the role of technology in increasing student achievement by providing professional development opportunities for all staff.

Measurable objectives to achieve goal:

- 1) Communication of the District vision for technology through staff meetings, in-service opportunities, and professional discussions.
- 2) Participation by District staff in District-initiated coursework to address this goal through a partnership with Alverno and Cardinal Stritch University.
- 3) Participation by District staff in forums/discussion threads, workshops, conferences, etc.
- 4) All staff will continue to use the content management system to improve instruction for students and staff.

Indicators of Success or Evaluation Instrument:

- 1) Principals and staff will facilitate coursework and discussion/learning opportunities that focus on data driven results.
- 2) Pre/Post Survey regarding the value of professional development and its impact on student learning annually.

Goal Three:

The St. Francis School District will facilitate the alignment of the Wisconsin Model Academic Standards for Information and Technology Literacy across the curriculum to improve student academic achievement.

Measurable Objectives to Achieve Goal:

- 1) Communication of the Wisconsin Model Academic Standards for Information and Technology Literacy to all stakeholders.
- 2) The use of Eclipse Curriculum Software Manager to identify overlaps and gaps in technology instructions.
- 3) Participation by District staff in District in-services to unpack the Standards for Information and Technology Literacy.
- 4) Participation by District staff in forums/discussion threads, workshops, conferences, etc.
- 5) The school libraries will build current and relevant resource collections to support the local curriculum, instruction and personal learning of students that is in place to enhance student academic achievement.

Indicators of Success or Evaluation Instrument:

- 1) K-12 alignment in curriculum mapping software will be completed by June 2010.
- 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.
- 4) Annual analysis of the library resource collections.

H. Implementation Action Plans

Goal 1: The St. Francis School District will provide staff and students with up-to-date equipment in the classroom and labs, as well as an updated infrastructure to ensure maximum teaching and learning opportunities can occur.						
Objective	2009-10	2010-11	2011-12	Responsibility	Measurement	Resources Needed
Replace Individual File Servers	X			Technology Coordinator Business Manager	Server replacement Energy Savings	Funding Labor
Replace existing Point-to-Point T1 building and internet connections with fiber WAN connections	X			Technology Coordinator Business Manager	Faster connections between buildings and out to internet	Funding Labor
Standardize hardware and software configurations district-wide	X	X	X	Technology Coordinator Admin Team	Fiscal impact on purchases and labor costs	Funding Labor
Explore the benefits of updating wiring versus wireless LAN implementation	X	X		Admin Team	Evaluation of current wiring Evaluation of wireless and its impact on the individual schools	Administrative time to do the evaluation. Funding if implementation is recommended
Explore efficiencies in centralized copying and printing	X	X		Technology Coordinator Business Manager	The fiscal impact of moving to a centralized system	Funding for new equipment and software associated with a centralized system
Upgrade Phone System	X			Technology Coordinator Business Manager	Each teacher, administrator and support staff member has a new phone in their classroom/office	Funding Labor

Goal 2: The St. Francis School District Administrative Team will model, promote and value the role of technology in increasing student achievement by providing professional development opportunities for all staff.

Objective	2009-10	2010-11	2011-12	Responsibility	Measurement	Resources Needed
Communication of the District vision for technology through staff meetings, in-service opportunities and professional discussions	X	X	X	Admin Team	Yearly Pre and Post Staff Surveys	Time PD Plan Survey Development
Participation by District staff in District initiated coursework to address this goal through a partnership with Alverno and Cardinal Stritch University	X	X	X	Admin Team	Survey /Evaluation Improved Staff and Student Learning Increased Collaboration	Time Collaboration w/IHE Admin Evaluation Plan
Participate by District staff in forums/discussion threads, workshops, conferences, etc...	X	X	X	Admin Team Building Leadership Teams Curriculum Teams	Survey/Evaluation Increased Collaboration Data to support improved instructional practices	Collaboration Time to Plan Admin. Evaluation Plan
All staff will continue to use our content management system to improve instruction for students and staff				Admin Team Teaching Staff	Monitored by Admin Team Parent Feedback	Yearly Introduction Course Collaboration Time

Goal 3: The St. Francis School District will facilitate the alignment of the Wisconsin Model Academic Standards for Information and Technology Literacy across the curriculum.

