



Wisconsin Rapids Public Schools

Combined Information and Technology Literacy Plan

2009-2012



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Section 1: Introduction

1.1 Review of Relevant Research and Best Practice

An analysis of relevant research and best practices in the area of Instructional Media and Technology has been conducted and will be summarized using the following key organizers:

1. Staff adoption and effective use of technology during teaching practices.
2. Effective student use of technology that fosters higher-order thinking.
3. Sustainable, systematic professional development.
4. Implementation of a robust library media program.
5. The use of authentic inquiry/problem-based learning units.

Staff Adoption and Effective Use of Technology During Teaching Practices

There has been considerable research on the ideas behind distributed cognition. Distributed cognition is the process of students building knowledge through group experiences and all cognitive learning being processed over time from various group medias (e.g. other group members, teachers, learning tools, multimedia). In a paper about distributed cognition, author Neil Schwartz of California State University develops many key concepts on this topic. He writes about the teacher's influence and use of distributed cognition in the classroom through the use of technology. Some of the teaching concepts include the following...

- Learning does not necessarily happen completely in one student's head; learning is accomplished as a group effort and translated between group members. This is called coordinated cognitive effort (Hutchins, 1995).
- "... individuals need external devices to think with (e.g. calculators...

microscopes...) and it is only the presence of these tools, grounded within the conditions for which they are employed, can cognition be successfully deployed," (Schwartz, 2008).

- The study of cognition leads to a better understanding of teaching and the tools that teachers use to teach students with.
- Technology is tools to which cognition can occur through its application. (Schwartz, 2008).
- Technology as a tool to create "scaffolds" in a student's learning, which allows these students to build knowledge upon former experience (Valanides and Angeli, 2008).

Part of the problem of adoption of technology use in the classroom is the implied importance of technology as an educational tool. Many teachers struggle to understand how technology can be used as a learning tool that will facilitate learning in the classroom. To combat this problem of understanding, Thomas Hammond suggests that teachers should be taught about technology use through the implementation of a task-oriented training in technology (Hammond, 2007). Task-oriented framework focuses on technology to help implement common tasks as collaboration and research (p.153). This process includes the following key principles in implementation:

- The most successful teacher education programs are centered around multiple teaching strategies such as collaboration, task-centered framework, workshops, and mentorship to name a few (p. 153).
- "The best measure of the success of instruction in technology integration is



actual use of technology in the classroom,” (p. 153).

- Stand-alone technology courses for teachers assure that all new teachers entering have a base platform from which to build. These courses have evolved over time to meet the different needs of teachers. The breakdown of these stand-alone courses allows for a better differentiated curriculum and also more easily applicable uses for teachers.
- Teacher training must be organized to facilitate learning, simplify adoption and application in the classroom (Pierson, 2004).
- Task-oriented framework is implemented through technology to help teachers instruct students how to communicate, collaborate, research, assess, compose, present, and publish (Hammond, 2007).

Effective Student Use of Technology That Fosters Higher Order Thinking and Leads to Improved Academic Achievement

Student achievement is always an important discussion topic. John Schacter in his paper *The Impact of Education Technology on Student Achievement* brings together many of the current research studies (Schacter, 1999). This research included analysis of the following studies:

- Kulik’s Meta-Analysis Study
 - Aggregated data of 500 schools using computer-based instruction.
 - Computer-based instruction follows the format of tutorial, drill and practice.
 - Study found that students with access to computers scored in the 64th percentile on tests as compared to the 50th percentile

in control groups without computer access.

- Effectiveness of Technology in Schools (Sivin-Kachala and Bialo, 1996)
 - Assessed the effectiveness of technology on the learning and achievement in children.
 - Technology use in all core study areas resulted in positive improvements.
- The Apple Classrooms of Tomorrow (ACOT)
 - Goals of this study were to encourage instructional innovation and also to emphasize to teachers about computer use in instruction (Schacter, 1999).
 - Findings in this study showed improved higher level thinking among students.
 - Did not improve knowledge of vocabulary, reading comprehension, mathematics concepts, and work-study on standardized tests (p. 6).
- West Virginia’s Basic Skills/ Computer Education Statewide Initiative (BS/CE)
 - Study documented influence of West Virginia’s Integrated Learning System initiated on student achievement.
 - Participation in BS/CE program led to higher test scores in state tests (p.6).
 - Access and positive attitudes toward technology resulted in the highest test scores taken from the study.
 - “BS/CE was more cost effective in improving student achievement than (1) class size reduction from 35 to 20 students, (2) increasing instructional time, and (3) cross age tutoring programs,” (Solmon, 1999).



A Robust Library Program

Empirical research indicates that strong, robust library media programs correlate strongly with student achievement. According to Ratzer (2008), a well equipped library provides access to quality and varied information resources, access to networked technology, a professional school library media specialist who teaches information problem solving skills and collaborates with classroom teachers, and staff allowing the school Library Media Specialist to dedicate time to an instructional role. Having these library attributes promotes student success in reading scores, and performance on local, state, and national assessments. There is also evidence showing standardized test scores are significantly better in schools with library programs

A study prepared (Smith, 2006) by EGS Research and Consulting for the Wisconsin Department of Public Instruction titled, "Student Learning through Wisconsin School Library Media Centers," also provides a vast amount of empirical evidence displaying how a quality, robust school library media program impacts student learning. This study recognizes the importance of proper staffing levels of both certified library media specialists and also library aides. Programs that are well staffed have a higher impact on student achievement. According to Smith (2006), top performing schools had nearly 1.5 times more library media staff per 100 students, and about twice as many staff hours per 100 students, than low performing schools. Specifically, the study shows that WKCE scores in reading and language arts are higher across all grade/school levels in schools with: 1) higher levels of library media program staff, 2) a larger media collection, 3) larger range of technology resources, and 4) having library media specialists interact with teachers and students at a higher percentage time on task than time on task for other basic library media management activities.

Sustained Systemic Professional Development

According to Baylor and Ritchie (2002), technology will not be used unless faculty members have the skills, knowledge, and attitudes necessary to infuse it into the curriculum. A recent study shows that successful whole-school staff development initiatives can be implemented using a meta-cognitive approach (Graham and Phelps, 2008). This approach relies on teachers establishing their own goals within a support environment. The research also displays evidence that school environment plays a crucial role in the success of staff development initiatives. In order to promote healthy school environments which promote motivation and engagement, this study shows that teachers need to have ownership of the staff development process. Research also shows that staff development should be reinforced soon after structured staff development offerings and also regularly in order to retain learning. It should also be noted that through this study, teachers rated having release time, building principal support, ICT the focus of the entire year, and time to collaborate as valuable aspects to the staff development process.

Research shows that to enrich student learning through the integration of Information, Communication, and Technology, staff development is extremely important (Ringstaff and Kelly, 2002). Research also shows that staff development strategies need to focus on moving away from defining how to use specific technologies, but rather when and how to use technologies within content areas (Phelps and Graham, 2007). According to a recent study (MacDonald, 2008), staff development initiatives commonly continue to be offered in one day workshops, but yet do not provide the vehicle for ongoing collaboration. This study also recognizes the fact that, according to a UK Department for Education and Skills study (2004), 90% of teachers report that their primary source of training, professional advice



and support come from colleagues. This study provides evidence that a combined approach of using Designed-Based Research to support a Community of Practice can impact staff development initiatives in a positive way. According to Vavassuer and McGregor (2008), there is also evidence indicating value in incorporating social networking into staff development programs that are Community of Practice based. The online component extends collaboration dialogue, continues discussion regarding content specific ITC integration, and promotes administrative participation and involvement.

Authentic Inquiry / Problem-based Learning Units

Authentic Inquiry can be defined as using questioning combined with a learner centered approach and authentic projects to facilitate learning. Research suggests that this methodology can increase the level of technology integration by staff and improve student proficiency with students.

Impact of Problem-Based Learning on Teachers' Beliefs Regarding Technology Use (Park & Ertmer 2007)

- "Although computers are now commonplace within our lives, integration within schools is much less ordinary."
- Teachers trained in problem-based learning with technology shifted beliefs from teacher directed learning to student centered learning.
- Students taught in a problem-based setting shifted beliefs from "getting work

done" to "work with other students" and "learn to be a team player."

- Teachers trained to use technology in a problem-based setting had more positive beliefs about technology as compared to teachers trained to use technology in a teacher directed classroom.

Effect of Problem Solving Support and Cognitive Styles on Idea Generation: Implications for Technology-Enhanced Learning (Stoyanov & Kirschner 2007)

The results of this study have four implications for designing and developing technological arrangements for learning to solve problems.

- To teach students how to solve ill-structured problems and involve them in authentic situations.
- Knowledge needed to solve ill-structured problems includes domain specific knowledge, domain generic knowledge and specific problem solving skills.
- If the goal is to have students generate more creative solutions to a problem, the most effective techniques include taking on different roles, creating a portfolio and generating multiple perspectives.
- There are difficulties associated with social constructivist learning such as integrating domain specific and domain generic knowledge. Another difficulty is taking into account the cognitive style of the student.

(Note: Bibliography available as Appendix item)



1.2 WRPS Information and Technology Vision Statement

“We are committed to preparing our community of learners to effectively and responsibly apply information technology to be a part of their lives, now and in the future.”

WRPS will provide the necessary facilities, technology, instruction, professional development, support staff and library media program to make the vision a reality.

1.3 WRPS Information and Technology Mission Statement

To achieve the vision, it is the mission of the WRPS Information and Technology Program to:

- provide up-to-date infrastructure and technologies;
- implement the necessary library media programs and staffing;
- increase student proficiencies through the use of a variety of technologies and instructional methods;
- integrate Wisconsin’s Model Academic Standards for Information and Technology Literacy into the curriculum;
- provide on-going professional development in technology use;
- promote collaboration between library media staff, technology support staff, and teachers;
- provide the necessary staffing required to support and implement the information and technology standards and program.

1.4 Relationship to WRPS Vision and Mission

The WRPS Mission Statement is:

“Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.”

The WRPS Information and Technology Vision and Mission statements clearly complement the district’s mission. Achieving the district’s information and technology goals goes hand in hand with providing students with the best education enabling them to contribute to a changing world. This connection is reflected in the district’s professional development plans which have incorporated information and technology activities for many years. The district’s Elementary and Secondary Education Act (ESEA) goals also reflect this connection with an emphasis on a technology-based writing assessment, reading intervention

software, use of technology to improve mathematics achievement, use of technology-based tools to improve achievement for English Language Learners, training teachers to reinforce ITLS (Information Technology Literacy Standards), and using online teaching tools to assist At Risk students in meeting graduation requirements. The ESEA planning process is a collaborative process in which the Directors of Technology, Pupil Services, and Curriculum each work together to try to support district goals and initiatives, including information and technology.



Section 2: Background Information

2.1 Community Demographics

Located in the center of the state, WRPS serves 5,700 students from an area with a population of approximately 35,000. Major employers in the area include NewPage paper mills, Ocean Spray and Northland Cranberries, Renaissance Learning, Riverview Hospital and Clinic, and Marshfield Clinic. Wisconsin Rapids is the county seat of Wood County. The recent

global, national, state and local economic decline, as well as a recent economic downturn in the paper industry, has cost the area several hundred jobs. This, plus an aging population, has led to declining enrollments over the past decade. In 1997-98, WRPS had approximately 6,300 students. Enrollment is expected to continue to decline in upcoming years.

2.2 WRPS Demographics

WRPS operates 14 buildings which include nine elementary schools, two junior high schools, a senior high school, a senior high alternative school, and a maintenance facility. The district has recently had two elementary schools, Vesper and Mead, be awarded charter grants. Both elementary schools have now been adopted as separate charter schools. A component of the Vesper Community Charter School is a virtual academy. Currently, approximately 20 students are enrolled as

virtual students through the Vesper Community Charter School. The district has partnered with private pre-schools and has a blended on-site and offsite 4 year old kindergarten programs which serves nearly 300 students. Currently Grant, Mead, Pitsch, Vesper, and Woodside Elementary Schools are participating in the on-site programs. In 2008-09, the district was staffed by 486 licensed teachers and other professional staff, 23 administrators, and 321 support staff.

2.3 Library Media and Instructional Technology Programs

Brief History-

At the beginning of the 1980-81 school year, library media staff for the Wisconsin Rapids Public Schools (WRPS) consisted of one high school library media specialist, two junior high school library media specialists, three elementary level library media specialists, and two audio-visual media specialists.

one audio-visual coordinator who split time between the two junior high school buildings. At the elementary level, two of the three library media specialists traveled between three elementary buildings each, while the third was assigned to serve the staff and students in four buildings.

Lincoln High School, a grade 10-12 facility and largest school building in the district, employed a full time library media specialist and a full time audio-visual coordinator to serve the media needs of its staff and students. Both East and West Junior Highs also employed a full time library media specialist at each location, plus

The concept of the elementary library media center (LMC) first came into being at WRPS during the 1979-1980 school year. Prior to that time, elementary teachers selected all the books for their individual classroom collections, primarily through a series of book exhibits. A library aide would then travel from room to



room, cataloging and processing new books for these individual collections.

In January of 1985, a third additional audio-visual specialist was hired to serve the ten elementary buildings, and the concept of a teacher resource facility to serve the elementary community at large was established.

The first Teacher Resource Center (TRC) was located in the north end of the East Junior High building, adjacent to Administrative Services, in an undeveloped room that had served as the district's original centralized shipping and receiving facility.

The TRC provided support for the elementary library media centers by centralizing the ordering and processing of all K-6 media related resources purchased by the district. It also housed collections of computer software, multimedia kits, book boxes, films, videos, tapes, textbooks and supplies that could be shared between staff members at the ten elementary buildings.

The TRC became home to the elementary audiovisual department (TRC-AV) and was staffed by the K-6 audiovisual coordinator, an elementary library media specialist who served part-time at the TRC as well as three elementary buildings, and a full time clerical aide.

Continuing advances in technology brought the personal computer into the classrooms of WRPS, and in the fall of 1988, a Lincoln High School math instructor became the district's first K-12 Computer Coordinator.

During this time the demands for additional space for an increasing student population and new programs, many of them state mandated, was becoming apparent throughout the District. In an attempt to better utilize existing spaces, the TRC was relocated across the hall from its original location into rooms 107 and 109 of East Junior High. A uniquely shaped room and

adjacent storeroom had become available when a junior high art room was relocated to the south end of the building with the rest of the Art Department.

With advances in technology came the need to create more spaces for personal computers at both junior high schools. In the fall of 1987, classrooms adjacent to the audio-visual offices at both East and West Junior High Schools were converted into computer labs, and were overseen by the AV coordinator and a library aide.

During the summer of 1988, Woodside Elementary School was remodeled and expanded. During "Phase One" of the project, 8456 square feet was added to create six additional classrooms. The kindergarten room, traditionally larger than the average sized classroom, was remodeled into a new Library Media Center, and the former library became an art classroom. During "Phase Two" of the project, additional classrooms were constructed for music education, kindergarten, and for students with disabilities. The new facility was dedicated in November of 1990.

In the fall of 1992, the Washington Elementary School expansion was completed. The addition included eight new classrooms that circled a 5000 square foot Library Media Center complete with a second story mezzanine, which became the hub of the facility.

In February of 1994, Wisconsin Rapids voters approved a 2.2 million dollar referendum for the remodeling and expansion of Grove Elementary School, which included a new Library Media Center, four new classrooms, a gymnasium, and a new office facility. The new Grove School addition was dedicated in February of 1995.

Also in February of 1995, another referendum to fund a district technology acquisition plan was put before the voters. This referendum was defeated.



In May of 1995, WRPS hired its first computer technician, who was assigned to maintain computer services throughout the district. By the year 2000, the district employed a network manager, an assistant network manager, and three computer technicians. One technician was assigned primarily to the high school, one to the two junior highs and charter school, and the other to the ten elementary buildings.

In June of 1995, the Teacher Resource Center again relocated. This time to the farthest end of East Junior High into the area formerly occupied by central shipping and receiving. The area also became home to the K-12 Computer Coordinator, and the K-6 and 7-9 level computer technicians. This area became available when the district's Buildings & Grounds operation moved to a new building.

During January of 1997, a new Director of Technology was hired to replace the retiring K-12 Computer Coordinator. With increased duties and responsibilities, and a much larger budget, this became an administrative position for the first time.

In February of 1998, Wisconsin Rapids voters passed one of two referendum resolutions put forth by the Board of Education. School district voters passed a resolution allowing WRPS to borrow up to \$25,903,000 for the purpose of adding to, remodeling, renovating and improving elementary, junior high and high school facilities; providing related equipment; and acquiring and installing technology district-wide and making related building improvements.

The second resolution, allowing the district to exceed the revenue limit of the school budget by \$800,000 a year for recurring operational costs, was defeated. This portion of the referendum would have provided additional funding for utility and maintenance costs, and a replacement cycle for equipment and other expenses related to technology.

After the passage of this first referendum resolution, WRPS began moving from a period of time in which technology was seen as enrichment to the curriculum, to the present, where technology is now seen as an integral part of the curriculum. The State of Wisconsin and several national organizations also began to establish skill standards for students in the area of technology.

Many structural changes were seen throughout the district after the passage of this referendum. Seven of the ten elementary Library Media Centers were either remodeled, received additions, or constructed new, from the ground up. The exceptions were Washington and Grove, which had newly constructed Library Media Centers, and Rudolph School, whose LMC was considered functional at that time.

