

School District of Platteville

District Information and Technology Plan

Effective July 2009 – June 2012



Signature of School District Administrator _____

Date of Board of Education Approval _____

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Executive Summary

We recognize that information technology plays a fundamental role in creating an educational system that will allow our students to be successful in the 21st century.

As we began the planning cycle for the 2009-2012 Plan for Information and Technology Literacy, we considered the various literacy needs of our community of learners, and decided to continue with a comprehensive plan that combines information (library/media) and technology. This planning allowed us to better focus and prioritize our services and resources for students and staff.

The plan is focused on the compelling need to keep our schools relevant to the current and future needs of our students, and organized around the belief that selected resources and technologies, applied appropriately with what we know about best practices in teaching and engaged learning, will assure continuous academic achievement, acquisition of 21st century skills, and personal growth for all students.

Participation in the enGauge Process identified focus areas through which to promote this belief.

- Student Proficiency
- Educator Proficiency
- Effective Teaching and Learning Practices
- Access to Resources and Learning Tools
- Support Systems and Leadership

After considering current thinking and research in these areas, and careful analysis of local strengths and needs, the Information and Technology Advisory Committee (ITAC) established goals to address these needs, during this planning cycle.

Verify Integration of ITL Curriculum Standards in Grades K-12. Preparing students to live, learn and work in the 21st century demands that curriculum be revised to include the content outlined in the **Wisconsin Model Academic Standards for Information and Technology Literacy**. The objective of this goal is to select a new evaluation tool for 8th grade literacy, as well as adding an assessment of integration of IT literacy to teacher evaluation forms, so as to hold both students and staff accountable for meeting grade-level technology standards and benchmarks.

Increase Staff, Student and Community use of Information. The objective of this goal is to increase the amount of information available for parents, staff and students, thereby promoting better communication; increase efficiency by providing online curricular and financial documents to staff and parents; and allow students and staff to complete research and other school related work off campus.

Increase Student and Staff Learning. The objectives of this goal are to provide an easy mechanism for teachers to create web pages that incorporate Web 2.0 tools; integrate interactive whiteboards; utilize an Internet safety curriculum; provide students immediate assessment feedback; extend the curriculum through the use of distance education and local creation of web based units/courses; and provide, increasingly, seamless and personalized tools for learning.

Provide telecommunication access for voice and Internet. The objective of this goal is to ensure fast and reliable Internet and telephone access.

New to this plan are: the selection of literacy assessment tools for both students and teachers; development of an easy mechanism for staff to create web pages; development of a curriculum plan for the integration of interactive whiteboards; and the provision of secure remote file access for all network users.

Strategies necessary to meet these goals and objectives have been developed and an implementation matrix has been devised for each.

We believe these goals to be obtainable. The goals were developed through a consensus process by a representative group of stakeholders. School board and administrative commitment is strong and continuing. Information and technology staff welcomes leadership responsibility. Significant and successful accomplishments have occurred in the areas of curriculum alignment with the state standards; policy and procedure development; staff development; collaboration with others; and acquisition of software, hardware, resources and services.

While every effort has been made to construct a plan that will serve the district in the future, we recognize that learner needs may change as society, employment demands, and technologies themselves change. Continuous planning and evaluation will be required to keep the plan dynamic and useful. Strategies have been developed to assure regular review of this plan.

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Introduction

Information technology has a fundamental role in creating a 21st century education system. Creating a 21st century education system is about making sure that all students are prepared to succeed in a competitive world. It's about maximizing the impact of technology to develop proficiency in 21st century skills, support innovative teaching and learning, and create robust education support systems. (Maximizing the Impact: The pivotal role of technology in a 21st century education system, 2008, Partnership for 21st Century Skills)

In an effort to provide our students with a world-class education that is equal to the challenges of this new age, the School District of Platteville began an ambitious strategic planning process in 1992. This process resulted in the following: **The mission of the Platteville School District, in partnerships with family and community, is to empower individuals to become life-long learners who will have the vision and skills to manage change and improve the world we share.** In this new vision of education, students must be prepared for an information-based, global society and a technological workplace.