Objectives	2009-10	2010-11	2011-12	Responsibility	Measurement	Resources Needed
Communication of the Wisconsin Model Academic Standards for Information and Technology Literacy to all stakeholders.	X			Admin Team Curriculum Teams	District C&I Improvement Tool	Collaboration/In-Service Time Alignment Framework
The use of Eclipse Curriculum Software Manager to identify overlaps and gaps in technology instructions.	X	X		Admin Team BLT Curriculum Teams	8 th Grade Tech Survey Improved Learning in Classrooms	Collaborative In-Service Time Framework for BLT work
Participation by District staff in District in-services to unpack the Standards for Information and Technology Literacy.		X	X	Admin Team BLT Teachers	In-Service Evaluations Application in Classrooms/ Admin Evaluations	Collaboration Time Mini-conference Framework with guest speakers
Participation by District staff in forums/discussion threads, workshops, conferences, etc...		X	X	Admin Team BLT	Year End Survey's & Evaluations	Collaborative Planning Time Funding
The school libraries will build current and relevant resource collections to support the local curriculum, instruction and personal learning of students that is in place to enhance student academic achievement.	X	X	X	Library Media Specialist	Annual Analysis of Resource Collections	Common School Funding Additional District funding if available

I. Budget

	Budget Year	Referendum Budget	Technology Budget	Curriculum & Instruction	Title II-D	E-Rate	Common School Fund	Employee Travel
Software	2009-10		\$ 6,175				\$ 5,000	
	2010-11		\$ 13,000				\$ 5,000	
	2011-12		\$ 14,000				\$ 5,000	
Hardware (Computer replacement, District Lease, Servers, etc...)	2009-10	\$ 350,000	\$ 172,000					
	2010-11		\$ 100,000					
	2011-12		\$ 100,000					
Operations, Facilities and Infrastructure	2009-10					\$ 37,000		
	2010-11	\$25,000	\$ 75,000			\$ 37,000		
	2011-12		\$ 76,000			\$ 37,000		
Maintenance Contracts and Upgrades	2009-10		\$ 30,000				\$ 725	
	2010-11		\$ 30,000				\$ 725	
	2011-12		\$ 30,000				\$ 725	
Professional Development	2009-10		\$ 1,600	\$ 2,000	\$ 1,100			\$ 1,000
	2010-11		\$ 1,600	\$ 2,000	\$ 1,100			\$ 1,000
	2011-12		\$ 1,600	\$ 2,000	\$ 1,100			\$ 1,000
Library Resource Collections	2009-10						\$ 30,000	
	2010-11						\$ 30,000	
	2011-12						\$ 30,000	

Note: The Action Plans for 2009-2010 include the following:

- Purchase of new Cisco IP Phone System (\$200,000)
- Purchase of Blade Servers (\$50,000)
- Updates to District Infrastructure (\$100,000)
- Purchase of Computers District-Wide – Thin Client System (\$252,000)
- District is working with Focus on Energy to implement programs/systems that allow for energy savings and additional dollars to spend on future technology systems.

J. Dissemination to Stakeholders

The St. Francis School District's Information and Technology Plan will be posted on the District's website for public review and consumption. District and school administrators will disseminate the Plan to staff and Board Members through regularly scheduled faculty and Board meetings. A formal presentation will be made to the Board and the Plan will then be archived in the posted Board minutes. Updates on progress toward accomplishing the Plans' goals will also be found on the website and released to local press periodically.

The St. Francis School District's Ten-Year Maintenance Plan and the implementation of the recently approved school referendum will support progress towards the Plan's goals. More information on both of these activities will also be available online.

The St. Francis School District increasingly uses technology to communicate with parents about student's academic and social progress. A newly designed District website gives parent access to student grades, curriculum, and course syllabi and improves the schools ability to communicate daily with the school community.

The St. Francis School District Recreation Department, as well as, the St. Francis Public Library offer classes in various aspects of technology education to adult community members.

K. Monitoring, Evaluation and Revision

Tools, Processes and Timeline

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 progress and adjust the Plan as necessary.

L. Required Policies Approved by School Board

1. *Technology Concerns for Students with Special Needs*
2. *CIPA/Internet Safety and AUP*
3. *Copyright*
4. *Materials Selection and Reconsideration*
5. *Interlibrary Loan / Resource Sharing*