Elementary Library Media Specialists increased in number from three to seven, with six of those positions being full-time in the library media area, and the seventh a shared position with another discipline.

Budget constraints in recent years have had an effect on both library media and technology. In the fall of 2002, the aide position at the Teacher Resource Center was eliminated, as was the time spent there by the Library Media Specialists. The TRC remains, but is unstaffed.

During the 2004-05 school year, there were four full-time and three part-time Library Media Specialists (.9, .6 and .3) in the elementary schools. Budget reductions have eliminated all but one of these positions beginning in the 2005-06 school year. This had a major impact regarding the implementation of technology integration in the district. While benchmarks were identified per grade level, many of them were identified to be the responsibility of Library Media Specialists. During 2006-2007, the Library Media Specialists began to update the grade level benchmarks and the process of working with grade level and content areas to develop project-based units which cover the core curriculum and also the Information



Technology benchmarks per grade level. Fortunately, during the summer of 2008, an additional elementary Library Media Specialist was hired.

During the 2005-2006 school year, another major initiative for the district included an implementation of Renaissance Learning Inc. products into our elementary schools. This was made possible largely due to a donation and resolution by a community member, Larry Nash. During the past two years of the resolution, the district has implemented Accelerated Reader, Accelerated Math, STAR Reading, STAR Math, Read Now with Power Up, and Math Facts in a Flash. It is also worth noting that starting in the summer of 2006, the position of Technology Director was vacant for approximately six months. In November of 2006, Wisconsin Rapids voters passed a facilities, curriculum, and technology referendum. The technology part of the referendum was in the amount of \$4,344,000 and has focused on updating and replacing computers, network electronics and servers, audio visual equipment, instructional software as well as administrative software. The district is currently in the process of implementing these referendum initiatives.

During the 2007-2008 school year, the district implemented an online curriculum mapping tool used for curriculum development. This tool has also become the tool used to identify and map ITLS benchmarks per grade level. The implementation of curriculum mapping is helping make information technology integration

part of the curriculum writing process. This mapping database is also a location used to house integrated technology units and activities which are shared across content areas and grade levels.

During the spring and summer of 2008, there were staffing additions and changes regarding information technology. An additional Networked Computer Technician was hired. This provides approximately a 700:1 computer to technician ratio. This is an improvement over the previous approximately 1000:1 computer to technician ratio from previous years. We were able to add an additional Library Media Specialist at the elementary level. This increased Library Media staffing at the elementary has afforded a ratio of approximately 4.5 buildings to one elementary Library Media Specialist. This has also allowed more collaboration between Library Media Specialists and the ability to begin to refocus efforts of having Library Media Specialists serve more of an instructional role instead of solely a survival role of keeping the libraries opened and maintained. In September of 2008, a Secondary Audio Visual Technician was hired. An important component of this change is that this is a shared position between all four secondary buildings. The position is a 12 month position instead of the previously structured .5 FTE Audio Visual position that served Lincoln High School for only the nine month school year. This is, and will be, an important addition as the district continues to replace, implement, and maintain audio visual equipment across the district.



Current Library Media and Technology Program-

The ability to effectively access, process, and use information to construct knowledge has become a cornerstone of the 21st century. The explosive growth in information technologies has changed the school curriculum and student learning. Along with reading, writing, and arithmetic all students must demonstrate information literacy, technology literacy, and media and visual literacy to be globally competitive. Assisting students to become competent in all these areas is a combined goal of WRPS and this Information Technology Literacy and Technology Plan.

One step toward achieving this goal is to provide students with a fully integrated library media program. An integrated library media program involves teacher-Library Media Specialist collaboration, an authentic inquiry-based learning environment, sustained professional development, and the opportunity for students to engage in self-selected reading. Research is conclusive that school districts with a strong library media program have higher achievement scores on standardized tests.

It is important to note that because of No Child Left Behind Act 2001, all eighth grade students are being assessed for technology literacy. Our district technology committees have been closely analyzing past eighth grade technology assessments and identifying gaps. The gaps identified by the technology committees have been shared with the district curriculum committees. LITC has communicated two major areas in need of improvement. One of the areas includes a need to better address the content standard of **Media and Technology**. LITC is working with district curriculum committees to define a plan to better address this content standard area. The other need includes information technology literacy integration within core curriculum.

WRPS is working hard to create a plan to ensure all students become proficient users of information and technology. Due to budget constraints and the two-thirds reduction of Library Media Specialists, the district is in a rebuilding stage in regard to the Library Media and Technology Program. As previously mentioned, many of the information technology literacy benchmarks were identified to be covered by Library Media Specialists. Without these positions being staffed, the district is adopting a teacher centered, project-based, integrated approach.

This approach will be a component of the district curriculum writing process. The current curriculum writing process incorporates the use of curriculum mapping software and involves grade level teachers within a content area collaborating to define units, topics, and learning targets within a course. The information and technology integration process is one component of the curriculum writing process and includes identifying specific topics and units within a core curriculum in which an ITLS (Information Technology Literacy Skill) project-based learning activity can be developed. Once the units and topics are identified, teachers participating in the curriculum writing process collaborate with Library Media Specialists so that the project-based activities developed integrate with both the content standards within a curriculum area and also the ITLS content standards. This process will ultimately provide core content areas with integrated units and activities that will be part of the core curriculum. The developed units and activities would then be made available in the district's curriculum mapping software.

Another component of making information technology literacy part of the district curriculum writing process is sharing and training staff within a content area and grade level. This will include sharing the details of the project-based units that have been



developed and also training staff on any delivery and technical strategies needed for successful implementation. This component is part of the District Three Year Staff Development Plan (Appendix I). The 2008-2011 District Staff Development plan includes addressing professional development needs

for curriculum areas that are participating in the curriculum writing process. This would include technology literacy training needs in regards to how a content area plans to integrate information and technology literacy skills.

Staffing and Hours of Operation

	Teacher School Day	Student School Day	Library Hours of Operation	Paraprofessional Staffing	Professional Staffing
Elementary K-6 9 buildings	8:00-4:00	8:30-3:30	8:30-3:30	6.5 hours/day 1 aide/building	2.0 FTE 9 buildings
Junior High 7-9 2 buildings	7:30-3:30	7:30-2:35	7:15-2:45	7 hours/day 1 aide/building	1.0 FTE 2 buildings
High School 10-12 1 building	7:30-3:30	7:42-2:50	7:30-3:15	7 hours/day 1 aide	.5 FTE 1 building

Elementary

The nine K-6 elementary schools in Wisconsin Rapids vary in size with enrollments from 80 to 500 students. Each building has a library aide working 6.5 hours a day from 8:30 to 3:30, which coincides with the student school day. Note that the libraries are closed to students for one hour per day for aide lunch and break time. Two full-time library media specialists are each responsible for 4.5 buildings. A reassignment of buildings will take place in 2009-2010.

With only two library media specialists, a consistent, quality library program in all grades is difficult to deliver. The library media specialists collaborate with teachers to integrate ITLS into project based units in grades 3-6 in a variety of curriculum areas. Major local ITL benchmarks for

grades 3-6 have been identified from each of Standards A through D to integrate into these units (Appendix C).

Currently, the two elementary library media specialists work out of the Teacher Resource Center located at East Junior High. Travel to buildings is scheduled in increments of two or three days depending on the size of the building. In 2009-2010, a change in the work schedule is being considered to place library media specialists in buildings on a rotation by weeks. This change will allow for more time to collaborate and co-teach project based units. To make this work, an office/work area will need to be identified in each building.



Junior High

There are two 7-9 junior high schools in Wisconsin Rapids. East Junior High has a student patron count of 728, while West Junior High has a student patron count of 498. Each building has a library aide working seven hours a day from 7:15 to 2:45. The student school day is 7:30 to 2:35. One full-time library media specialist is responsible for both buildings.

High School

There is one 10-12 high school in Wisconsin Rapids with a student patron count of 1,422. This library has a library aide working 7 hours a day from 7:30 to 3:00. The student school day is 7:42 to 2:50. A half-time library media specialist is responsible for the library. With a half-time library media specialist, a consistent, quality library program is difficult to deliver in a large high school. The library media specialist collaborates with teachers to integrate ITL Standards across a variety of curricular areas.

2.4 Library Analysis Data and Collection Development Plans

Elementary

There are nine elementary schools in Wisconsin Rapids grades K-6. They vary in size with enrollments from 80 to 500 students. The three largest schools have three sections at each grade level; next in size are three schools with two sections at each grade level. Finally, there are three schools with one section at each grade level. Collections are similar at buildings of similar size.

After a TitleWise analysis of the nine elementary schools, it is easy to see where there are strengths and weaknesses. Overall, collections are aging. With declining local budgets and the increasing cost of books, purchase of new materials is limited and weeding is difficult to do when replacement is not possible. This past year weeding has been a priority in all buildings. With the increase in Common School Funds over the past two years, elementary schools have added much needed materials in various curriculum areas.

As far as balance in the collections, purchases are tied to curriculum needs. While trying to meet the needs of new or revised curriculum areas, others can go unattended. There have been changes in the social studies and health areas in the past five years requiring an emphasis in those areas. There has also been a growing need for easy readers at the primary level to supplement materials in the classroom.

Books on most topics are available to students, but not in-depth and not always current. Areas that appear deficient in the Dewey analysis are those not tied directly to curriculum needs, such as Religion, Philosophy and Psychology, and Languages. These areas have been weeded and a plan for additions to these areas is underway.

The addition of online resources has helped meet the needs of most upper



elementary students for social studies. With limited resources, this is one way to make sure our students have access to updated, appropriate information.

In the year 2009, a curriculum update will begin in Social Studies. Since teachers rely heavily on resources from the library media centers, books, AV materials and online resources are needed to supplement the content area. This area needs immediate attention. Many books are dated and their subject is poorly represented. A major weeding of materials was carried out in 2008-2009. A wide range of reading levels is needed for all grades and subjects. This is where the main emphasis will be in the collection development plan.

Specifically, in the year 2009-2010 purchases of books, AV materials and online resources will be made in Social Studies. This will be done in collaboration with the head of the Social Studies department and teachers on the Social

Studies Curriculum Committee. With their help, when implementation of the curriculum begins, materials will be available to teachers and students. This will be an ongoing process for 2010-2011.

- Kindergarten—Introduction to Life, Weather, and Properties of Matter
- Grade 1—Family, School and Neighborhood
- Grade 2—Local Communities
- Grade 3—Communities Around the World
- Grade 4—Wisconsin
- Grade 5—United States
- Grade 6—Western Hemisphere

Another elementary focus within the Social Studies content area will be the purchase of materials about countries for primary grades. Many books in this area are dated as shown by the analysis. Library Media Specialists will work with the Social Studies Committee to choose books that meet student and teacher needs.



Grant Elementary-

The TitleWise analysis of Grant Elementary Library indicates the average age of the collection to be 1996, with 14,861 holdings. Two of the oldest categories are Literature and Social Sciences. Social Sciences and Science are areas of emphasis for collection development that tie in with the Instructional Improvement Material Acquisition Cycle for 2009-10 school year. Heavy weeding was done this year, but attention to the 900's in Geography and History along with Social

Sciences, Natural Sciences, Technology and Easy Readers, needs to be done in the future.

The Grant School Library has 21% of the collection in the Easy Reader section to support the District's strong early literacy program. The fiction section is 30% of the collection.

During the 2008-09 school year, Grant's 325 student patrons checked out 22,723 items for an average of 69 items per student.

Grant Elementary Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	2001	Good (* noncurriculum area)
Philosophy/Psychology	1999	Good (* noncurriculum area)
Religion	1997	Good (* noncurriculum area)
Social Sciences	1994	Updating 2009-10
Language	1995	Good
Natural Sciences/Math	1996	Updating 2009-10
Technology	1998	Online resources available
The Arts	1998	Weeding and updating needed
Literature	1994	Weeding and updating needed
Geography and History	1998	Weeding and updating needed

All elementary schools have common online resources that include CultureGrams, World Book and Grolier. These purchases have been a great equalizer for nine schools of varying enrollments and budgets.

Grant School Library has an aging VHS A/V collection (1995) with some DVDs. In the future we need to explore streaming video to give all students equal media access in a quality format.



Grove Elementary-

The TitleWise analysis of Grove Elementary library indicates the average age of the collection to be 1998, with 12,026 holdings. Two of the oldest categories include Social Sciences and Science, which are areas of emphasis for collection development that tie in with the Instructional Improvement Material Acquisition Cycle for 2009-10 school year. Heavy weeding was done this year, but attention to the 900's in Geography and History along with Literature and

paperbacks needs to be done in the future.

The Grove Library has 30% of the collection in the Easy Reader section to support the District's strong early literacy program. The fiction section is 20% of the collection.

During the 2008-09 school year, Grove's 330 student patrons checked out 24,185 items for an average of 73 items per student.

Grove Elementary Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	2002	Good (* noncurriculum area)
Philosophy/Psychology	2002	Good (* noncurriculum area)
Religion	1998	Good (* noncurriculum area)
Social Sciences	1997	Updating 2009-10
Language	1998	Good
Natural Sciences/Math	1999	Updating 2009-10
Technology	2000	Online resources available
The Arts	2001	Good
Literature	1996	Weeding and updating needed
Geography and History	1999	Weeding and updating needed

All elementary schools have common online resources that include CultureGrams, World Book and Grolier. These purchases have been a great equalizer for nine schools of varying enrollments and budgets.

Grove school has an aging VHS A/V collection (1989) with a few DVDs. In the future we need to explore streaming video to give all students equal media access in a quality format.



Howe Elementary-

The TitleWise analysis of Howe Elementary Library indicates the average age of the collection to be 1996, with 19,122 holdings. Two of the oldest categories include Social Sciences and Science, which are areas of emphasis for collection development that tie in with the Instructional Improvement Material Acquisition Cycle for 2009-10 school year. Heavy weeding was done this year, but attention to the 900's in Geography and History along with Literature, Languages, Easy, and paperbacks needs to be done in

the future. The AV collection is being weeded at the end of this school year.

The Howe Library has 30% of the collection in the Easy and Easy Reader (nonfiction) sections to support the District's strong early literacy program. The fiction/paperback sections are 22% of the collection.

During the 2008-09 school year, Howe's 430 student patrons checked out 30,964 items for an average of 72 items per student.

Howe Elementary Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	2001	Good (* noncurriculum area)
Philosophy/Psychology	1998	Good (* noncurriculum area)
Religion	1999	Good (* noncurriculum area)
Social Sciences	1994	Updating 2009-10
Language	1992	Weeding and updating needed
Natural Sciences/Math	1996	Updating 2009-10
Technology	1997	Online resources available
The Arts	1999	Weeding and updating needed
Literature	1995	Weeding and updating needed
Geography and History	1997	Weeding and updating needed

All elementary schools have common online resources that include CultureGrams, World Book and Grolier. These purchases have been a great equalizer for nine schools of varying enrollments and budgets.

Howe School has an aging VHS A/V collection (1995) with a few DVDs. In the future we need to explore streaming video to give all students equal media access in a quality format.



Mead Elementary Charter-

The TitleWise analysis of G. W. Mead Elementary Charter Library indicates the average age of the collection to be 1996, with 17,444 holdings. Two of the oldest categories are Religion, which is a noncurriculum area, and Social Sciences. Social Sciences and Science are areas of emphasis for collection development that tie in with the Instructional Improvement Material Acquisition Cycle for 2009-10 school year. Heavy weeding was done this year, but attention to the 900's in Geography and History along with Literature, Social Sciences, Natural

Sciences, Technology and Easy Readers, needs to be done in the future.

The Mead School Library has 25% of the collection in the Easy Reader section to support the District's strong early literacy program. The fiction section is 21% of the collection.

During the 2008-09 school year, Mead's 325 student patrons checked out 34,194 items for an average of 80 items per student.

Mead Elementary Charter Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	2002	Good (* noncurriculum area)
Philosophy/Psychology	1998	Good (* noncurriculum area)
Religion	1993	Good (* noncurriculum area)
Social Sciences	1995	Updating 2009-10
Language	1996	Good
Natural Sciences/Math	1996	Updating 2009-10
Technology	1998	Online resources available
The Arts	1998	Weeding and updating needed
Literature	1996	Weeding and updating needed
Geography and History	1996	Weeding and updating needed

All elementary schools have common online resources that include CultureGrams, World Book and Grolier. These purchases have been a great equalizer for nine schools of varying enrollments and budgets.

Mead School Library has a more current A/V collection (2004) than most district IMC's. In the future we need to explore streaming video to give all students equal media access in a quality format.



Pitsch Elementary-

The TitleWise analysis of Pitsch Elementary Library indicates the average age of the collection to be 1996, with 13,912 holdings. Two of the oldest categories are Philosophy and Psychology and Religion, which are noncurriculum areas. Social Sciences and Science are areas of emphasis for collection development that tie in to the Instructional Improvement Material Acquisition Cycle for 2009-10 school year. Heavy weeding was done this year, but attention to the 900's in Geography and History along with

Literature and paperbacks needs to be done in the future.

The Pitsch Library has 28% of the collection in the Easy Reader section to support the District's strong early literacy program. The fiction section is 22% of the collection.

During the 2008-09 school year, Pitsch's 162 student patrons checked out 22,312 items for an average of 138 items per student.