The information and technology program is guided by the following vision: **Selected resources and technologies, applied appropriately with what we know about best practices in teaching and engaged learning, will assure continuous academic achievement and personal growth for all students.**

Our mission is to promote information and technology literacy in all members of our learning community. Information and technology literacy is defined as *the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and the acquire lifelong knowledge and skills in the 21st century.* (State Educational Technology Directors Association (SETDA)

<http://www.setda.org/NLtoolkit/TLAtla02.htm>) Library/media professionals work with other educators to design learning strategies to meet the needs of individual students; provide instruction to foster competence and stimulate interest in reading, viewing, using information, and communicating ideas; and provide intellectual and physical access to the materials in all formats. The accomplishment of this mission requires a district commitment to maintain and enhance an information infrastructure including sufficient resources, equipment and staffing; appropriate technical support; and a sustained, systemic program for staff development.

The need to promote information and technology literacy is supported by the following District, State and National initiatives:

The 1993 Platteville School District Strategic Plan includes these strategic goals:

- We will design a system for accessing and using information technology.
- We will model and develop in students the following skills: interpersonal, social, emotional, communication, decision-making and problem solving.
- We will establish relevant learning outcomes and ways to authentically assess them.

Wisconsin Model Academic Standards

The Department of Public Instruction has developed Model Academic Standards for Language Arts, Mathematics, Science, and Social Studies, in which information and technology have integral roles in the performance standards of these content areas.

Wisconsin Model Academic Standards of Information and Technology Literacy

The purpose of these standards is to identify information and technology competencies for all students throughout the PK-12 curriculum. The competencies are designed to be integrated into the various content areas of the school curriculum.

Information & Technology Literacy: A Collaborative Planning Guide for Library Media and Technology. Wisconsin Department of Public Instruction, 2002.

This document promotes an integrated approach to information and technology literacy standards and promotes a collaborative or unified approach to the programming necessary to achieve the standards.

enGauge 21st Century Skills. NCREL/Metiri Group, 2001.

This work identifies the skills needed to work and thrive in the knowledge-based, global economy of the 21st century. The skills are grouped in the following clusters:

Digital Age Literacy

- Basic, scientific, and technological literacy
- Visual and information literacy
- Cultural literacy and global awareness

Inventive Thinking

- Adaptability/managing complexity
- Self-direction
- Curiosity, creativity, and risk-taking
- Higher-order thinking and sound reasoning

Effective Communication

- Teaming, collaboration, and interpersonal skills
- Personal and social responsibility
- Interactive communication

High Productivity and Quality, State-of-the-Art Results

- Ability to prioritize, plan and manage for results
- Effective use of real-world tools
- Relevant, high-quality products

Information Power: Building Partnerships for Learning. AASL and AECT, 1998.

National standards for school library media programs are outlined.

No Child Left Behind Act of 2001: Reauthorization of the ESEA

Redefines the federal role in K-12 education to help improve the academic achievement of all students. Some of major provisions include:

- Accounting for results
- Ensuring every child can read
- Strengthening teacher quality
- Eighth Grade Literacy Requirement

Results That Matter: 21st Century Skills and High School Reform. The Partnership for 21st Century Skills, 2006.

Student Learning Through Wisconsin School Libraries. EGS Research & Consulting, 2006.

International Society for Technology in Education (ISTE)

- National Educational Technology Standards for Students (NETS-S)
- National Educational Technology Standards for Teachers (NETS-T)
- National Educational Technology Standards for Administrators (NETS-A)

Background

The School District of Platteville is located in the City of Platteville, Grant County, in southwest Wisconsin, approximately 70 miles southwest of Madison.

The City of Platteville has a population of nearly 10,000. This figure includes 5,000 university students. The major employers are the University of Wisconsin-Platteville, the School District of Platteville, Southwest Health Center, and Avista. The remainder is a mixture of agricultural, light manufacturing and other small businesses. The community takes great interest in the education of its young people and has been supportive of the school district's efforts to provide a world-class education. This was demonstrated in April 2006 when the community passed a \$1.5 million referendum to exceed the spending caps to cover district operational expenses over a three year time period. The University of Wisconsin-Platteville continues to be a supportive partner with the development of Project Lead the Way curricula offered at the high school since the 2004-2005 school year and the middle school in the 2008-2009 school year. The university is has over 7,000 students, and added a new dormitory in 2006. The community is also excited about the recent announcement that IBM will be moving to Dubuque and bringing 1,300 high-tech jobs, considering that 25% of those employees are expected to live in Wisconsin. With the expansion of the Highway 151 corridor, the city has seen a new retail district on the east side, with several new businesses such as Walmart and Menards, either relocating or building new structures close to the highway exit. This expansion is expected to continue in the coming years.

According to the U.S. Census Bureau in 2000, 28.3% of Platteville residents over the age of 25 reported a high school diploma as their highest level of education, 18.5% reported a bachelor's degree as their highest level of education, and 16.2% reported a graduate or professional degree as their highest level of education. The median household income in Platteville in 2004 was \$39,751. This is significantly lower than the state median of \$46,142. In 2004, 11.0% of the population of Grant County was living under the poverty level. According to data compiled in the 2000 census, 40.6 % of the population of Grant County reported living at a different residence in 2000 than in 1995 - despite a pattern of relatively stagnant growth.

The school district is organized into four buildings:

- A high school (grades 9-12) that also houses an alternative program. This alternative program expanded to include a GEDO#2 program in the fall of 2006. It also features a distance education room that was upgraded to BadgetNet2 in January 2006.
- A middle school (grades 4-8) that also houses the district office and a learning theater for large group presentation of electronic media.
- One elementary school (grades 2-3).
- An Early Learning Center that houses an Early Childhood program for 3 to 5-year-old children with special needs, a First Step Preschool for four-year-old children, and a full day kindergarten for five-year-old students as well first grade.
- All buildings include well-equipped instructional materials centers that provide support for all programs; computer labs, computers in each classroom, and high speed internet access.

The PreK-12 student population for the 2008-2009 school year is 1,415. This number is 427 fewer students than in the 1996-97 school year. The student population is projected to be 1380 for the 2010-2011 school year.

According to the Wisconsin's Information Network for Successful Schools (WINSS) data from the 2007-2008 school year, the student population is made up of 51.2% male and 48.8 % female, with ethnic percentages of 91.8% White, 1.9% Hispanic, 3.7 % Black, 2.1% Asian, and .5% American Indian. Approximately 32.3 % of the district student population is eligible for the free and reduced lunch program.

According to the 2007-2008 School District Report published in September 2008, elementary and middle school attendance rates are approximately 97% while the high school is at 94.5%. This equates to a district average of 96.18% while the state average is at 94.98%.

The district has a suspension rate of .000% at the elementary school level, .077% at the middle school level, and .431% at the high school level compared to the state rates of .062%, .309%, and .266 % respectively. The school district also has an expulsion rate of .214 % compared to the state average of .221%, a drop out rate of 1.080% compared to the state average of 2.024%, and a graduation rate of 94.9% compared to the state rate of 89.6%.

The school district currently employs the equivalent of 175 full time staff members, of which seventy-three percent of the current teaching staff hold a Masters Degree or higher, with a pupil to teacher ratio of 14.3 to one. This ratio is slightly better than the state ratio of 14.5.

Due to declining enrollment, the current equivalency of 175 staff members reflects 56 staff position reductions since the 1996 school year. The school district also closed one school building, and reconfigured the school district by moving fourth grade to the middle school, and making one elementary school Pre-K through first grade, and the other elementary school second and third grades.

During the 2008-2009 school year the school district had an operating budget of \$15,466,463 with a mill rate of \$10.87 per \$1,000 with expenditure per pupil of \$12,184. The state average expenditure per pupil was \$11,319. \$419,877 was spent for information and technology related expenses for the current 2008-2009 year,

Overall, the Platteville School District does a good job in educating our youth. We tend to be at or above the state average academically. ACT test results showed Platteville student scores higher than the state average in every category except reading. Students scored higher than the national average in every category. Also, Platteville student successful completion results for Advanced Placement Exams were higher than the state average. Other results show that the percentage of Platteville students enrolled in advance coursework in mathematics, science, and foreign language is higher than the state average.