Pitsch Elementary Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	2003	Good (* noncurriculum area)
Philosophy/Psychology	1996	Good (* noncurriculum area)
Religion	1995	Good (* noncurriculum area)
Social Sciences	1997	Updating 2009-10
Language	1997	Good
Natural Sciences/Math	1998	Updating 2009-10
Technology	1998	Online resources available
The Arts	1999	Good
Literature	1995	Weeding and updating needed
Geography and History	1999	Weeding and updating needed

All elementary schools have common online resources that include CultureGrams, World Book and Grolier. These purchases have been a great equalizer for nine schools of varying enrollments and budgets.

Pitsch School Library has an aging VHS A/V collection (1993) with a few DVDs. In the future we need to explore streaming video to give all students equal media access in a quality format.



Rudolph Elementary-

The TitleWise analysis of Rudolph Elementary Library indicates the average age of the collection to be 1996, with 13,670 holdings. Two of the oldest categories are Social Sciences and Literature. Social Sciences and Science are areas of emphasis for collection development that tie in with the Instructional Improvement Material Acquisition Cycle for 2009-10 school year. Heavy weeding was done this year, but attention to the Geography and History section along with Literature, Social Sciences, Natural Sciences, and

Technology needs to be done in the future.

The Rudolph Library has 20% of the collection in the Easy Reader section to support the District's strong early literacy program. The fiction section is 25% of the collection.

During the 2008-09 school year, Rudolph's 140 student patrons checked out 12,932 items for an average of 92 per student.

Rudolph Elementary Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	2000	Good (* noncurriculum area)
Philosophy/Psychology	1998	Good (* noncurriculum area)
Religion	1995	Good (* noncurriculum area)
Social Sciences	1994	Updating 2009-10
Language	1996	Good
Natural Sciences/Math	1996	Updating 2009-10
Technology	1997	Online resources available
The Arts	2000	Weeding and updating needed
Literature	1993	Weeding and updating needed
Geography and History	1997	Weeding and updating needed

All elementary schools have common online resources that include CultureGrams, World Book and Grolier. These purchases have been a great equalizer for nine schools of varying enrollments and budgets.

Rudolph School Library has an aging VHS A/V collection (1994) with some DVDs. In the future we need to explore streaming video to give all students equal media access in a quality format.



Vesper Community Academy-

The TitleWise analysis of Vesper Community Academy Library indicates the average age of the collection to be 1996, with 11,693 holdings. Three of the oldest categories are Religion, which is a noncurriculum area, Language, and Literature. Social Sciences and Science are areas of emphasis for collection development that tie-in with the Instructional Improvement Material Acquisition Cycle for 2009-10 school year. Heavy weeding was done this year, but attention to the Geography and History section along with Literature, Social

Sciences, Natural Sciences, and Technology needs to be done in the future.

The Vesper School Library has 25% of the collection in the Easy Reader section to support the District's strong early literacy program. The fiction section is 21% of the collection.

During the 2008-09 school year, Vesper's 92 student patrons checked out 8,936 items for an average of 97 items per student.

Vesper Community Academy Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	2002	Good (* noncurriculum area)
Philosophy/Psychology	2002	Good (* noncurriculum area)
Religion	1998	Good (* noncurriculum area)
Social Sciences	1997	Updating 2009-10
Language	1998	Good
Natural Sciences/Math	1999	Updating 2009-10
Technology	2000	Online resources available
The Arts	2001	Good
Literature	1996	Weeding and updating needed
Geography and History	1999	Weeding and updating needed

All elementary schools have common online resources that include CultureGrams, World Book and Grolier. These purchases have been a great equalizer for nine schools of varying enrollments and budgets.

Vesper School Library has an aging VHS A/V collection (1995) with some DVDs. In the future we need to explore streaming video to give all students equal media access in a quality format.



Washington Elementary-

The TitleWise analysis of Washington Elementary Library indicates the average age of the collection to be 1996, with 15,995 holdings. Two of the oldest categories are Religion, which is a noncurriculum area, and Literature. Social Sciences and Science are areas of emphasis for collection development that tie in with the Instructional Improvement Material Acquisition Cycle for 2009-10 school year. Heavy weeding was done this year, but attention to the 900's in Geography and History along with

Literature, Social Sciences, Natural Sciences, Technology and paperbacks, needs to be done in the future.

The Washington Library has 24% of the collection in the Easy Reader section to support the District's strong early literacy program. The fiction section is 23% of the collection.

During the 2008-09 school year, Washington's 325 student patrons checked out 26,904 items for an average of 83 per student.

Washington Elementary Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	1999	Good (* noncurriculum area)
Philosophy/Psychology	1996	Good (* noncurriculum area)
Religion	1992	Good (* noncurriculum area)
Social Sciences	1996	Updating 2009-10
Language	1997	Good
Natural Sciences/Math	1997	Updating 2009-10
Technology	1992	Online resources available
The Arts	1992	Weeding and updating needed
Literature	1992	Weeding and updating needed
Geography and History	1997	Weeding and updating needed

All elementary schools have common online resources that include CultureGrams, World Book and Grolier. These purchases have been a great equalizer for nine schools of varying enrollments and budgets.

Washington School Library has an aging VHS A/V collection (1996) with a few DVDs. In the future we need to explore streaming video to give all students equal media access in a quality format.



Woodside Elementary Library

The TitleWise analysis of Woodside Elementary Library indicates the average age of the collection to be 1996, with 19,627 holdings. Two of the oldest categories are Religion, which is a noncurriculum area, and Literature. Social Sciences and Science are areas of emphasis for collection development that tie in with the Instructional Improvement Material Acquisition Cycle for 2009-10 school year. Heavy weeding was done this year, but attention to the Geography and History section along with Literature, Social Sciences, Natural Sciences,

Technology and paperbacks, needs to be done in the future.

The Woodside Library has 18% of the collection in the Easy Reader section to support the District's strong early literacy program. The fiction section is 24% of the collection.

During the 2008-09 school year, Woodside's 450 student patrons checked out 36,567 items for an average of 81 items per student.

Woodside Elementary Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	1999	Good (* noncurriculum area)
Philosophy/Psychology	1998	Good (* noncurriculum area)
Religion	1996	Good (* noncurriculum area)
Social Sciences	1997	Updating 2009-10
Language	1997	Good
Natural Sciences/Math	1999	Updating 2009-10
Technology	1999	Online resources available
The Arts	1999	Weeding and updating needed
Literature	1994	Weeding and updating needed
Geography and History	1998	Weeding and updating needed

All elementary schools have common online resources that include CultureGrams, World Book and Grolier. These purchases have been a great equalizer for nine schools of varying enrollments and budgets.

Woodside School Library has an aging VHS A/V collection (1997) with some DVDs. In the future we need to explore streaming video to give all students equal media access in a quality format.



East Junior High Library-

The TitleWise analysis of East Junior High School Library indicates the average age of the collection is 1995, with 15,830 holdings. Although extensive weeding of the collection was done in 2008-2009, much more weeding and purchasing will need to be done because of the age of materials in the collection. Two of the categories that need updating include Science and Geography and History, which are areas of emphasis for collection development that tie in with the Instructional Improvement Material Acquisition Cycle for the 2009-2010 school year.

Videocassettes (average age 1990) are gradually being replaced by DVDs (average 2002). Also, we now have Discovery Education Streaming available online for videos.

General fiction makes up 21% of the collection of the library and also accounts for 39% of circulations in 2008-2009 with 3,497 circulations.

The library collection as a whole is not as balanced as Follett and Wilson indicate it should be. However, purchase decisions are tied to curriculum needs and as a result not all collections have depth and currency.

East Junior High Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	1997	Good
Philosophy/Psychology	1995	Good
Religion	1990	Update as \$\$ allow; Mythology is a curriculum area that could be updated.
Social Sciences	1996	Good, but more updating and weeding are needed in social problems and educations; <u>online resources available</u>
Language	1983	Weed and replace as \$\$, allow especially Spanish Language
Natural Sciences/Math	1994	Needs updating/weeding, especially life sciences, biology, and earth sciences
Technology	1994	Needs updating/weeding; <u>online resources available</u>
The Arts	1992	Weeding needed
Literature	1989	Weeding needed; <u>online resources available</u>
Geography and History	1995	Geography, maps and atlases need weeding and updating; <u>online resources available</u>

Both junior high schools have common online resources: SIRS Researcher, ABC-CLIO American Government, American History, Issues and World Geography,

Culturegrams, Gale Junior Reference Library, World Book Online, and Grolier Online.



West Junior High Library-

The TitleWise analysis of West Junior High School Library indicates the average age of the collection is 1998, with 15,389 holdings. Two of the older categories include Science and Geography, and History, which are areas of emphasis for collection development that tie in with the Instructional Improvement Material Acquisition Cycle for the 2009-2010 school year.

The Social Sciences have been extensively weeded and new additions have been made to the collection, but the areas of social problems and education still need to be weeded and updated. Online resources such as SIRS

Researcher and ABC-CLIO Issues help to meet the needs of students in this area.

The AV collection (average age 1996) will be weeded and updated in light of the fact that we have Discovery Education Streaming available online for videos.

General fiction makes up nearly 23% of the collection of the library and also accounts for 46% of circulations in 2008-2009 with 3,869 circulations.

The library collection as a whole is not as balanced as Follett and Wilson indicate it should be. However, purchase decisions are tied to curriculum needs and as a result not all collections have depth and currency.

West Junior High Collection Development Plan		
Hundreds Divisions	Average Age	Status/Needs
Generalities	2001	Good
Philosophy/Psychology	2000	Good
Religion	1993	Update as \$\$ allow; Mythology is a curriculum area that could be updated.
Social Sciences	1998	Good, but more updating and weeding are needed in social problems and educations; <u>online resources available</u>
Language	1990	Good for basics; update as \$\$ allow
Natural Sciences/Math	1995	Needs updating/weeding
Technology	1998	Good; <u>online resources available</u>
The Arts	1998	Good
Literature	1985	Good basics; <u>online resources available</u>
Geography and History	1997	Geography, maps and atlases need weeding and updating; <u>online resources available</u>

Both junior high schools have common online resources: SIRS Researcher, ABC-CLIO American Government, American History, Issues and World Geography,

Culturegrams, Gale Junior Reference Library, World Book Online, and Grolier Online.



Lincoln High School-

Lincoln's student population for the 2008-2009 school year is 1422, and our library has 11.3 items per student. The TitleWise Collection Analysis of Lincoln High School indicates the average age of the 16,827 holdings is 1994. A closer look at the Dewey ranges breaks down as follows:

Lincoln High School Collection Analysis		
Hundreds Divisions	Average Age	% of Collection
Generalities	1999	.43%
Philosophy/Psychology	1995	.71%
Religion	1993	.58%
Social Sciences	1993	9.21%
Language	1982	.33%
Natural Sciences/Math	1989	2.79%
Technology	1992	3.45%
The Arts	1991	6.86%
Literature	1984	8.38%
Geography and History	1992	13.07%

Attention must be given to the key Dewey ranges where outdated/inaccurate information is more likely to occur. In Lincoln's collection, those ranges are systems data/computer programs, political science, social problems and services, education, commerce/communications/transportation, astronomy and allied sciences, life sciences/biology, medical sciences/medicine, and geography, maps, and atlases. Two of the older categories

includes social sciences and sciences which are the curricular areas involved in the Instructional Improvement Materials Acquisition cycle for 2009-2010. These will be two areas of emphasis for collection development in the coming year. It is difficult to maintain a balanced collection with limited budgets. Library material acquisitions are made to support the curriculum and project-based learning. Thus, the collection is not as balanced as one might find in a more general, public library.



In addition to the Dewey ranges, Lincoln's other categories of materials are aged as follows

Lincoln High School Collection Analysis		
Hundreds Divisions	Average Age	% of Collection
General Fiction	2000	18.2%
Reference	1994	13.26%
Audio Visual	1995	12.56%

Ongoing attention is given to the fiction materials which comprise nearly 20% of the collection and support life-long reading habits for our students. The data shows Lincoln's AV collection accounts for just short of 13% of our holdings, and the AV collection is aged. Consideration must be given to purchasing streaming media. A study of its impact on our curriculum, budget, and technology resources is in

progress. Also in terms of non-print materials, online resources/databases will continue to be evaluated for content and connection to the curriculum. The currency of these resources makes them effective and helps to balance the age of some of the print resources such as in the reference, science, and social studies areas.



2.5 Planning Committee

In preparing this plan the district utilized one committee, two subcommittees, the Technology Support Department, and also previous work from a citizen-based Technology Task Force.

The overseeing committee (and the one responsible for writing this plan) is the Instructional Technology Committee (ITC). This committee is made up of all the members of both subcommittees; the District Information Technology Committee (DITC) and the Library Information Technology Committee (LITC). The committee structure often includes meeting as a large group, WITH break-out sessions for subcommittees. The Technology Support Department includes all members of the department. This group meets regularly and also has representation on the ITC committees. The Technology Task Force was a School Board appointed committee which provided the needs assessments that were used to propose the technology referendum in November of 2006. While this group was not actively involved in the development of the current plan, the data and recommendations the committee developed in 2005-2006 are still being referenced in this plan and part of our current and future information and technology plans.

ITC Membership

Administrative Reps:

Director of Technology Bryon Kolbeck
Building Principal Tim Bruns

Technology Support:

Instructional Software.....Cheri Walloch
Network Support Brian Peplinski

Spec Ed/Assistive Tech Rep:

EBD/LD..... Criste Greening

Elementary Reps:

Library Media Specialist Jane Natzke
..... Pat Hill

AV Coordinator Rich Larson
Teacher Ashley Thomas
Bldg Tech Rep/Teacher Joe Wendolek

Junior High Reps:

Info Tech Specialist Lynda Blomberg
..... Mike Kuss

Library Media Specialist Kathy Engel
Teacher Patti Ritchay

..... Mary Trautschold
..... Daniel Rayburn

High School Reps:

Bldg Tech Coordinator..... Brian Daliege
Teacher Brian Daliege
Library Media Specialist Tracy Hauke

LITC Membership

Administrative Reps:

K-12 Library Coordinator Tim Bruns
Director of Technology Bryon Kolbeck

Library Media Specialists:

Elementary LMS Jane Natzke
..... Pat Hill

Junior High LMS.....Kathy Engel
High School LMS.....Tracy Hauke
Elementary AV/Media Rich Larson

Teachers:

Elementary Ashley Thomas
Junior High Mary Trautschold
..... Daniel Rayburn



DITC Membership

Administrative Reps:

Director of Technology.....Bryon Kolbeck
Building Administrator.....Tim Bruns
K-12 Library Coordinator..... Tim Bruns

Technology Support:

Instructional Software.....Cheri Walloch
Network Support.....Brian Peplinski

Spec Ed/Assistive Tech Rep:

EBD/LD..... Criste Greening

Teachers:

Elementary Cadre/Teacher...Joe Wendolek
Junior High Teacher Patti Ritchay
High School Teacher Brian Daliege

Elementary AV/Media..... Rich Larson

Info Tech Specialists:

West Junior High Lynda Blomberg
East Junior High Mike Kuss
Lincoln High School..... Brian Daliege

Technology Support Membership

Technology DirectorBryon Kolbeck
Computer TechnicianWayne Jaworski
.....David Barber
..... Steve Johnson
..... Sue Czapinski

Audio Visual..... Rich Larson
..... Eric Brittnacher
Network Support..... Paul Peterson
..... Brian Peplinski
Instructional Software Cheri Walloch

The WRPS Board of Education formed a citizen-based Technology Task Force in the fall of 2004 to review the existing technology program and identify needs. The task force reported its findings and recommendations in February, 2005. Many of the same findings were used to support the November, 2006, referendum which passed. Many of the recommendations from this committee are currently being implemented as well as will continue to be implemented in this plan.

Technology Task Force Members

Steve Thomas, Chairman Dean of Business, MidState Technical College (retired)
Dan Eisch Parent, Owner Boku Computer
Matt Everson..... Information Services Coordinator - Wood County National Bank
Bill Grandzielewski..... IT Director - Wood County
Wendy Hack Business Sales - Wood County Telephone Company
Kerry HOLETON..... Parent, Engineer - Domtar Paper Company
Herb Kronholm..... Parent, IT Instructor - MidState Technical College
Mike Meinel..... Sales Director - Wood County Telephone Company
Jeff Pankratz Student, Lincoln High School
Doug Schmidt IT Department - Stora Enso Paper Company

The following WRPS staff members provided support to the task force:

Jeff Gibson..... Director of Technology
Lynda Blomberg..... Information Technology Specialist - West Junior High
Kathy Engel Library Media Specialist - Howe Elementary
Dan Halberg..... Technology Coordinator - Lincoln High School
Wayne Jaworski..... Elementary Computer Technician
Paul Peterson Network Manager



2.6 Overview of Planning Process

The development of this plan was a two year process which began in the spring of 2007 and culminated in the writing of the plan during the summer and fall of 2008. The planning process is broken down by function: **Instructional Technology Planning** and also **System Support and Leadership Planning**. The following activities comprised the process:

Spring 2007

Instructional Technology- The Library Information Technology Committee (LITC) has focused on the student achievement needs assessments during the past two years. LITC participates in an annual data retreat to analyze eighth grade technology assessments. The first assessment was given in the spring of 2007. Gaps were identified and an action plan was developed. This action plan was presented to the Board of Education during the summer of 2007. The committee also developed a more formal assessment plan for the 2007-2008 school year.

During this time, elementary instructional software was analyzed by the Elementary Cadre Committee, Technology Support, and the Directors of Technology and Curriculum. The result of this process included defining a standardized list of software titles per content area that would be supported.

Also, a computer hardware evaluation process began. This included testing and deploying virtualized and thin-client computing models in both elementary and secondary classrooms and labs. The findings from the planning and evaluation process ultimately defined the instructional technology that would/will be used in the district elementary classrooms and labs.

Systems Support and Leadership- In the spring of 2007, the Technology Support Department participated in a five year infrastructure strategic planning process which focused on planning a replacement cycle for servers, switches, directory

services, telephony, wireless, and computer replacement. This process included analyzing data and recommendations from the Technology Task Force. This planning process also includes the computer hardware evaluation process mentioned above. The evaluation, testing, and reporting were conducted by the Technology Support Department. During this time, the district also evaluated several administrative Human Resources/Financial Services software packages. This evaluation process ultimately led to a decision of implementing Alio with support through CESA 5. An implementation plan was developed. Also, during the late spring and early summer of 2007, the district completed a district wireless needs assessment. This needs assessment identified the number of access points needed to deploy a future district level controller-based wireless solution.

Fall 2007

Instructional Technology- LITC participated in the fall district staff development day activities to share the TRAILS (Tool for Real-time Assessment of Information Literacy Skills, Copyright © 2007 Kent State University Libraries & Media Services) assessment with all 5-8 grade teachers. This process had two purposes: to share ITLS standards with staff and also to share the TRAILS assessment with staff. It was an opportunity to informally assess the information inquiry skills of our 5-8 grade staff. Shortly after the fall staff development days passed, LITC representatives worked with the junior high administration to schedule a fall pretest.



This provided a test run of the TRAILS assessment. Once the pretest data was received, LITC shared this information with the junior high building level leadership teams.

LITC members also began to develop an assessment for students regarding ITLS content standard A: **Media and Technology**. The assessment questions were mapped to eighth grade benchmarks. The Thompson Course Technology's Skills Assessment (SAM) was used to assess students' technology literacy in regard to **Media and Technology**. Sample assessments were created and a plan was developed to assess students in the spring of 2008.

During the fall of 2007, each of the secondary buildings performed instructional technology needs assessments. Each building used a similar assessment survey for their staff. Instructional technology trends were identified across the secondary buildings. Research and site visits with other schools confirmed the direction for the building technology committees. The data collected from the infrastructure strategic plan, building surveys, site visits, and research provided data from which secondary building technology plans were developed. The elementary buildings were in the process of evaluating similar technologies across the district. This process originally began with the Elementary Cadre piloting instructional technologies such as document cameras, SMARTBoards®, and sound systems.

Systems Support and Leadership - The Technology Support Department began to evaluate and compare Microsoft Active Directory and also Novell E-Directory. This process included attending solution seminars, vendor meetings, and research. It also included identifying all of the current services being offered and what services would be taking the place of these services should a migration take place. Reports were

made to building technology committees as well as the subcommittees of LITC and DITC.

In addition, planning began regarding replacing the current district telephone systems. VOIP (Voice-Over Internet Protocol) systems were evaluated. Surveys were completed by all buildings to indicate the current number of phones that need to be replaced as well as the number of additional phones needed, based on safety and security needs. The evaluation and planning process included participating in vendor visits as well as vendors making in-district visits. Part of this evaluation process was very dependant on the direction and selection of directory services.

Spring 2008

Instructional Technology- LITC facilitated the spring student technology literacy assessment. Once the assessment was completed, LITC participated in a data retreat to evaluate the assessments. Once again gaps were identified and an action plan was developed based on the assessment results from the spring of 2008. Representatives from LITC presented the spring assessment results to the district's curriculum committee - CII (Council for Instructional Improvement). The goal of the presentation was awareness and explanation of the curriculum gaps and challenges to come. It was also an attempt for the committee to gain an understanding of how any upcoming curriculum changes might impact their respective content area.

The decision to purchase and implement a curriculum mapping software for the district was finalized. The software chosen was Build Your Own Curriculum (BYOC). The Director of Curriculum and Director of Technology made building visits to every building to explain the solution and also to build interest in a summer academy planned for the summer of 2008. LITC, specifically



Library Media, was the first content area to use BYOC. The LITC committee evaluated the district K-12 ITLS benchmarks. They refreshed the benchmarks to make them relevant to reflect information technology changes that have occurred since previous benchmarks were updated in 2004 and 2005. The updated benchmarks were entered into the district's curriculum mapping software during the spring of 2008. This will provide the framework needed for this plan's technology integration goals.

During the spring of 2008, the LITC committee began evaluating library automation software. This evaluation consisted of reviewing Follett's Destiny solution as well as an open source solution called KOHA. The committee made a trip to the D.C. Everest School District where KOHA is being used. Ultimately, a decision was made to continue using Follett, but migrate to the web-based version called Destiny. LITC began the planning process to migrate to Destiny during the summer of 2008, and trained staff during the fall of 2008.

During the spring of 2008, a three year district staff development plan was developed. Part of this plan included an information technology focus. This part of the plan was a product of surveying the subcommittees of LITC and DITC, the Technology Support Department, building administrators, as well as members of the Council of Instructional Improvement. The primary initiatives include ITLS awareness, ITLS integration using information resource tools, SMARTBoard® training, curriculum mapping training, and training for technology system tools.

In order to evaluate Technology Plan areas: *Educator Proficiency, Teaching and Learning Practices, and Access to Resources and Tools*, the district completed a LoTi (Levels of Technology Integration) needs assessment for all professional staff.

Systems Support and Leadership-

During the spring of 2008, additional vendor visits were made regarding researching VOIP phone systems. Two product vendors have been researched: Cisco and Nortel. Additional planning still needs to occur. During the spring of 2008, a decision was made to migrate from Novell's E-Directory to Microsoft's Active Directory. This decision resulted in a need for extensive planning and communication. The Technology Support Department, along with DITC, developed a communication plan for this changeover. Impacts of this decision were shared with many stake holders, including LITC, DITC, administration, building technology committees and CII. Surveys were used to collect data regarding who needed specific data migrated as well as what type of data needed to be migrated. We also conducted an application survey to identify what applications were used regularly and the perceived value of specific applications. There were two different application surveys; one for secondary buildings and one for elementary buildings. The two application surveys also included areas to identify staff development interests and needs.

Fall 2008

Instructional Technology - To start the school year, the entire district participated in a half-day technology training session. This session focused on introducing the staff to the new Microsoft tools that were deployed in the summer of 2008. Further building level training also occurred during the first few weeks of school for those who needed additional training. Shared coursework folders were recreated and new remote access tools were developed, tested, and communicated to the staff.

A large staff development need regarding audio visual equipment has developed. Each of the building level plans includes the implementation of interactive whiteboards,



data projectors, sound systems and visual presenters. During the summer of 2008, the district contracted with SMART® Technologies Inc. and had ten staff commit to becoming SMART® Certified Trainers. WRPS currently has ten SMART® Certified Trainers in the district after a successful train-the-trainer model meeting the requirements of SMART® Technologies Inc. This has built expertise and capacity for the audio visual initiatives.

Members of LITC and DITC attended the DPI Regional Meeting and participated in the ITLS standards and assessment discussions. After returning from the session, the committees have been and are planning to evaluate other assessment options regarding eighth grade technology literacy. This planning process will define the spring, 2009, technology literacy assessment plan for the district.

Using the DPI guidelines for writing a combined information technology plan, the subcommittees of DITC and LITC, as well as the Technology Support Department, have been meeting regularly to evaluate a combination of assessments for each of the needs assessment areas. The information analyzed includes data regarding the status of previous goal completion, the strategic five year infrastructure plan, LoTi, TRAILS, SAM, application surveys, helpdesk tickets, and building technology needs surveys. The combined information has been used to guide the goal writing process for this plan.

Systems Support and Leadership - The focus for fall of 2008 was to stabilize the newly implemented Microsoft Active Directory and the services and software changes that came with it. This also required updating and configuring network distributed applications.

In the fall of 2008, WRPS implemented a district wide helpdesk ticketing solution. This has become the standard way for staff to request support for instructional and

information technology. The helpdesk tickets have become a tool used to evaluate support in the district. The system is open source and does not completely meet the needs of the district. The district plans to evaluate an integrated helpdesk and inventory system in the future.

To compliment the instructional staff development that has been occurring regarding SMARTBoards®, there has been a great deal of planning and installation of equipment. Approximately 70 “SMART” rooms have been outfitted during the summer and fall of 2008.

During the fall of 2008, the administrative team made progress regarding both instructional technology and information technology. The elementary administration participated in Microsoft Excel® training. This should help the WRPS leadership team analyze longitudinal assessment data in order to make data driven decisions. Also, WRPS has implemented its first large scale organized laptop deployment with all administrators. In addition, some of the administrative team has been, and the additional administrative team will begin, using smart phones. This should enhance communication greatly as the devices will be integrated with the WRPS Outlook email system.

There has been discussion regarding the importance of a staff development tracking solution. The district continues to identify essentials that all staff needs to know and allocates resources to train staff. Thus, it becomes even more important to have a tool that helps manage staff development. Members of the administrative team have evaluated a web-based solution and will continue to investigate other solutions.



2.7 Community Resources/Adult Literacy Providers

The following is a partial list of activities in which WRPS has collaborated with community adult literacy providers on.

Community Technology Training

During 2008, the Technology Support Department surveyed community members regarding what technology training needs exist. The survey results indicated the need to address computer basics. In the spring of 2009, the Technology Support Department will sponsor a series of workshops for community members on computer basics. It is intended to be a sequence of offerings starting with computer basics and ultimately building on that foundation with application use.

Parent Education

The District has hosted a police presentation on Internet Safety for the community.

Distance Learning

The District has established a partnership with MidState Technical College and UW Stevens Point which opens Mid-State's distance learning facilities to WRPS students. These students can access UW courses and workshops.

Public Library Collaboration

The public library prepares book boxes for teachers. District staff has provided technical training for library staff and community members through jointly sponsored workshops.

Boys and Girls Club School Project

WRPS has partnered with the local Boys and Girls Club to establish a satellite location for the club in Mead Elementary School. This provides after school opportunities for students, as well as educational activities for students and their parents. This partnership was initiated in part to address the needs of a large number of non-English speaking parents arriving in the area from Southeast Asia.

Community Computer Program

During the summer of 2008, two youth apprentice students developed a program that repurposes WRPS computers that have reached their replacement cycle and been taken out of classroom service. The computers are re-formatted and an open source distribution of the Linux operating system is installed on the computers along with open source office programs and educational programs. The goal of the program is to place 50 computers with families and individuals in need through community channels such as the Neighborhood Table, Community Foundation, and help from the LHS Volunteer-Center.

Lighted Library Program at Mead School

Lighted Library is part of a Club Mead Activity Night that is held once a month on a Thursday night from 4:30 - 5:30. Children come in with their families and are able to choose up to 5 books that are checked out to them in a separate account other than their regular school library books. They keep the books for only one month and are encouraged to return them as soon as they are finished. There are also other things to do in the library for that hour such as educational games that promote reading, etc. This program was started from the suggestion of reading specialists and reading recovery teachers at Mead to promote reading (also with their families) within Mead school. There are four regular staff members that rotate working and typically there are three people working at one time. At the present, we have approximately 45 students participating.



Instructional Computers for Headstart Program

During the past several years the WRPS Technology Support Department has provided Head Start with computers that have reached their replacement cycle and been taken out of WRPS classroom service. While the computers may not meet the system requirements of WRPS and WRPS computer network standards, the computers can still run simple programs that are used by Head Start. Also, because the computers are not attached to computer networks, they are still usable by this organization. The computers are delivered to Head Start by the WRPS Building and Grounds Department and supported by a Head Start designee.



Section 3: Current Status and Needs Assessments

3.1 Assess progress on previous plan

WRPS' previous technology plan was approved in 2006. It contained goals in 4 areas. Each area is listed below with an assessment of our progress in meeting the goals.

Goal Area 1: WRPS will develop a system to assess student achievement of information and technology benchmarks.

Objectives	Implementation	Success Indicators	Status
<ul style="list-style-type: none"> - By the 2006-07 school year, complete ITLS benchmarks for grades 7-12 and develop an implementation plan. - By June 2006, create an assessment tool and procedure for determining the technological literacy of 8th grade students. - Improve student WKCE performance on Language Arts Standards E and F (Media and Technology and Research and Inquiry). 	<ul style="list-style-type: none"> - By the beginning of the 2006-07 school year, complete ITLS benchmarks for grades 7-12. - By January 2007, develop an acquisition and professional development implementation plan to support the dissemination of the 7-12 benchmarks. - By June 2006, create an assessment tool and procedure for determining the technological literacy of 8th grade students. - Improve student WKCE performance on Language Arts Standards E and F (Media and Technology and Research and Inquiry). 	<ul style="list-style-type: none"> - 7-12 Benchmarks completed, approved by Board of Education and published. - Implementation plan completed, approved by Board of Education and published. - Assessment process defined and in use. - Performance on WKCE on Language Arts standards E and F have improved. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 7-8 benchmarks were completed by 2006-2007 <input checked="" type="checkbox"/> 9-12 benchmarks were completed in the spring of 2008 <input checked="" type="checkbox"/> Assessment process has been defined. A new assessment process is being created. <input type="checkbox"/> WKCE item analysis still needs to occur and be part of the data retreat process. <input type="checkbox"/> Due to the reduction in Library Media Specialists, a new integrated implementation plan is being developed. This new plan will focus on project-based unit development. <input type="checkbox"/> Part of the acquisition plan has been completed and encumbered. Once the new implementation plan is developed, the acquisition would need to be completed.

Indicates work completed Indicates additional work needed



Goal Area 2: WRPS curriculum will integrate technology and information literacy benchmarks and teachers will have the necessary skills to deliver the instruction.

Indicates work completed

Indicates additional work needed

Objectives	Implementation	Success Indicators	Status
<ul style="list-style-type: none"> -The district information technology committee and core curriculum committees will collaborate on integrating ITLS benchmarks into core curriculum documents. -District, building, and individual professional development plans will incorporate ITLS related goals and activities. 	<ul style="list-style-type: none"> - The district information technology committee and core curriculum committees will collaborate on integrating ITLS benchmarks into core curriculum documents. -District, building, and individual professional development plans will incorporate ITLS related goals and activities. 	<ul style="list-style-type: none"> - Content area curriculum and benchmarks will contain evidence of ITLS integration. - Professional development documents will include ITLS goals and activities. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> ITLS integration is identified in core content areas. Evidence is included in the 7-8 benchmark guides. Gaps are apparent on the guides due to the fact that not all core content teachers are teaching the same activities. <input checked="" type="checkbox"/> Technology integration professional development opportunities have occurred and are also apparent on the district's three staff development plans. Additional work needs to be done to make this process part of the BYOC core curriculum writing process. This process needs to also include project-based unit development. <input checked="" type="checkbox"/> Graduate courses are currently being developed. A SMARTBoard® with ITLS integration course is scheduled to run during the spring semester 2009. <input type="checkbox"/> Additional ITLS integration offerings need to be developed.



Goal Area 3: WRPS will implement the recommendations of the district's Technology Task Force. (See Appendix F for Task Force Recommendations)

Indicates work completed

Indicates additional work needed

Objectives	Implementation	Success Indicators	Status
<ul style="list-style-type: none"> - Prioritize task force recommendations. - Identify implementation timeline. - Develop funding plan. - Implement plan. 	<ul style="list-style-type: none"> - Develop funding plan. - Prioritize task force recommendations. - Identify implementation timeline. - Implement plan. 	<ul style="list-style-type: none"> - Funding plan has been approved. - Prioritized list of recommendations is approved and published. - Timeline has been developed. - Prioritized list has been accomplished. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Funding plan has been approved in the form of a technology referendum. <input checked="" type="checkbox"/> Presentations have been made to the School Board and Board approval has occurred annually regarding implementation plans. <input checked="" type="checkbox"/> Timelines have been developing regarding replacement cycles and technology implementation. <input checked="" type="checkbox"/> Approximately 35-40 % of initiatives are completed. <input type="checkbox"/> All elementary buildings will be rewired by September, 2009. <input type="checkbox"/> Remainder of secondary classrooms need audio visual updates. Elementary buildings will be developing the building audio visual replacement plan. <input type="checkbox"/> Staff Development plan needs to be created based on implemented technologies. <input type="checkbox"/> Remainder of servers and switches need to be replaced.



Goal Area 4: WRPS will maintain an infrastructure capable of supporting its technology goals.