The 2007-2008 Wisconsin Knowledge and Concepts Examination results indicate that Platteville's 4th grade students attained higher percentages of advanced scores than the state average in all academic areas. In the proficient category, Platteville's 4th graders scored lower than the state average in Language Arts and Social Studies. At the 8th grade level, Platteville students again attained a higher percentage of advanced scores than the state average in all Academic areas except for Social Studies. In the proficient category, 8th graders scored higher than the state average in all categories except Language Arts. At the 10th grade level, Platteville students attained a higher percentage of advanced scores than the state average in Language Arts and Mathematics. In the proficient category, 10th grade students scored higher than the state average in all areas except for Science.

We also do a good job preparing our students for life beyond school. Contact with high school graduates has shown that 56.6 % attended a 4-year college or University, 27.4 % attended Technical College, 3.5 % went into the military, and 12.4 % entered the work force or other.

The planning process for the development of the Comprehensive Information (Library Media) and Technology Plan officially began in the fall of 2008. Prior to that time, planning activities included:

- February -May 2007: All staff and students in grades 4-12 completed the enGauge online survey. In addition, a sampling of parents and school board members also completed the survey.
- Annual attendance at DPI Planning Meetings by District Media/Middle School Director and Information Technology Manager.
- Planning discussions by District Media Director, High School Media Director and Information Technology Manager with the Superintendent of Schools.
- Attendance at CESA #3 sponsored meetings for technology planning by District Media/Middle School Media Director, District Curriculum Coordinator, High School Media Specialist and Information Technology Manager.

- 2007-2008 School Year: Met with teaching staff and building principals informing them of the upcoming technology plan renewal in 2009 and the inclusion of ITL (Information Technology Literacy) standards. District Media Director/Middle School and Information Technology Manager attended workshop held in the Dells prior to the administration of enGauge.

Beginning in the fall of 2008, the planning process included the following:

- Information Technology Manager began weekly attendance at the District Administrators meeting to receive input for the plan, and to keep the administrators informed of progress with the plan and other issues related to the integration of technology in the school district.
- Members of the ITAC committee met monthly from September 2008 to March 2009 to determine and write goals and objectives.
- Subcommittees were created in October 2008 to address goals, and met monthly to determine objectives.
- November 2008: District Media/Middle School Director, High School Media Director and Information Technology Manager attended a DPI sponsored workshop: "Developing a Combined Information & Technology Plan to Support NCLB's Goals for Student Achievement and Technology Literacy".
- October 2008: District Media/Middle School Director attended "DPI Instructional Media & Technology Regional Meeting".
- March 2009: District Media Director/Middle School Director WEMTA Spring Conference.
- February-April 2009: Weekly review, update and writing of technology plan by District Media/Middle School Director, High School Media Director and Information Technology Manager.

The role of the Library Media Specialist has evolved to focus on working in partnership with classroom teachers to ensure that all students have opportunities to become effective users and creators of ideas and information. Media Centers at the middle school and high school levels are staffed with a full time licensed school librarian and a full time library assistant. The media specialists/librarians select materials (in all formats) to support the curriculum; guide the reading interests and research needs of students and staff; and teach the information and technology skills. While technology (audio-visual equipment) has long been a part of the library media program, the increased availability and instructional potential of digital, interactive technologies in schools, required the addition of staff with technical expertise to design and maintain an integrated information system. In 1993, the district added an Information Technology Manager position. From the outset the information technology management staff and the library media staff have worked, as a team, to meet the information and technology needs of students, teachers, support staff and administrators.

Platteville School District formed a standing Information Technology Advisory Committee (ITAC) in 1994. The committee was established for the purpose of developing and overseeing the information system. The committee meets monthly and has included members who are representative of various groups of stakeholders. Some members represent more than one group. The committee is co-chaired by the District Media Coordinator and the Information Technology Manager.