Indicates work completed

Indicates additional work needed

Objectives	Implementation	Success Indicators	Status
<ul style="list-style-type: none"> - By 2008, rewire and upgrade switches in the elementary schools. - Maintain the infrastructure in the secondary schools. - Expand infrastructure to accommodate video streaming and teleconferencing. 	<ul style="list-style-type: none"> - By 2008, rewire and upgrade switches in the elementary schools. - Maintain the district infrastructure. - Expand infrastructure to accommodate video streaming and teleconferencing. 	<ul style="list-style-type: none"> - New infrastructure in place. - Infrastructure is working properly and funds are included in budget to maintain. - Video streaming and teleconferencing services are available to staff and students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All switches have been upgraded. All switches are capable of QOS for video conferencing. <input checked="" type="checkbox"/> Servers have been replaced and many virtualized. Continued replacement cycle in place. <input checked="" type="checkbox"/> Four out of five elementary labs have been rewired. <input checked="" type="checkbox"/> Updated WAN to a 100 MB Ethernet solution for all locations expect Vesper. <input type="checkbox"/> Remainder of elementary buildings and labs rewired by November, 2009. <input type="checkbox"/> Teleconferencing/video streaming/and data casting needs to be researched further and implemented based on need. <input type="checkbox"/> Telephony system needs to be replaced with some form of unified communication. This solution could include a video conferencing solution. <input type="checkbox"/> A controller-based wireless solution needs to be prioritized. This would require the need for POE switching.



3.2 Analysis of Student Proficiency

WRPS has over the past two years implemented two different assessments to measure technology literacy. The first year included a checklist. This checklist survey was administered by Library Media Specialists. The Library Media Specialists surveyed the 7th and 8th grade departments to determine the perception of their student's technology literacy. This assessment was broken down by benchmarks per ITLS content area (Appendix A). One of the action steps from this assessment was to develop a more formal assessment strategy for the following year. The LITC committee did accomplish this. This assessment includes the use of three different assessment tools.

One of the tools is the Thompson Course Technology's Skills Assessment or SAM. This is an online macro-based assessment tool used to measure ITLS content standard A. The LITC committee mapped SAM questions to benchmarks in content standard A. This assessment was given to all eighth grade students as well as ninth grade students who had taken the Intro to Computers course. The assessment comparison results for both groups are located in Appendix A. The students who participated in the Intro to Computers course were much more proficient on this assessment. Considerations are being made to make the Intro to Computers curriculum a requirement by the end of eighth grade.

The LITC also identified content benchmarks within ITLS content standard A which SAM could not assess. A self-assessment survey was developed in which all eighth grade students self-assessed their knowledge in relation to the benchmark (Appendix A).

In regards to assessing ITLS content standards B, C, and D, WRPS used the Kent State University developed TRAILS (Tool for Real-time Assessment of Information Literacy). This assessment was shared with the leadership committees of both junior high schools. At

those schools both a pretest and post test were given during the 2007-2008 school year. The assessment results for both the pre and post tests are included in Appendix A.

Even though WRPS has a formal assessment in place; the LITC committee is developing an updated assessment plan for the future. The LITC committee began evaluating third party assessment tools during the first semester of the 2008-2009 school year. After the evaluation process is completed, LITC will determine if a third party assessment is feasible or if WRPS should develop a formal but customized assessment for the district.

The LITC committee has been updating the WRPS Standards in regards to information technology. The updated benchmarks have been entered into the district's curriculum mapping software. Based on the 67% reduction of Library Media Specialists, WRPS is working to define a new integration model that is project-based and primarily teacher lead. The Library Media Specialists are currently working with core classroom teachers to develop units and activities that cover both the benchmarks of the core curriculum and also the information and technology benchmarks identified for the respective grade level. The LITC committee will be working with content areas, as well as the district CII (Council for Instructional Improvement) to develop a template that identifies specific project-based activities per grade level. Ultimately, this will lead to a complete WRPS K-12 ITLS scope and sequence. It is understood that staff development will be the underpinnings to success.

Also, it is important to note that project-based unit and activity development will have an emphasis on higher level skills such as critical thinking and problem solving. Based on the LoTi data, WRPS has 86% of staff who either supported or implemented one or more attributes of a learner-centered curriculum with or without a computer. However, 72% of



WRPS staff are in the exploration level and focus primarily on teacher's use of productivity tools, student's use of tutorial programs, and "project-based" learning opportunities at the knowledge/comprehension level. By having a

focus on developing project-based units and activities with higher level skills such as problem solving and critical thinking, we hope to better serve WRPS with the necessary 21st Century Skills.

3.3 Identification of Underserved Populations

Assistive Technology

The district has an active assistive technology team comprised of special educators, physical and occupational therapists. The district's technical staff supports the efforts of the team in matching appropriate assistive technologies to meet identified student needs. A member of the assistive technology team sits on DITC.

At Risk Populations

For 7 years, the district has operated a charter high school for at risk students. At the heart of

the program is the Plato online learning system. Through this software individualized programs of instruction have been developed that allow students to earn a high school diploma in a non-traditional setting.

Summer School Programs

In 2005, the district introduced online summer school remediation classes for 8th grade students who were not yet ready to advance to high school. Overall, the district has a robust summer school program that addresses both enrichment and remediation.

3.4 Analysis of Teacher Proficiency

Since 1997 WRPS has conducted two LoTi surveys of the entire staff (1999 and 2001) and also conducted a full enGauge study in 2003. Due to the enGauge survey no longer being available free to school districts, WRPS again conducted another LoTi survey in the spring of 2008. The study shows that WRPS teachers are active technology users and over 60% of teachers, at a minimum, use technology for student technology projects (e.g., designing web pages, researching via the Internet, creating multimedia presentations).

It is important to note, that according to the LoTi Personal Computer Use (PCU) survey, the median and mode scores for WRPS is at level five. This level indicates that those surveyed demonstrated high skill level using computers for personal use. Level five participants commonly are able to use the computer to create their own web pages, produce sophisticated multimedia projects, and/or effortlessly use common productivity applications (ex. Microsoft Office®), desktop

publishing software, and web-based tools.) Level five also indicates that participants are able to confidently troubleshoot most hardware, software, and/or peripheral problems without assistance from Technology Support.

Even though WRPS staff are identified as having a high skill level with using computers for personal use, the DETAILS for the 21st Century Profile (Determining Educational Technology And Instructional Literacy Skillssets), indicates the majority of participants consider "Proficiency with Technology Use" a mid-level priority. The mid-level priority implies that there is a need for further professional development regarding becoming proficient with technology use. The DETAILS report recommends technology staff development planners consider providing professional development interventions and/or mentoring opportunities for staff that will help further improve their confidence and competence with various technologies.



The planning committee did discuss the fact that the survey data indicates WRPS staff already demonstrate high level skill with using computers for personal use, yet still perceive additional staff development in this areas as a mid level need instead of a low level need. Based on the planning committees' discussions, we strongly believe that this is due to the fact that many new technologies are emerging and while staff may have high

personal skills in specific technologies, they may not feel they demonstrate high level skills with some of the new technologies the district has recently been implementing (ex. SMARTBoards®, teacher web pages, document cameras, laptops/wireless, new library automation systems, etc.). Thus, the planning committee agrees with the need for continued staff development in regard to proficiency with technology use.

3.5 Analysis of Effective Teaching & Learning Practices

According to the LoTi study recommendations there is a high level need to begin using technology for complex thinking projects. LoTi defines complex thinking skills as problem-solving, decision-making, creative problem-solving, reasoning, investigation, experimental inquiry, and reflective thinking. The LoTi recommendation is to focus staff development on training teachers how to implement technology-enriched projects that involve one or more complex thinking skills in either the project's "process" or the final "product". The need to focus on higher level thinking skills is also apparent when analyzing the results of the LoTi framework. The recommendation appears to also be in alignment with the LoTi Details Report.

The LoTi Framework indicates that 72% of WRPS staff is at the exploration level. This level implies that technology-based tools supplement the existing instructional program or complement selected multimedia and/or web-based projects (Internet-based research papers, informational multimedia presentations) at the knowledge/comprehension level. Exploration also implies that the electronic technology is employed either as extension activities, enrichment exercises, or technology-based tools and generally reinforces lower cognitive skill development relating to the content under investigation. Thus, LoTi recommendations conclude that future staff development offerings should relate to sharing how to incorporate higher level thinking skills into technology integration efforts. While the

LoTi survey indicates that WRPS staff are avid users of technology on a personal level; there is a need to transform from using technology on a personal level to integrating technology with a focus on higher level thinking skills. To infuse the integration model, additional staff development will be needed.

Also, LoTi measured the Current Instructional Practices (CIP) of WRPS staff. The mode and media for WRPS staff was a level four. A level four indicates that participants are comfortable supporting or implementing either a subject matter or learning-based approach to instruction-based on the content being addressed. In a subject matter-based approach, learning activities tend to be sequential, student projects tend to be uniform for all students, the use of lectures and/or teacher-directed presentations are the norm as well as traditional evaluation strategies. In a learner-based approach, learning activities are diversified and based mostly on student questions, the teacher serves more as a co-learner or facilitator in the classroom, student projects are primarily student-directed, and the use of alternative assessment strategies including performance-based assessments, peer reviews, and student reflections are the norm. Approximately 86% of WRPS staff indicated that they either supported or implemented one or more attributes of a learner-centered curriculum with or without a computer. A learner-centered curriculum includes attributes such as a focus on multiple assessment strategies, an emphasis on higher



order thinking skills and the creation of a problem-based learning environment. According to the LoTi recommendations, research has found strong links between computers used in conjunction with these attributes and higher student achievement based on standardized test scores.

As the LoTi Framework better defines the technology integration staff development needs, it is important to note that WRPS staff perceived the greatest obstacle to further using technology in the instructional setting is “Time to Learn, Practice, and Plan”. Thus it is extremely important to build “Learning, Practicing, and Planning” into a sustainable

technology integration staff development plan. The planning committee believes this structure will require well defined benchmarks per grade level so that a collaborative process between Library Media Specialists and content areas/grade levels can define and develop project-based integrated units and activities.

Finally, based on the LoTi DETAILS for 21st Century Skills survey data, the majority of participants surveyed consider Student Influences on Instructional Practices a mid-level priority and LoTi recommends continued professional development to further improve confidence and competence with student-based learning.

3.6 Analysis of Access to Resources & Tools

Based on the data from the LoTi Technology Use Profile, 100% of the participants surveyed have access to computers for instructional purposes. According to LoTi, “computer access” means that a staff member and/or student can use or borrow a computer within the school building for instructional purposes: including computers in the classroom, computer labs, computers on carts, general access computers in the library or something similar. Much of the continued access has been made possible by ongoing support from the community in the form of a technology referendum. There have also been changes in virtualization technologies which have afforded the district to maintain its computer access levels. The district currently has approximately 2800 instructional computers.

Elementary -Access to Resources and Tools

Currently, all elementary buildings have a computer lab that can accommodate 30 students. Also, each classroom has four student instructional stations as well as a dedicated teacher workstation. The four student instructional workstations are using virtualization technology to both reduce the cost of ownership and also create additional access with reduced costs. As this plan is

being developed, four out of nine elementary buildings have had computing technology replaced (Howe, Vesper, Washington, and Woodside). The remainder of the elementary buildings are scheduled to be replaced during the next two to three years. Also, each elementary location has mobile multimedia carts available for checkout.

In the past year, all of the elementary buildings have been upgraded to Follett’s Destiny web-based library automation system. Also, in the spring of 2007, an elementary supported software list was created. The titles supported on this list have been classified by content area and are equitably being made available to all elementary buildings. In the fall of 2008, an additional elementary Library Media Specialist (LMS) was hired. This increased the ratio to one LMS per 4.5 elementary buildings. Finally, each of the elementary buildings has been participating in instructional technology upgrades. While each classroom has a large screen television with a cable connection and the capability to display computer images, as well as a VCR; there has been and will continue to be a large focus on current audio visual tools such as interactive whiteboards, audio systems and document cameras. As these technologies are



introduced to the classrooms, the ten-year-old televisions are being repurposed to locations that are in need or repurposed to locations that do not have the new technologies but have a failed television unit. There are plans over the next three to five years to have all elementary buildings using current instructional technologies

Secondary- Access to Resources and Tools

Currently, East Junior High (EJH), West Junior High (WJH) and Lincoln High School (LHS) have multiple labs in each building. One of the labs in both EJH and WJH are identified as multi-purpose Intel® dual boot Apple® labs. Each building has identified labs that require higher system-level specifications. These labs are on a three year replacement schedule. This replacement schedule creates a bumping process in which the computers being replaced in the labs are then replacing teacher workstations or labs which have lower system specification requirements. At River Cities High School, there is a lab with 28 stations available. This lab is currently using virtualization technology to reduce the cost of ownership and increase student access.

In the past year, the secondary buildings also upgraded to Follett's Destiny web-based library automation system. Both EJH and WJH have also implemented the use of United Streaming and this service has gradually seen an increase in use.

Each of the secondary buildings has been participating in audio visual upgrades. The upgrades are in the form of current instructional technologies such as interactive whiteboards, document cameras, and sound systems. Similar to the elementary buildings, there are plans over the next three to five years to have all secondary buildings using current instructional technologies.

Technology Staff Development- Access to Resources and Tools

Due to the number of technology initiatives, there have been many technology staff

development initiatives. One of the largest and most demanding staff development initiatives WRPS has undertaken is training staff how to use SMARTBoards®. During the summer of 2008, WRPS contracted with Smart Technologies Inc. and participated in their train-the-trainer model. This opportunity afforded WRPS the opportunity to have ten in-district SMART® Certified Trainers. The ten certified trainers have planned a course for credit with a focus on technology integration. The course will run in the spring of 2009.

As each of the elementary buildings replace computers, they are migrating from a primarily Apple® environment to a Microsoft Windows® environment. This process has required building level staff development throughout the year. The Technology Support Department and the building Cadre have conducted this training at each location to date.

For the start of the 2008-2009 school year, there was a half-day scheduled for technology staff development in the area of system level tools. Due to the amount of changes during the summer of 2008, it was necessary to train staff how to use systems such as new directory services for student and staff accounts, email, archiving, remote access, shared folder access, online helpdesk, and AESOP Leave Processing and Substitute Calling system.

With the implementation of Follett's Destiny web-based library automation system, all of the Library Media Specialists and Library Aides have been trained in the use of this system. Also, once the initial set up was completed, the Library Media Specialists held training at each of the buildings in the district to train staff how to effectively access and use this technology.

During the staff development days in the fall of 2008, several technology workshops were held. The workshops included the following titles: Apple® i-Life training for the K-12 Art Department, Advanced Teacher Web Page training, Introduction to SMARTBoards®,



Apple® i-Life training for elementary buildings with new computers, and Primary Software Selection for grade K-3.

Systems Level- Access to Resources and Tools

During the summer of 2008, WRPS migrated its network directory services and all services from Novell's E-Directory to Microsoft's Active Directory. This migration was a complex migration which required the migration of all data to upgraded/updated servers and storage, implementation of a new district email and email archiving systems, new method for remote access for students and staff, and restructuring district shared folders and shared student and staff coursework folders. Once the migration was completed, every staff member in the district had a network login and email account as well as a home directory. All students also had individual network accounts and home directories. Both students and staff have the ability to access their home directories and shared folders from both in the district and from outside the district. Also, in the past year, WRPS implemented an integrated human resources and financial management system called Alio. All Human Resource and Business Services employees

have access to the system as well as building secretaries, administrative assistants, department chairs, and teachers who are identified as needing the ability to create requisitions and manage budgets.

While the LoTi findings support the idea of appropriate access to resources and tools, the LoTi DETAILS for 21st Century Skills survey data indicates the majority of survey participants considered "Locating Resources and/or Skills Assistance to Increase Existing Classroom Technology Use" a mid-level priority. This skill set represents a participant's need for additional resources (ex. Software applications, websites, productivity tools, hardware, peripherals) and/or assistance (ex. Working with a peer coach/mentor) to employ technology successfully as part of their classroom instructional practices. A mid-level priority implies that additional staff development in this area is needed and consultation should occur between building technology representatives or media specialists who can help staff locate additional technology resources or provide them with a potential mentoring partnership.

3.7 Analysis of Support Systems and Leadership

Administrative Leadership

Each building has a data driven decision making team which analyzes district and school data from an assessment database. The result of this analysis is the development of a building improvement plan. The district also has a District Assessment Coordinator (DAC) who participates in regional and state workshops and shares this information with the rest of the administrative team. During the fall of 2008, the elementary administrative team is participating in a spreadsheet course in which they are becoming familiar with the use of Microsoft Excel® to analyze assessment data. This is important as WRPS has been collecting longitudinal data for

several years. This staff development will better enable principals to evaluate and analyze assessment data so that the data can be used to create meaningful goals during each building's school improvement planning process.

The administrative team was also actively involved in the evaluation and selection of the district's curriculum mapping software. Evaluation teams made up of administrators and teachers from several content areas and grade levels evaluated three solutions. Vendor demonstrations and site visits were arranged. Once the solution was selected and implementation began, an administrative team participated in a week long summer curriculum



writing academy. Based on the findings of the “Relevant Research and Best Practices”, administrative participation along with teacher and administrator collaboration is crucial for successful reform and implementation.

ITLS Standards Alignment

As cited throughout this document, the Library Information Technology Committee (LITC) has updated the WRPS ITLS benchmarks. The benchmarks have been entered into the district’s curriculum mapping software (Appendix H). Originally the plan was to have content areas identify what ITLS benchmarks are being covered in their respective curriculum. There has been a concern that this process does not account for curriculum gaps. After completing the first summer curriculum writing academy, it was suggested that courses be created at each grade level and project-based units be defined per grade level. By creating a “Library Media” course per grade level, units, topics, and learning targets can be defined in the curriculum mapping software. This work will be part of the goals and objectives for this Combined Information and Technology Literacy Plan.