The 2010-2012 Planning Members are:

Art Beaulieu
Business Manager

Denise Rostad
Westview Elementary Teacher

Jan Baker
District Media Coordinator
Middle School Media Specialist

Page Leahy
High School Media Specialist

David Allen
District Curriculum Coordinator

Ann Kroncke
High School Biology Teacher

Greg Quam
LVC Coordinator

Dan Flesch
Neal Wilkins Elementary School
Teacher/Parent

Renah Chitwood
Elementary School Principal

Connie Chandler
High School Cross-Categorical
Teacher

Lisa Finnegan
Middle School Principal

Kurt Olsen
Middle School Mathematics Teacher

Bill Grutz
Information Technology Manager

Dan Steinbach
Assistant Information Technology
Manager

Current Status and Needs Assessment

Assessment of Progress Towards Previous Plan's Goals

GOAL #1: Complete Integration of ITL Standards in Grades K-12

Activity	Status
Identify areas within the curriculum where ITL standards are not being met.	The district purchased Eclipse for curriculum management. All of the core content is currently being entered. A structure has been developed to evaluate status of curriculum mapping.
Identify areas within the curriculum where ITL standards need to be updated.	The district purchased Eclipse for curriculum management. All of the core content is currently being entered. Once entered into Eclipse a review will be done.
Complete Integration of ITL standards into content area documents.	Not completed due to work and time required entering curriculum into Eclipse. This data will be accessible via the web.
Annually review curriculum to determine effectiveness of ITL integration.	Not completed. Still not a formal part of evaluation. New plan to include developing guidelines for staff and administrators.

GOAL #2: Increase Staff and Administrator ITL Appropriate to their Curriculum

Activity	Status
Utilize formal and informal survey tools to determine staff proficiencies in ITL (EnGauge and locally developed surveys).	Completed EnGauge Survey in Spring 2007.
Provide staff development on how to use NWEA's Measures of Academic Progress (MAP) data and DesCartes for curriculum planning and differentiated learning strategies.	The Director of Instruction has held staff in-service on the Use of DesCartes through out the 2008-09 school year. This has been done on early release days and staff meetings before and after school. Training on the use of DesCartes will continue to evaluate the standard deviation of test scores.
Keep faculty and administrators exposed to current and emerging technologies through training and conferences.	Joined the CESA 3 ITSS and were part of the ED Tech Grant in 2008. Staff mentors attended the following workshops at CESA 3: Thinkfinity, Web 2.0, Studywiz Spark, and Smartboard. These staff and CESA 3 then held in-service for all staff on early release days. This is on-going.
Adopt teacher competencies for technology.	Moving forward. We have a sub-committee working on these competencies and expectations. We are looking at using the ITSE standards.
Expose faculty and administrators to and increase awareness of 21 st Century skills.	Staff is continuously exposed during early release days and conferences. See documentation CD for early release activities and conference attendance.
Provide staff training for development of web-based courses.	We currently have some staff utilizing Moodle and Studywiz Sparks.
Utilize and compensate model teachers to conduct technology related in-service activities.	Model teachers have been used for Eclipse, Thinkfinity, Web 2.0 and Smartboard in-service.
Provide staff development for the creation of staff web pages.	Currently evaluating content management systems and will have implemented this year, 2009.

GOAL #3: Enhance Staff, Student and Community Access to Information

Activity	Status
Provide secure remote file access for staff and students.	Not implemented due to lack of funding for a secure solution. We are still looking at solutions. Currently Staff and students email or use USB keys to transfer files.
Implement E-pay for registration and food service.	Not done due to cost.
Replace one file server each year.	Completed.
Upgrade network switches.	Replaced all network switches in 2008. Installed VLANS to subnet our network. This equipment is on a five year lease with buyout.
Replace 40 classroom computers each year.	2006 - 40 Classroom systems replaced at the High School. 2007 - 66 Classroom systems replaced at Elementary Schools. 2008 - 35 Classroom systems replaced at the Middle School.
Convert to Digital TV.	Received converter boxes from local cable company.
Upgrade staff productivity software.	2007 - Purchased site license for the Adobe CS Suite with 2 years of maintenance. 2008 - Installed current version of OpenOffice on all Staff computers.
Develop easy mechanism for staff to create web pages.	Evaluating content management systems, such as CMS4schools. We will sign a contract in early 2009 with a vendor.
Investigate use of emerging technologies, such as podcasting and blogs, to provide information to parents and the community.	Some staff have starting using blogs. We are currently doing podcasts for a home bound student who had surgery. New web site will include podcasting and blogs for parents, staff and students. Our Speech Therapists are using iPods to record students and software to then evaluate their progress. We have purchased and installed four Interactive whiteboards at the high school.
Implement wireless networking in all buildings.	Purchased a wireless switch in 2008 and some access points for all buildings. Wireless switch and half of the access points installed. The remaining access points will be installed in the summer of 2009.