Staff Development

Staff development is a major concern for WRPS. WRPS administration has been working to identify educator essentials in which efforts are being made to make sure all teachers within a content area or grade level are proficient in the specific essential. Evaluation of staff development tracking software has begun. As the number of essentials and initiatives increase, it is becoming increasingly important to be able to manage district staff development. A staff development tracking tool would allow WRPS to better evaluate staff development needs based on who/how many staff have already attended specific offerings or even tiered offerings.

Support Staff

As a result of tightening budgets, WRPS has faced a serious shortage of support staff. In the past year, progress has been made in regards to Information and Technology staffing. Since 2000, the District Information Technology Committee recommended adding an elementary technician. Due to the support of the technology referendum, an additional technician was hired and technician responsibilities have been better equalized. In 2003, the district cut its technology staff developer. This position has not been filled since the cut in 2003. In 2005, the district cut back its library media staff to 3 FTE down from 11.7 FTE. During the summer of 2008, an additional Library Media Specialist was hired. Also, due to a retirement and position restructuring, the .5 LHS Audio Visual position has become a 12 month 1.0 FTE Secondary Audio Visual Technician. While progress is being made to better serve the district’s instructional and information technology needs, meeting future staff and student needs in this area will continue to be an increasing struggle.

Information and Instructional Technology Needs assessments

Several needs assessments have occurred to determine information and instructional technology needs. In the spring of 2007, the Technology Support Department, in conjunction with an IT engineering partner, participated in a five year infrastructure strategic planning process which focused on planning a replacement cycle for servers, switches, directory services, server trends such as virtualization, and computer replacement. This process included analyzing inventory and systems data as well as the recommendations from the Technology Task Force. This planning process also included infrastructure such as wireless, VOIP, and web casting (Appendix D).

During the fall of 2007, each of the secondary buildings performed instructional technology



needs assessments (Appendix D). Each building used a similar assessment survey for their staff. Instructional technology trends were identified across the secondary buildings. Site visits with other schools and/or research confirmed direction for the building technology committees. The data collected from the infrastructure strategic plan, building surveys, site visits, and research provided data for which secondary building technology plans were developed. The development of the plans was a result of participation and leadership of the secondary building technology committees. The elementary buildings were in the process of evaluating similar technologies across the district during the 2007-2008 school year and are now creating building level plans.

One of the results of the secondary building technology plans was a trend towards mobile computing and the need for a controller-based district wireless solution. A district wide wireless survey has been completed. The number of access points needed per location has been identified (Appendix D.)

Due to the age of WRPS's current telephone system, the district has been experiencing failing telephony hardware. During the previous 2006-2009 Technology Plan, it was recommended that replacing the current phone system be researched. Since the fall of 2007, planning regarding replacing the current district telephone systems has occurred. VOIP (Voice Over Internet Protocol) systems were researched and evaluated. Surveys were completed by all buildings to indicate the current number of phones that need to be replaced as well as the number of additional phones needed based on safety and security needs (Appendix D). The VOIP evaluation and planning process included participating in vendor visits as well as vendors making in-district visits. Additional research needs to be completed, an E911 plan needs to be developed, and a return on investment study

needs to be completed in order to determine the direction for future WRPS telephony.

WRPS has been using the survey tools from CMS4Schools to evaluate and plan initiatives and implementations. For example, during the planning process of migrating network operating systems and services from Novell to Microsoft, survey data was used to determine migration plans and migration licensing (Appendix D). Also, WRPS used a survey tool to evaluate the software titles that have been implemented across the district and also what technology staff development is needed (Appendix D). The results of the application surveys have been analyzed from a district level as well as shared with building instructional technology leaders and building administration. The results of the surveys helped guide building staff development offerings.

In the fall of 2008, WRPS implemented a district wide online helpdesk solution. This has become the standard way for staff to request support for instructional and information technology. The helpdesk tickets have become a tool used to evaluate support in the district. The system is open source and does not completely meet the needs of the district. The district plans to evaluate an integrated helpdesk and inventory system in the future. See Appendix D for helpdesk data since the middle of August, 2008.

Policy Updates

The District Information and Technology Committee (DITC) is responsible for the development and maintenance of policies and procedures related to information and instructional technology. DITC routinely reviews existing policy and recommends changes to the School Board. In preparation for writing this plan, all information and technology policies were reviewed and, if needed, updated (Appendix E).



Section 4: Program Goals and Objectives

Plan goals are derived and prioritized from analysis of needs assessment data collected. The needs assessment data was reviewed and analyzed by the Instructional Technology Committee (ITC), the subcommittees of Library Information Technology Committee (LITC) and District Information Technology Committee (DITC) and the Technology Support Department. The goals of this plan have been developed within four goal areas: Student Achievement, Staff Effectiveness, Information Resources and Learning Tools, and Support Systems and Leadership. The following four pages indicate the 2009-2012 combined Information and Technology Literacy Plan goals. It is important to note that this plan reflects the specific needs of the Information and Technology Literacy Program. It does not account for all the additional needs of the district, the status of the state budget, or what impacts future state, and federal budgets will have on district budgets. Thus, this plan and the goals and objectives in section four simply identify needs and means to address the needs. However, the specifics of this plan will need to be balanced between all of the district needs and the status of future budgets. Regardless, this plan is intended to help guide Information and Technology Literacy decision making during the years of 2009-2012.



4.1 Goals

Goal 1- Student Achievement- All students will experience a quality standards-based curriculum that integrates technology with learning for enhanced student achievement.

Objectives	Criteria
<p>1.1 Design, implement, and support integrated, project-based instruction and assessment aligned to WRPS standards that engages students in real-world problems using technology resources</p>	<ul style="list-style-type: none"> - Professional development...During the 2009-2010 school year, educate staff during professional development days about the WRPS standards in regards to Library Media Standards and share project-based units and activities already developed with grade levels. - Technology Resources.....Provide the necessary instructional technology resources as defined by the developed project-based activities and units so that all elementary buildings have equitable technology resources by the start of the 2009-2010 school year. -Create a project-based activity matrix per grade level and content area so that both content benchmarks and WRPS Library Media benchmarks are being covered.
<p>1.2 Continue to utilize the curriculum mapping software to align lessons, assignments, and assessments to content area standards and WRPS Library Media Standards</p>	<ul style="list-style-type: none"> - During the 2009-2010 school year, create individual Library Media courses in BYOC per grade level and enter units, topics, activities, and learning targets. - By the summer of 2010, engage in the BYOC summer curriculum writing academy so that project-based activities are developed and shared with grade level teachers. - By the summer of 2012, a project-based scope and sequence of activities will be entered into BYOC for each K-8 grade level.
<p>1.3 Continue to develop and implement eighth grade Technology Literacy Assessments</p>	<ul style="list-style-type: none"> - By June of 2010, determine if a formal technology literacy assessment or authentic rubric based assessment, or a combination of formal and authentic rubric based assessments should be used to report technology literacy skills. - Work with middle school leadership teams to formalize the technology literacy assessment logistics so that a controlled and consistent assessment environment exists during the scheduled assessment window. - Work collaboratively with the Council for Instructional Improvement to design a plan to address gaps in the ITLS Content Standard A. - Evaluate Technology Literacy data during the school improvement planning process.



Goal 2- Staff Effectiveness- All district staff will have a working knowledge of the technologies needed to successfully perform their job responsibilities.

Objectives	Criteria
<p>2.1 Define and educate all staff of what the technology expectations are per job responsibilities so that all employees are effective and efficient users of required technology in both system level tools and technology requirements within their respective area.</p>	<ul style="list-style-type: none"> - Define and provide necessary staff development so that 100% of staff are proficient using system level tools all employees need regardless of job responsibilities (ex. Network login, email use, home directory use, shared folders, AESOP, employee portal). - Communicate WRPS Library Media benchmarks to all staff per grade level and provide professional development based on need so that staff is proficient with the WRPS Library Media benchmarks in relation to their respective content area and grade level.
<p>2.2 Hire instructional staff that are proficient with technology use and technology integration.</p>	<ul style="list-style-type: none"> - Create a list of technology skills and evaluate applicants for these skills during the hiring process. - Collaborate with the new teacher mentoring program to insure all new staff members, starting with the hiring class summer of 2011, are trained and understand ITLS and the technology integration model of WRPS.
<p>2.3 Provide necessary staff development so that 85% of instructional staff is at or above a LoTi Framework level three regarding using instructional technology as a teaching tool.</p>	<ul style="list-style-type: none"> - Design staff development offerings that demonstrate effective technology integration practices with an emphasis on higher order thinking skills. - Offer staff development opportunities which focus on creating and sharing effective student centered technology integration.
<p>2.4 Design a coordinated district technology staff development plan which includes the needs of district, buildings, departments, and individuals.</p>	<ul style="list-style-type: none"> - Identify technology “essentials” and organize essentials into a district technology staff development plan. - Adopt in-district “train-the-trainer” models for developing and delivering advancement opportunities related to technology essentials. - Explore and possibly select online training opportunities that can be accounted for and a part of the district professional development plan. - Promote the inclusion of technology staff development in building level staff development plans by training staff in relation to the new technologies included in the building technology plan. - Evaluate and possibly select an online staff development tracking tool which can be used to better manage all district staff development offerings. - Identify technologies that require a tiered staff development approach and determine low, mid, and high level offerings.



Goal 3: Information Resources and Learning Tools- All staff and students will have access to the learning tools and information resources necessary to search, evaluate, analyze, manage, manipulate, communicate and construct information in the learning environment.

Objectives	Criteria
<p>3.1 Implement and maintain building level technology plans.</p>	<ul style="list-style-type: none"> - Continue to implement computer replacement cycles and audio visual installations based on the secondary building technology plans. - Form building technology planning teams to develop plans and implement budgets for elementary locations that have not yet created a building technology plan. - By the summer of 2010, replace instructional computers at Grant, Grove, Mead, Pitsch, and Rudolph Elementary schools. - Create a maintenance plan and parts inventory for all video projection units so that all units are maintained twice annually.
<p>3.2 Ensure the availability, equity, quality, and ease of access of technology resources.</p>	<ul style="list-style-type: none"> - Support and develop an elementary electronic media evaluation process that seeks out high quality, standards-based digital curriculum for productivity and instructional support that is customer-friendly, efficient, and standardized. - Offer consistent technology resources to all students across elementary buildings and within academic areas across the middle schools, and within the high school.
<p>3.3 Integrate a set of communication, information, and research tools that allow users to access, manage, create, evaluate, and communicate information.</p>	<ul style="list-style-type: none"> - By the start of the 2009-2010 school year, train Vesper staff how to effectively use the recently implemented WRPS collaborative (blog and wiki) server with students to construct information within their learning environment. - Through the 2009-2012 school years, expand the use of the WRPS collaborative server so that all buildings have the ability to use this technology to construct information in their learning environment. - Explore and expand the use of tools such a hosted student email, data casting, United Streaming, Destiny, and Destiny e-books.
<p>3.4 WRPS will promote educational equity, options, and opportunity through the use of technology to address individual and special needs, language, access and standardized curriculum and resources.</p>	<ul style="list-style-type: none"> - Consult with the district Assistive Technology team and support the implementation of assistive technologies based on assistive technology needs assessments. - Implement technologies that help underserved students increase student achievement.
<p>3.5 Maintain and support our school library resources based on title analysis and the Instructional Improvement Material Acquisition Cycle. (See Appendix C)</p>	<ul style="list-style-type: none"> - Continue to update aged library collections in the Instructional Improvement Material Acquisition Cycle 2009-2015. - Purchase materials to update areas where Titlewise shows aged titles not related to the Acquisition Cycle. - Explore and expand online resources that support curriculum. - Seek library media specialist professional development opportunities.



Goal 4: Support Systems and Leadership- WRPS will implement and maintain the infrastructure, information resources and learning tools, staffing, and policies to meet the instructional and information technology needs of the district.

Objectives	Criteria
<p>4.1 To provide a robust, reliable, and flexible infrastructure capable of meeting current and future instructional and information technology needs.</p>	<ul style="list-style-type: none"> - By September of 2009, complete the rewiring of all elementary buildings. - During the summer of 2009, implement a controller N-based wireless network at East Junior High, West Junior High, and Lincoln High School. - Continue the server virtualization plan as identified on the WRPS Infrastructure Plan. - By the end of summer 2009, deploy updated computer imaging software capable of multicasting in order to streamline the maintenance of current and future computer technologies. - Create an inventory/de-inventory process which would integrate with a robust inventory and helpdesk solution. - By June, 2010, design and implement a plan that will replace the current WRPS telephone system with a unified communication system that will reduce costs and enhance communication for staff, students, and the community.
<p>4.2 Secure and maintain necessary instructional and information technology staffing levels.</p>	<ul style="list-style-type: none"> - Secure additional Library Media Specialist staffing across the district so that staff levels are better aligned to the Wisconsin Department of Public Instruction recommended Library Media Specialist staffing level. - Maintain Networked Computer Specialist staffing levels so that at a maximum there is a 700:1 computer-to-technician support ratio. - Develop a staffing plan so that the elementary audio visual maintenance plan is achievable. - Include analysis of current Network Support staffing levels during the evaluation and decision making process when considering implementation of additional systems such as large scale wireless deployments, and unified messaging deployments. - Secure additional staffing support from the Maintenance Department to support the implementation of building technology plans.
<p>4.3 Update district policies so they are relevant with both district technology initiatives and also legislation regarding Instructional and Information Technology.</p>	<ul style="list-style-type: none"> - Annually evaluate the District AUP policy and include upcoming changes in relation to FCC requirements for Internet Safety. - During the 2009-2010 school year, develop policies necessary to meet the instructional needs of both students and staff regarding Web 2.0 technologies. - Use staff meeting structure to communicate policy changes to staff so they understand the intent of the policy and also how the policy is administered.



Section 5: Action Plans

5.1 Implementation Action Plans

Goal 1: All students will experience a quality standards-based curriculum that integrates technology with learning for enhanced student achievement.

Objective 1.1: Design, implement, and support integrated, project-based instruction and assessment aligned to WRPS standards that engage students in real-world problems using technology resources.

Criteria	Success Indicators/Measurement
During the 2009-2010 school year, educate staff during professional development days about the WRPS standards in regard to Library Media Standards and share project-based units and activities already developed with grade levels.	<ul style="list-style-type: none"> - Sharing sessions are on the Professional Development day's agenda. - Project-based units are imported under Library Media courses with BYOC and staff is given access to this online content.
Provide the necessary instructional technology resources as defined by the developed project-based activities and units so that all elementary buildings have equitable technology resources by the start of the 2010 school year.	<ul style="list-style-type: none"> - Inventory shows that Mead, Grove, Grant, Pitsch, and Rudolph have had hardware and software replaced. - Any materials or resources identified within BYOC for a grade level or content area are on the building inventory lists.
By the beginning of the 2010-2011 school year, a project-based activity matrix will be created per grade level and content area so that both content benchmarks and WRPS Library Media benchmarks are being covered.	<ul style="list-style-type: none"> - Activities are developed collaboratively with grade level teachers and the activities have both content area benchmarks and Library Media benchmarks included. - A matrix is completed which identifies activities per grade level and equitably shared between content areas.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Consult with Professional Development committee to include technology integration on P.D. day agendas.	LITC, DITC, Prof. Develop Committee	Jul 09 – May 12	\$3,000
2: Import project-based units into BYOC and give staff access to content within BYOC.	LITC, Curriculum Department	Sep 09 – Jun 12	\$0
3: Replace computers and software in elementary buildings that still need replacement, install current instructional technologies such as projectors and SMARTBoards®.	Tech Support, AV, and building staff and administration	Jul 09 – Jun 12	(included in budget goal area 3.b, 3.c and 3.d)
4: Create project-based matrix collaboratively with CII, and identify project-based activities with classroom teachers.	LITC, CII, teachers	Jul 09 – Jun 12	\$3,000
Policy Impacts or Changes:			
None			



Section 5: Action Plans-Continued

5.1 Implementation Action Plans

Goal 1: All students will experience a quality standards-based curriculum that integrates technology with learning for enhanced student achievement.

Objective: 1.2 Continue to utilize the curriculum mapping software to align lessons, assignments, and assessments to content area standards and WRPS Library Media Standards.

Criteria	Success Indicators/Measurement
- During the 2009-2010 school year, create individual Library Media courses in BYOC per grade level and enter units, topics, activities, and learning targets.	- Courses are created in BYOC - Activities are posted per grade level/content area.
- By summer of 2010, engage in the BYOC summer curriculum writing academy so that project-based activities are developed and shared with grade level teachers.	- Technology integration is included on the summer academy agenda. - The number of project-based activities increases.
- By the summer of 2012, a project-based scope and sequence of activities will be entered into BYOC for each K-8 grade level.	- One of the BYOC reports shows the courses, activities and learning targets.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Collaborate with Curriculum Director to create a process in which project-based units are developed and reviewed annually as part of the summer academy.	Library Media, Directors of Curriculum and Technology, and teachers participate in summer academy.	Sep 09 – Jun 12	(included in budget goal area 1.d)
2: Project-based activities have been developed and entered into BYOC as Library Media courses	LITC, Teachers	Jul 09 – Jun 12	\$15,000
Policy Impacts or Changes: None			



Section 5: Action Plans

5.1 Implementation Action Plans

Goal 1: All students will experience a quality standards-based curriculum that integrates technology with learning for enhanced student achievement.