GOAL #4: Increase Student Learning

Activity	Status
Implement the iSafe Curriculum.	Currently being completed in 4 th grade and 9 th grade.
Create and purchase web-based courses.	Students have taken courses through Wisconsin Virtual Schools, Digital Districts Online, Southwest Technical College, and Brigham Young.
Evaluate Open Source Software.	The district is currently using the following open source programs: Basmati (to post student progress to the web), Firefox, Open Office and Moodle. With budgets the way they are, we will continue to evaluate open source software first prior to looking at commercial products.

Purchase portable video conferencing equipment to utilize Internet 2 and existing video courses from classrooms other than the current Distance Education Room.	Not done because of budget. We will keep this on our wish list.
Implement mobile technologies, e.g., PDA's, Tablet PC's and Laptops for students.	Purchased two tablet PC's for Business department. Purchased Laptops for checkout in IMC's. Purchased four iPods with microphones for Speech Therapists.
Utilize online diagnostic assessment of the MAP software to create differentiated instruction.	Held staff in-services in 2008 on the use of DesCartes to analyze MAP data. This is ongoing.
Originate and utilize courses on the BadgerNet video network.	Class schedule times continue to be a major obstacle. Students have taken Advance Placement English and Wisconsin History.
Replace 60 student computers each year.	2006 - 40 systems replaced at the high school in the IMC, Tech Ed and one lab. 2007 - No new systems purchased, but 66 computers from elementary staff were relocated to the elementary labs. 2008 - 68 systems replaced in high school lab and middle school Tech Ed. 35 staff computers from the middle school moved to middle school lab. Middle school lab computers moved to elementary lab, and elementary lab computers relocated for student use in each elementary classroom.
Purchase new academic software and upgrade current versions.	Continue to update READ 180, Accelerated Math, Accelerated Reading, Star Math and Star Reading. Purchased AutoCad software for project lead the way at both the high school and middle school. Started to use ThinkCentral in grades 1-6 which came with our new reading series, Story Town.
Investigate the curricular benefits of emerging technologies such as Podcasting, Blogs, Wiki's, and RSS feeds.	In 2008 we joined CESA 3 Instructional Technology Support Services. Being a member enabled us to take part in the Title-IID, EdTech grant program. Through this program we had staff attend training on the following: Thinkfinity, Web 2.0, Study Wiz, and Smartboard.
Increase opportunities for students to demonstrate knowledge and skills by increasing availability and skill in use of assistive technology.	Listed on documentation CD in the file "Assistive Tech."

GOAL #5: Provide Telecommunications Access for Voice and the Internet

Activity	Status
Purchase Internet access.	Completed and ongoing. We purchase our Internet access from WiscNet.
Lease PRI circuit for telephone switch.	Completed and ongoing.
Lease Centrex Lines for Dial-up, fax lines and backup circuits for the PRI circuit.	Completed and ongoing.
Provide long distance access for phone switch.	Completed and ongoing. We provide long distance access through the State long distance contract.
Provide cell phone access where needed.	Completed and ongoing. We provide 16 cell phones for staff.

Analysis of Student Proficiency

We are assured that students attending the Platteville Public Schools achieve information and technology literacy by eighth grade. Teachers are aware of the Wisconsin Model Academic Standards for Information and Technology, and have incorporated them into their teaching and student learning. We specifically based our evaluation of the literacy of the current eighth grade class on their performance in a required Technology course, taken by all seventh grade students, and various units of study in the core academic areas.