Objective: 1.3 Continue to develop and implement eighth grade technology literacy assessments.

Criteria	Success Indicators/Measurement
By June of 2010, determine if a formal technology literacy assessment or authentic rubric based assessment, or a combination of formal and authentic rubric based assessments should be used to report technology literacy skills.	<ul style="list-style-type: none"> - Minutes are available regarding the evaluation of third party assessment tools evaluated. - An update is reported to the School Board during the summer of 2010 regarding the technology assessments.
Work with middle school leadership teams to formalize the technology literacy assessment logistics so that a controlled and consistent assessment environment exists during scheduled assessment window.	<ul style="list-style-type: none"> - Minutes are available from WIC and EPIC meetings indicating topic has been discussed. - Technology assessments are given during defined times with sufficient time to complete the assessments.
Work collaboratively with the Council for Instructional Improvement to design a plan to address gaps in the ITLS Content Standard-A by the fall of 2009.	<ul style="list-style-type: none"> - An update is given to the School Board based on discussion and a recommendation from the Council of Instructional Improvement.
Evaluate technology literacy data during the school improvement planning process to address how to better integrate technology and to increase student achievement scores on technology literacy assessments.	<ul style="list-style-type: none"> - Technology integration is included in building school improvement plans. - Technology literacy assessment scores improve.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Evaluate formal assessments and evaluate progress of project-based activities to determine assessment plan.	LITC	Aug 09 – Jun 12	\$1,500
2: Contact middle school Principals to be included on the WIC and EPIC agendas to discuss assessment logistics.	LITC, EJH and WJH Principals and teachers	Oct 09 – Jun 12	\$0
3: Research and propose options to discuss Standard A gaps. Bring recommendation to the School Board.	LITC, CII	Nov 09 – Jun 12	\$1, 500
4: Prepare and share assessment data with school improvement teams. Create goals for technology integration/achievement.	LITC, school improvement teams	Jul 09-Jun12	\$1, 500
Policy Impacts or Changes: None			



Section 5: Action Plans-Continued

5.2 Implementation Action Plans

Goal 2:All district staff will have a working knowledge of the technologies needed to successfully perform their job responsibilities.

Objective: 2.1 Define and educate all staff what the technology expectations are per job responsibilities so that all employees are effective and efficient users of required technology in both system level tools and technology requirements within their respective area.

Criteria	Success Indicators/Measurement
- Define and provide necessary staff development so that 100% of staff are proficient using system level tools all employees need regardless of job responsibilities (ex. Network login, email use, home directory use, shared folders, AESOP, employee portal).	- New teachers are trained during New Teacher Orientation. - Survey employee groups to evaluate that proper training has occurred regarding the use of system level tools needed for their job responsibilities.
- Communicate WRPS Library Media benchmarks to all staff per grade level and offer provide professional development based on need so that staff is proficient with the WRPS Library Media benchmarks in relation to their respective content area and grade level.	- WRPS Library Media benchmarks are agenda items during district staff development days. - A project-based activities matrix is created and collaboration, sharing, and staff development are part of the district curriculum writing process.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
<u>1:</u> New teachers are trained during New Teacher Orientation.	Technology Support	Aug 09 – Jun 12	\$2,100
<u>2:</u> Current training documentation is provided to all employees.	Technology Support, Human Resources, Business Services	Oct 09 – Jun 12	\$0
<u>3:</u> Coordinate a schedule to include Library Media benchmarks in P.D. days.	Director of Curriculum, Director of Technology	Aug 09 – Jun 12	(included in budget goal area 1.a)
<u>4:</u> Coordinate collaboration between Library Media Specialists and classroom teachers, ideally as part of the summer curriculum writing process.	Library Media Specialists, Director of Curriculum, Director of Technology, summer academy participants	Jul 09-Jun12	(included in budget goal area 1.e)
Policy Impacts or Changes: None			



Section 5: Action Plans-Continued

5.2 Implementation Action Plans

Goal 2:All district staff will have a working knowledge of the technologies needed to successfully perform their job responsibilities.

Objective: 2.2 Hire instructional staff that are proficient with technology use and technology integration.

Criteria	Success Indicators/Measurement
- Create a list of technology skills and evaluate applicants for these skills during the hiring process.	- A technology skills rubric is created and can be used during the hiring process. - The technology skills list is aligned to the Library Media benchmarks identified per grade level.
- Collaborate with the new teacher mentoring program to ensure all new staff members, starting with the hiring class summer of 2011, are trained and understand ITLS and the technology integration model of WRPS.	- ITLS and WRPS technology integration model are covered during new teacher technology orientation day. - Technology integration is a discussion topic between new teachers and WRPS mentor.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: A technology skills rubric needs to be identified and documented with alignment to grade level Library Media benchmarks.	LITC, DITC, building principals	Aug 09 – Jun 12	\$1,500
2: Training materials need to be created and updated for annual new teacher orientation training. Once materials are created, they need to be made available to staff electronically.	LITC, Technology Support	Oct 09 – Jun 12	\$900
3: All new teachers and mentors have access to BYOC and the Library Media Courses, Units, Topics, Activities, and Benchmarks.	Curriculum Department	Aug 09 – Jun 12	\$0
4: Train new teacher mentors how to use BYOC to access and understand Library Media course content.	LITC, Mentors, Mentor Program Coordinator	Jul 09- Jun12	\$1,200
Policy Impacts or Changes: None			



Section 5: Action Plans-Continued

5.2 Implementation Action Plans

Goal 2: All district staff will have a working knowledge of the technologies needed to successfully perform their job responsibilities.

Objective: 2.3 Provide necessary staff development so that 85% of instructional staff is at or above a LoTi Framework level three regarding using instructional technology as a teaching tool.

Criteria	Success Indicators/Measurement
- Design staff development offerings that demonstrate effective technology integration practices with an emphasis on higher order thinking skills.	- Include a section within technology staff development evaluations to indicate what level the promoted and modeled activities would be identified with Bloom's Taxonomy of Learning Model.
- Offer staff development opportunities which focus on creating and sharing effective student centered technology integration.	- Staff development activities include creating and sharing student centered, project-based activities that have been collaboratively developed between classroom teachers and Library Media Specialists. The project-based units provide a framework that facilitates student learning through researching, writing, creating, publishing, presenting, and evaluating.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Develop and include a technology staff development evaluation tool to identify which level activities are identified on Bloom's Taxonomy.	LITC, Staff Developer	Sept 09 – Jun 12	\$1,500
2: Staff development opportunities need to be offered and during offering, project-based activities need to be developed.	Library Media Specialists, Classroom Teachers	Jul 09 – Jun 12	\$1,500
3: Staff development opportunities need to be offered to share student centered projects that have been developed.	Library Media Specialists, Classroom Teachers	Jul 09 – Jun 12	\$1,500
4: The LoTi Framework level 3 definition needs to be communicated with staff during the technology staff development offerings.	LITC, Staff Developer	Jul 09- Jun12	(included in budget goal area 1.a)
Policy Impacts or Changes: None			



Section 5: Action Plans-Continued

5.2 Implementation Action Plans

Goal 2:All district staff will have a working knowledge of the technologies needed to successfully perform their job responsibilities.

Objective: 2.4 Design a coordinated district technology staff development plan which includes the needs of district, buildings, departments, and individuals.

Criteria	Success Indicators/Measurement
- Identify technology “essentials” and organize essentials into a district technology staff development plan.	- Technology staff development calendar is created and technology staff development participation increases.
- Adopt in-district “train-the-trainer” models for developing and delivering advancement opportunities related to technology essentials.	- Training areas and content has been defined and district trainers are identified.
- Explore and possibly select online training opportunities that can be accounted for and a part of the district professional development plan.	- An online training solution is in place and can provide transcript information for staff advancement or pay.
- Promote the inclusion of technology staff development in building level staff development plans by training staff in relation to the new technologies included in the building technology plan.	- Building technology staff development offerings will be identified on building tech plans and training participation will be documented.
- Evaluate and possibly select an online staff development tracking tool which can be used to better manage all district staff development offerings.	- An online tracking tool has been implemented and used to manage all staff development offerings in the district.
- Identify technologies that require a tiered staff development approach and determine low, mid, and high level offerings.	- Required tiered offerings are identified and included in a district technology staff development plan.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Form technology staff development sub committee of ITC and create S.D. plan based on identified technology essentials and tiered training needs.	ITC, Staff Developer, Staff Development Coordinator	Jul 09 – Jun 12	\$75,000
2: Evaluate staff development tracking tools and make a selection.	Staff Development Coordinator and S.D. Committee	Jul 09 – Jun 12	\$15,000
3: Include staff development as part of building technology plans.	Technology Director, Building Principals and Tech Planning teams	Jul 09- Jun 12	(included in budget goal area 2.m)
4: Explore and select an online training subscription that can be accounted for with the district’s three year P.D. plan.	ITC, S.D Coordinator	Jul 09- Jun12	\$24,000
Policy Impacts or Changes: Staff Development pay/DEU policy			



Section 5: Action Plans-Continued

5.3 Implementation Action Plans

Goal 3: All staff and students will have access to the learning tools and information resources necessary to search, evaluate, analyze, manage, manipulate, communicate and construct information in the learning environment.

Objective: 3.1 Implement and maintain building level technology plans.

Criteria	Success Indicators/Measurement
- Continue to implement computer replacement cycles and audio visual installations based on the secondary building technology plans.	- Computers are replaced according to the projected need of each building's seven year replacement plan. - Audio Visual installations are completed based on each building's audio visual installation plan.
- Form building technology planning teams to develop plans and implement budgets for elementary locations that have not yet created a building technology plan.	- Grove, Grant, Howe, Mead, Washington and Woodside have an audio visual installation plan. - Implementation plans include projected budgets and funding sources.
- By the summer of 2010, replace instructional computers at Grant, Grove, Mead, Pitsch, and Rudolph Elementary schools.	- Students and staff will be using computers that are four years old or newer.
- Create a maintenance plan and parts inventory for all video projection units so that all units are maintained twice annually.	- All projection units will have maintenance documented twice annually.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Computer replacement and audio visual equipment quantities need to be identified, ordered, and installed at secondary schools.	Technology Support	Jul 09 – Jun 12	\$705,000
2: Create elementary building technology teams to plan and implement instructional technology implementation.	Elementary Principals, Cadre, teachers, and Technology Support staff	Jul 09 – Jun 12	\$300,000
3: Elementary computer replacement equipment needs to be identified, ordered, and installed.	Technology Director, Building Principals and Tech Planning teams	Jul 09- Jun 12	\$501,000
4: Create a district AV maintenance plan which includes budgets and staffing to address elementary and secondary AV needs.	Elem AV, Sec AV, Technology Director	Jul 09- Jun12	\$45,000
Policy Impacts or Changes: None			



Section 5: Action Plans-Continued

5.3 Implementation Action Plans

Goal 3:All staff and students will have access to the learning tools and information resources necessary to search, evaluate, analyze, manage, manipulate, communicate and construct information in the learning environment.

Objective: 3.2 Ensure the availability, equity, quality, and ease of access of technology resources.

Criteria	Success Indicators/Measurement
- Support and develop an elementary electronic media evaluation process that seeks out high quality, standards-based digital curriculum for productivity and instructional support that is customer-friendly, efficient, and standardized.	- Elementary software title purchases go through an evaluation and purchasing process. - Process includes identifying and evaluating software for <u>all</u> elementary buildings and defines ongoing support as building or district
- Offer consistent technology resources to all students across elementary buildings and within academic areas across the middle schools, and within the high school.	- Software titles are consistent and equally supported within one version level - 90% of computers of same platform are on the same version of operating system
- Building and maintain an effective communication system	- Continue to support telecommunications, Internet, basic maintenance services and any internal connections to all buildings to support: <ul style="list-style-type: none"> • WAN, Internet, telephony (cellular and non-cellular) and well as pursue VOIP technologies

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Evaluate other district's technology acquisition process, adopt WRPS elementary electronic media evaluation process, and form district evaluation and decision making team.	Technology Support, AV Coordinator, LITC, Cadre, CII Chairs	Jul 09 – Jun 12	\$150,000
2: Software is identified by content area and is part of the content area acquisition process.	Technology Support, Curriculum, Cadres, CII Chairs	Jul 09 – Jun 12	\$45,000
3: Software title inventories are accurate for every building and indicate consistent title offerings.	Technology Support	Jul 09- Jun 12	\$24,000
4: Computer inventories are accurate for every building and identify OS for each computer.	Technology Support	Jul 09- Jun12	(included in budget goal area 3.g)
5: Build and maintain effective communication systems.	Technology Support	Jul 09-Jun 12	\$871,500

Policy Impacts or Changes:

Update the AUP to state only software recommended for the electronic media selection process installed.



Section 5: Action Plans-Continued

5.3 Implementation Action Plans

Goal 3: All staff and students will have access to the learning tools and information resources necessary to search, evaluate, analyze, manage, manipulate, communicate and construct information in the learning environment.

Objective: 3.3 Integrate a set of communication, information, and research tools that allow users to access, manage, create, evaluate, and communicate information.

Criteria	Success Indicators/Measurement
- By the start of the 2009 school year, train Vesper staff how to effectively use the recently implemented WRPS collaborative (blog and wiki) server with students to construct information within their learning environment.	- All Vesper staff participated in a building training session involving the use of the cs.wrps.org server. - Educational content is shared with students enrolled in the Vesper Virtual Academy.
- Through the 2009-2012 school years, expand the use of the WRPS collaborative server so that all buildings have the ability to use this technology to construct information in their learning environment.	- cs.wrps.org server will be used for electronic collaboration for the following groups: Technology Support, Digital Tools, DITC, LITC, Cadre, Librarians
- Explore and expand the use of tools such a hosted student email, data casting, United Streaming, Destiny, and Destiny e-books.	- A hosted student email program is in place. - United Streaming and Destiny utilization logs show increased use. - Data casting technologies have been researched, and piloted by May of 2010.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Collaborate with Vesper Principal to include training in building staff development plan.	Technology Director, Vesper Principal	Jul 09 – June 10	\$5,000
2: Integrate cs.wrps.org with MS Active Directory and train groups how to use the collaborative services.	Technology Support, ITC, Cadre, Librarians, Digital Tools Teams	Jul 09 – Jun 12	\$6,000
3: A hosted student email program is implemented and staff are trained how to use and manage the program with students.	Technology Support, ITC	Aug 09- Jun 12	(included in budget goal area 3.i)
4: Staff are shown how to use current technologies (data casting, United Streaming, Destiny, etc) during technology committee meetings and the usage of these tools is tracked.	Library Media Specialists, Instructional Technology Staff	Jul 09- Jun 12	\$0
5: Data casting content must be identified. Based on identified content, products need to be researched and pilot/s need to occur.	Building Tech committees, elem. AV, sec. AV	Aug 09- Jun 12	\$30,000
Policy Impacts or Changes: Update the AUP to address student email and Web 2.0 tools			



Section 5: Action Plans-Continued

5.3 Implementation Action Plans

Goal 3:All staff and students will have access to the learning tools and information resources necessary to search, evaluate, analyze, manage, manipulate, communicate and construct information in the learning environment.

Objective: 3.4 WRPS will promote educational equity, options, and opportunity through the use of technology to address individual and special needs, language, access and standardized curriculum and resources

Criteria	Success Indicators/Measurement
- Consult with the district Assistive Technology team and support the implementation of assistive technologies based on assistive technology needs assessments.	- Assistive technology assessments and recommendations are a supported component of student IEPs.
- Implement technologies that help underserved students increase student achievement.	- Students use assistive technology software and hardware to complete course requirements

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Collaborate with the Assistive Technology team to support the individual needs of students.	Pupil Services, Technology Support	Jul 09 – Jun 12	\$0
Review recommendations of the Assistive Technology team and implement and support individual student needs.	Technology Support	Jul 09 – Dec 12	\$0
Policy Impacts or Changes: Update AUP to meet the current Assistive Technology process.			



Section 5: Action Plans-Continued

5.3 Implementation Action Plans

Goal 3: All staff and students will have access to the learning tools and information resources necessary to search, evaluate, analyze, manage, manipulate, communicate and construct information in the learning environment.

Objective: 3.5 Maintain and support our school library resources based on title analysis and the Instructional Improvement Material Acquisition Cycle. (See Appendix C)

Criteria	Success Indicators/Measurement
- Continue to update aged library collections in the Instructional Improvement Material Acquisition Cycle 2009-2015.	- Titlewise analysis will reflect an improved average age of the Materials Acquisitions areas.
- Purchase materials to update areas where Titlewise shows aged titles not related to the Acquisition Cycle.	- Titlewise analysis will reflect an improved average age of areas not related to the Acquisition Cycle.
- Explore and expand online resources that support the curriculum.	- Increase in database statistics and library media specialist observation of teacher and student utilization.
- Seek library media specialist professional development opportunities.	- Offer local workshops to share gained knowledge. - Include in year-end Professional Development Plan Reflection.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Update Library Media Specialists' weeding criteria.	Library Media Specialist	Sep 09 – Dec 09	(included in budget goal area 3.q)
2: Weed dated collections.	Library Media Specialist	Sep 09 – June 12	(included in budget goal area 3.q)
3: Select and purchase materials, including eBooks.	Library Media Specialist	Sep 09 – June 12	\$750,000
4: Explore trial database subscriptions as recommended in professional journals.	Library Media Specialist Teachers	Sep 09 – June 12	(included in budget goal area 3.q)
5: Participate in conferences, workshops, webinars, podcasts, etc.	Library Media Specialist Teachers	Sep 09- June 12	\$4,500
Policy Impacts or Changes: N/A			



Section 5: Action Plans-Continued

5.4 Implementation Action Plans

Goal 4: WRPS will implement and maintain the infrastructure, information resources and learning tools, staffing, and policies to meet the instructional and information technology needs of the district.