All students use computer-based curriculum for reading and math instruction. They have acquired the skills necessary to create a variety of reports and interpret the data from those reports. Students use a website to track their academic progress.

All students are required to seek information from electronic resources, including an online patrons catalog and the Internet. Students are also required to produce new knowledge products using a variety of software, including word processing, spreadsheets, databases, multimedia, CAD, and web pages.

Students practice safe and ethical use of information. They receive instruction on internet safety; how to cite sources, and they are taught about copyright law and fair use guidelines.

Student progress in information and technology skills is recorded on report cards. Parents receive a letter explaining the meaning of the grade, as well as a copy of the Wisconsin Model Academic Standards for Information and Technology Literacy.

Goal 1 includes the creation of a committee to select a new evaluation tool for assessing 8th grade literacy, this will be completed in the 2009-2010 school year. We will pilot the TechLiteracy Assessment from Learning.com in May 2009.

Analysis of Educator Proficiency

District educators use technology on a daily basis. All teachers have been trained to use email to communicate within and outside the district, report attendance electronically, word process curriculum documents, keep electronic grade books, and post student grades to the web, as well as create and maintain personal web pages. Some teachers have incorporated computer-based curriculum into their classrooms and have acquired the skills necessary to create reports and interpret data from those systems. Technology is beginning to change the way in which teachers learn and communicate as they gain the confidence to experiment with new applications. Increasingly, teachers participate in decision-making regarding the selection and deployment of classroom technologies. Survey results report that our educators are willing to use technology in support of existing classroom practices. While they have developed comfort with technology, they have not yet mastered the more constructivist approaches to teaching and learning that are best supported by technology. Learning practices that promote 21st century digital age skills have not been widely implemented and the educators lack classroom management skills and strategies for dealing with a technology-rich environment. When educators were asked about the current use of technology in their classrooms, student production of projects of their own design was the most frequent use. Least frequent use

of technology was for consulting with students in other schools, collaborating with community organizations or businesses, and publishing their work to the World Wide Web.

The **enGauge** results for 2007 find that Platteville teachers are prepared to use technology to increase professional productivity and gain access to professional resources. Teachers are aware of ethical and legal uses of information and technology, and model these practices to their students. Teachers also use a variety of information resources to support their teaching strategies. The survey also finds teachers lack a thorough understanding of the skills and processes students need to succeed in the Digital Age. Teachers need help designing learning environments that maximize learning, and they need to learn to apply technology in support of the assessment process. District enGauge results are included on the documentation CD in the file “District enGauge”.

Goal 3 was developed to address continued growth in educator proficiency.

Analysis of Effective Teaching and Learning Practice

The results of enGauge (2007) indicated that teachers continue to strive to engage and motivate students, honor individual differences, support innovation, and endeavor to meet the needs of all students. District enGauge results are included on the documentation CD in the file “District enGauge”. Core academic curriculum and some other areas have been aligned to the Wisconsin Model Academic Standards, and in some cases the Information & Technology Literacy standards are explicitly referenced.

Goal 1 includes steps to be taken to complete the integration of ITL standards into Eclipse curriculum documents.

Teachers need to seek research-based practice and field-based best practices shown to add value to learning. Also, teachers need to continue to expand the range of use of tools for learning, productivity, visualization, research, and communication to support student learning. The Internet is used primarily for the purpose of gathering information and materials to supplement the IMC holdings. Students are able to select independently and /or with guidance from a diverse variety of reading materials based on interests and educational needs.

The activities of Goal 3 will further expand Internet use to include web-based instruction and local development of web-based courses. It includes instructional use of mobile technologies, interactive whiteboards, as well as, other emerging technologies. Action research will be compiled and the data carefully analyzed for the effectiveness of these strategies. Goal 3 also includes the use of on-line diagnostic assessments (MAP with DesCartes) to help provide differentiated instruction.