Objective: 4.1 To provide a robust, reliable, and flexible infrastructure capable of meeting current and future instructional and information technology needs.

Criteria	Success Indicators/Measurement
- By the end of 2009, complete the rewiring of all elementary buildings.	- All elementary labs and classrooms have been updated
- During the summer of 2009, implement a controller N-based wireless network at EJH, WJH, and LHS.	- Current and future wireless laptops can connect to a seamless wireless network at EJH, WJH, and LHS.
- Continue the server virtualization plan as identified on the WRPS Infrastructure Plan.	- Total number of physical servers decreases by 1/3 in total inventory
- By the end of summer 2009, update computer imaging software capable of multicasting in order to streamline the maintenance of current and future computer technologies.	- Time to image a lab drops to under two hours. - Time to image an entire building of 400 computers is completed within three days.
- Create an inventory/de-inventory process which would integrate with a robust inventory and helpdesk solution.	- Helpdesk tickets are aligned to hardware and software inventory. - All IT assets use same asset tagging system.
- By June, 2010, design and implement a plan that will replace the current WRPS telephone system with a unified communication system that will reduce costs and enhance communication for staff, students, and the community.	- New phone system in place with teacher voicemail that is integrated with district email. - Communication system includes tools such as video conferencing and webinar functionality so that it can also be used for distance education.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Coordinate installation of wired and wireless projects.	Technology Support	Jul 09 – Jun 10	\$400,000
2: Continue to update and replace servers and switches.	Network Support	Jul 09 – Jun 12	\$300,000
3: Update and train Tech Support staff on new imaging software.	Technology Support	Jul 09- Jun 12	\$30,000
4: Complete evaluation and selection of helpdesk/inventory software and implement solution.	Technology Support	Jul 09- Jun 12	(included in budget goal area 3.g)
5: Select telephony hardware vendor, determine hosted or non-hosted, complete return on investment study, complete deployment plan and e911 plan.	Technology Support, Hardware Vendors, Wood County Emergency Services	Jul 09- Jun 10	\$500,000
Policy Impacts or Changes: Update AUP to account for use of wireless devices.			



Section 5: Action Plans-Continued

5.4 Implementation Action Plans

Goal 4: WRPS will implement and maintain the infrastructure, information resources and learning tools, staffing, and policies to meet the instructional and information technology needs of the district.

Objective: 4.2 Secure and maintain necessary instructional and information technology staffing levels.

Criteria	Success Indicators/Measurement
- Secure additional Library Media Specialists across the district so that staff levels are better aligned to Wisconsin Department of Public Instruction recommended Library Media Specialist staffing level.	- Library Media Specialist ratio decreases compared to current LMS to building ratio.
- Maintain Networked Computer Specialist staffing levels so that at a maximum there is a 700:1 computer to technician support ratio.	- Computer to technician ratio stays approximately 700:1
- Develop a staffing plan so the elementary audio visual maintenance plan is achievable.	- Elementary audio visual maintenance is being completed twice annually.
- Include analysis of current Network Support staffing levels during the evaluation and decision making process when considering implementation of additional systems such as wireless and unified messaging deployments.	Network Support Helpdesk tickets are completed in a timely fashion as determined by the Director of Technology.
- Secure additional staffing support from the Maintenance Department to support the implementation of building technology plans.	- The Maintenance department helps complete audio and visual projects throughout the district

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Make recommendation to the School Board for additional Library Media Specialists.	Library Coordinator, Technology Director	Jul 09 – Jun 12	\$360,000
2: Keep or reduce current computer inventories and maintain current Networked Computer Support staffing ratio	Entire District	Jul 09 – Jun 12	\$180,000
3: Explore possibility of AV youth apprentice	Technology Support, AV	Jul 09- Jun 12	(included in budget goal area 3.d)
4: Include current network support staff levels when considering system wide tools	Technology Support	Jul 09- Jun 12	\$0
5: Communicate and articulate audio visual project lists with maintenance department to gain installation support.	Technology Director, Elem. and Sec. AV	Jul 09- Jun 10	\$0
Policy Impacts or Changes:			
None			



Section 5: Action Plans-Continued

5.4 Implementation Action Plans

Goal 4:WRPS will implement and maintain the infrastructure, information resources and learning tools, staffing, and policies to meet the instructional and information technology needs of the district.

Objective: 4.3 Update district policies so they are relevant with both district technology initiatives and also legislation regarding Instructional and Information Technology

Criteria	Success Indicators/Measurement
- Annually evaluate the district AUP policy and include upcoming changes in relation to FCC requirements for Internet Safety.	- AUP has been updated before the draft of the next Technology Plan.
- During the 2009-2010 school year, develop policies necessary to meet the instructional needs of both students and staff regarding Web 2.0 technologies.	- Include the use of Web 2.0 in the electronic media evaluation process. - A list of supported web sites and Web 2.0 technologies are communicated to staff.
- Use staff meeting structure to communicate policy changes to staff so they understand the intent of the policy and also how the policy is administered.	- As policy changes occur, the policy changes are discussed during building staff meetings.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
1: Update the AUP, Material Selection Process, Web Page Guidelines	ITC (DITC, LITC)	Jul 09 – Jun 12	\$4,500
2: Work with ITC to create a policy for determining web site and Web 2.0 tools	Technology Support, ITC	Jul 09 – Jun 10	\$4,500
3: Communicate any policy changes using the current organizational structure	Technology Support, ITC, and Administration	Jul 09- Jun 12	\$0
Policy Impacts or Changes: AUP, Material Selection Process, Web Page Guidelines, Email Use			



5.5 Budget- Projected Budget for Information and Technology Plan

Projected Expenditures Per Plan Goal Area	CITP		School Year		
	Goal.Objective. Activity	2009-10	2010-11	2011-12	
Goal Area 1: Student Achievement	----	8,500	8,500	8,500	
a. Include technology integration on P.D. day agendas	1.1.1, 2.1.3	1,000	1,000	1,000	
b. Import project based units into BYOC and give access	1.1.2	-----	-----	-----	
c. Elem. computer, software and AV replacement (see budget areas 3b, 3c, and 3d)	1.1.3	-----	-----	-----	
d. Project-based unit development	1.1.4, 1.2.1	1,000	1,000	1,000	
e. Tech integration during summer academy	1.2.2, 2.1.4	5,000	5,000	5,000	
f. ITLS assessment evaluation	1.3.1	500	500	500	
g. Participate in EPIC and WIC to determine 8th grade assessment schedule	1.3.2	-----	-----	-----	
h. Content Standard A gap proposal	1.3.3	500	500	500	
i. Prepare and share assessment data with school data teams	1.3.4	500	500	500	
Goal Area 2: Staff Effectiveness		41,900	41,150	41,150	
a. New teachers are trained during New Teacher Orientation	2.1.1	700	700	700	
b. New training materials are distributed to all employees	2.1.2	-----	-----	-----	
c. Include Library Media benchmarks during P.D. days (see budget area goal 1.a)	2.1.3	-----	-----	-----	
d. LMS and teacher collaboration during summer academy (see budget area goal 1.e)	2.1.4	-----	-----	-----	
e. Technology skills rubric development	2.2.1	1,000	250	250	
f. New teacher training materials development and training	2.2.2	300	300	300	
g. Librarian/teacher collaboration per grade level/content area	2.2.3	-----	-----	-----	
h. Train new teacher mentors to use BYOC	2.2.4	400	400	400	
i. Develop and implement staff development evaluation tool using Blooms Tax.	2.3.1	500	500	500	
j. Student centered projects need to be created at grade level/content area	2.3.2	500	500	500	
k. Student centered projects need to be shared with grade level/content area	2.3.3	500	500	500	
l. Communicate LoTi definitions during P.D. days (included in budget goal area 1.a)	2.3.4	-----	-----	-----	
m. Develop and implement technology staff development plan	2.4.1, 2.4.3	25,000	25,000	25,000	
n. Evaluate staff development tracking tool/possibly select	2.4.2	5,000	5,000	5,000	
o. Include staff development in building technology plan (see budget goal area 2.m)	2.4.1, 2.4.3	-----	-----	-----	
p. Explore and select online training solution	2.4.4	8,000	8,000	8,000	
Goal Area 3: Information Resources and Learning Tools		1,175,000	1,144,000	1,118,000	
a. Secondary computer and audio visual equipment ordered and installed	3.1.1	235,000	235,000	235,000	
b. Create building tech teams and implement building tech plans	1.1.3, 3.1.2	100,000	100,000	100,000	
c. Elementary computer replacement equipment ordered and installed	1.1.3, 3.1.3	167,000	167,000	167,000	
d. AV maintenance plan for secondary and elementary	1.1.3, 3.1.4, 4.2.3	15,000	15,000	15,000	
e. Adopt elem. electronic media process and standardize software	1.1.3, 3.2.1	50,000	50,000	50,000	
f. Support software and hardware for acquisition areas	3.2.2, 4.1.4	15,000	15,000	15,000	
g. Software titles are accurate and consistent across the district	3.2.3, 3.2.4, 4.1.4	8,000	8,000	8,000	
h. Hardware inventories are accurate and consistent (see budget goal area 3.h)	3.2.4	-----	-----	-----	
i. Maintaining an effective communication system (erate)	3.2.5, 3.3.3	290,500	290,500	290,500	
j. Train Vesper staff effective use of collaborative server	3.3.1	5,000	-----	-----	
k. Train district staff how to use online collaborative services	3.3.2	3,000	2,000	1,000	
l. Implement hosted student email (included in budget goal area 3.i)	3.3.3	-----	-----	-----	
m. Show staff how to use current technologies during staff meetings	3.3.4	-----	-----	-----	
n. Implement data casting solution	3.3.5	10,000	10,000	10,000	
o. Collaborate and support Assistive Technology Team to support needs	3.4.1	-----	-----	-----	
p. Review and implement recommendations of Assistive Tech. Team	3.4.2	-----	-----	-----	
q. Continue to build relevant school library collections and databases	3.5.1, 3.5.2, 3.5.3, 3.5.4	275,000	250,000	225,000	
r. Library Media professional development opportunities	3.5.5	1,500	1,500	1,500	
Goal Area 4: System Support and Leadership		1,193,000	293,000	293,000	
a. Wired and wireless infrastructures	4.1.1	400,000	-----	-----	
b. Continue to update and replace servers and switches	4.1.2	100,000	100,000	100,000	
c. Update imaging software and train technical staff	4.1.3	10,000	10,000	10,000	
d. Helpdesk and Inventory system (see budget goal area 3.g)	3.2.3, 3.2.4, 4.1.4	-----	-----	-----	
e. Evaluate and select VOIP telephony solution	4.1.5	500,000	-----	-----	
f. Increase Library Media Staff across district	4.2.1	120,000	120,000	120,000	
g. Maintain Networked Computer Support	4.2.2	60,000	60,000	60,000	
h. AV Youth Apprentice position to assist AV support (see budget goal area 3.d)	4.2.3	-----	-----	-----	
i. Consider current network support staff when considering system wide tools	4.2.4	-----	-----	-----	
j. Communicate av project list with Maint. Depart for install support	4.2.5	-----	-----	-----	
k. Update AUP, Materials Selection Process, and Webpage Guidelines	4.3.1	1,500	1,500	1,500	
l. Create policies for Web 2.0	4.3.2	1,500	1,500	1,500	
m. Communicate policy changes	4.3.3	-----	-----	-----	
Total Plan Budget	Projected Funding Sources	2,418,400	1,486,650	1,460,650	
	District Budget	620,000	120,000	120,000	
	eRate	185,250	185,250	185,250	
	Title II, Part D: Ed Tech	6,500	6,500	6,500	
	Technology Budget	143,650	167,400	166,400	
	Curriculum Budget	4,500	4,500	4,500	
	Vesper Charter Academy	500	0	0	
	Common School Fund	275,000	250,000	225,000	
	Referendum	1,183,000	753,000	753,000	

Note: Some CITP objectives may not require a financial expenditure or are referenced in another goal/budget area.



Section 6: Dissemination to Stakeholders

6.1 Dissemination to School Staff

The Wisconsin Rapids Public Schools has a well defined procedure for informing school staff of district committee work. Technology initiatives are routinely communicated through the district's professional development program. Scheduled grade level and department meetings are used to inform staff. In addition, the district

technology committees' meeting minutes are made available to all staff. The technology director meets with grade level and building level technology committees to discuss plans and to assist in the development of implementation plans for those levels. Finally, reports are given to the Council for Instructional Improvement.

6.2 Dissemination to Community

Almost monthly, updates are given to the School Board regarding technology initiatives and purchases. Also, the School Board reviews and approves the Technology Plans. The School Board discussions are covered by the local newspaper, board meetings are recorded and broadcasted over public access television and all board

meetings, agendas and minutes are posted on the district web site. District policy requires that district committees schedule public meetings for parents and members of the community to share committee work and to take input. Finally, once the technology plan is approved, it will be posted on the district web site.

6.3 Adult Literacy Opportunities

The district cooperates with the local library and telecommunications providers to create learning opportunities for adults in the community. The district has sponsored a variety of technology training opportunities for adults. These have included workshops on various productivity software, selection and repair of computer equipment, use of the internet, and the selection and use of digital imaging equipment and software. The district expects to

continue to provide these and other opportunities as community needs are identified. Also, the district has recently begun a community computer program in which student volunteers format district computers being taken out of service and install an open source Linux operating system on them. The students then collaborate with community organizations to donate and train those who want to participate in the program.



Section 7: Monitoring, Evaluation, and Revision of the Plan

7.1 Monitoring and Evaluation Process

The district Instructional Technology Committee is charged with the responsibility of evaluating and monitoring the plan. Annually, the committee makes a report to the district's Council for Instructional Improvement, which oversees all district committees.

With the council's approval, the Instructional Technology Committee reports to the School Board.

The Director of Technology and the Technology Support Department staff gather data for the committee to review. The Director of Technology also works with building teams to

review implementation plans.

Members of the Instructional Technology Committee also serve on the building teams. In the second year of the plan implementation, the district will again participate in the LoTi process with the dual purpose of assessing progress on the plan and identifying needs for the next plan.

The district's curriculum and instruction evaluation process requires reports to the School Board and subsequently for the community. The committee will follow the prescribed process for reporting.

7.2 Process for Reporting to Stakeholders

As stated in Section 7.1, the district has a prescribed process for committee reports to the School Board and community. At least once per year, the School Board is updated on plan progress. Any changes in the plan are recommended to and deliberated by the School Board. With

the Board's approval, the committee modifies plans and communicates through established channels to the staff. Local press and community access television coverage of School Board activities provides information for community members.

7.3 Process and Timeline for Ongoing Planning

The largest portion of plan implementation is scheduled in year one of the three-year plan.

Plan implementation continues into the second year.

Mid-year during the second year, the district will participate in the LoTi

process. This will officially begin the planning process for the next three-year plan.

The third year focuses on assessment of the current plan and development of the next plan.



Appendix Section

- A. Student Assessment Data**
- B. Staff Effectiveness**
- C. Information Resources and Learning Tools (TitleWise Report, Hardware and Software Inventories)**
- D. System Support and Leadership (Data and Surveys)**
- E. Board Info-Tech Policies**
- F. Task Force Recommendations**
- G. Expenditure Report from past years**
- H. Library Media K-12 Benchmarks**
- I. 2008-2011 District Staff Development Plan**
- J. Bibliography**



Appendix A

Student Achievement



Appendix B

Staff Effectiveness



Appendix C

Information Resources and Learning Tools



Appendix D

Systems Support and Leadership



Appendix E

Board Info-Tech Policies



WRPS Information-Technology Policies

The following information-technology policies and guidelines are included in Appendix E

- 342.12 Technology Concerns for Students with Special Needs
- WRPS Assistive Technology Guide
- 361.1 Library Materials
- 361.1 Rule Procedures for Selection and Reconsideration of Library Materials
- 361.1 Exhibit 1 Library Bill of Rights
- 361.1 Exhibit 1A Access to Resources and Services in the School Library Media Program
- 361.1 Exhibit 2 Request for Limiting Access to Library Media Materials
- 361.1 Exhibit 3 Request for Reconsideration of Instructional or Library Media Materials
- 361.1 Exhibit 4 The Freedom to Read Statement
- 361.2 Library Media Services
- 361.2 Rule Access to Library Media Centers
- 361.3 Library Media Confidentiality
- 361.3 Rule Confidentiality of Library Records
- 361.3 Exhibit 1 AASL Statement on the Confidentiality of Library Records
- 365.1 Network and Acceptable Use Policy
- 365.1 Rule Network and Acceptable Use Guidelines
- 771 Copyright Policy
- WRPS Copyright and Fair Use Handbook



Appendix F

Task Force Recommendations



Appendix G

Past Expenditures



Appendix H

Library Media K-12 Benchmarks



Appendix I

2008-2011 District Staff Development Plan



Appendix J

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