Access to Information Resources and Learning Tools

The district provides the following productivity software on all computers in the district: Adobe Creative Suite; OpenOffice and/or Microsoft Office in some areas; iLife applications on all Macintosh systems; Internet Explorer, Firefox or Safari for Internet

browsing; and FirstClass client for email. All district staff, board members and high school students have email accounts. Internet access is available on at least one system in each classroom. All Internet access is filtered with a Microsoft ISA server running SmartFilter from Secure Computing. The district currently has a 10mb connection to the Internet with WiscNet. We will be upgrading this link to 100mb in the summer of 2009.

Specialized curriculum software is available for each building on the network. This includes Read 180 software at both the Middle and High schools; Accelerated Math, Accelerated Reading, Star Reading and Star Math at the Middle school; and AutoCad for project lead the way at both the middle and high schools. Much of the academic software being used today is web based. One example of this is ThinkCentral, which is used in conjunction with our new grades 1-6 reading series. A sample of the district software inventory is included on the documentation CD in the file "Software Inventory."

The school district also offers the national standard-based Project Lead the Way (PLTW) curriculum through the technology and engineering department. The district offers six PLTW classes as well as engineering, design, and development as part of Southwest Academy for 21st Century Skills. In addition, PLTW has partnered with the University of Wisconsin-Platteville College of Engineering and Industrial Studies for guidance as well as expertise. Representatives from these partners visit the classrooms periodically to monitor and aid in the student's progress. If a student follows through the full program they may be allowed to transfer credits to a technical school, which will in turn transfer to a four-year university.

The district web site provides access to many on-line information and career resources, such as the Regional Media Center collection, online access to all public libraries in Southwest Wisconsin, Wiscat, Badgerlink and Wisconsin Careers. On-line resources include America the Beautiful, Vocational Biographies, Culture Grams, Encyclopedia Americana, Grolier's Multimedia Encyclopedia, Grove's Art Online, Grove's Music Online, Issues and Controversies, Infovets, Lands and Peoples, New Book of Knowledge, and SIRS Researcher. InfoCentre, our Library automation software, is a web-based client version and is accessible from any web browser. The district maintains an annual subscription to Atomic Learning which provides web based software training and support.

The District Office currently uses financial management software from Skyward. This software was updated from a character based system to the point and click version in 2006. Skyward student management software is also used district wide. It is used for demographic information, scheduling, attendance, discipline, health records, grading, and food service. Online attendance is done in all classrooms through a web browser. Parents have web access to student grades, schedule, attendance, demographic information, and food service account balances.

Easy Grade Pro is installed on all high school and middle school computers for teacher grade books. On-Line Grades, an open source program, is used to post from these grade books to our web site. In the summer of 2009 the district will switch to the Skyward grade book for the high school and middle school. Parents will be able to access daily progress on the web with Skyward Family Access. All parents are given a user ID and password to access their student's daily assignments and grades. At our elementary

schools we use a standards based report card, which is written in-house.

At the start of each school year all parents are provided an Information Access handbook. This handbook provides a reference and instruction guide to many resources. These resources include: Family Access for student grades, schedules, attendance, and food service balances; On-Line Grades for daily academic progress; Atomic Learning for software training; the district web site; acceptable use and Internet safety policy; district TV channel; and access to the district telephone system. A copy of the guide is included on the documentation CD in the file "Parent handbook."

On administrative and Wintel student computers, Windows XP and Vista are used as the operating system software. Administrative computers are being upgraded and will be running Windows Vista. On staff and student Macintosh systems, OS X 10.4 or 10.5 is run on all systems.

The Information Technology staff uses Remote Desktop and VNC to control district computers. These programs are used to monitor usage, install software programs, and take control of systems for user training and fixing workstation problems.

Each classroom in the district has at least one workstation with network and Internet access. A networked computer lab is located in our elementary school. The middle school has two general access labs, one in the Technology Education department, and a learning theater equipped with six workstations for creating group projects, and a multimedia projector connected to a document camera, computer and DVD player. At the high school there are two general access labs, a Business department lab, and a large number of systems in the Technology Education department. Each administrator and administrative assistant has a workstation with network and Internet access. Each IMC has a cluster of networked systems. Each school board member is loaned a system to access email and receive electronic distribution of budget and other pertinent information.

Wireless access points are installed in both gyms and weight room at the High School and the gym at the Middle School. All physical education instructors have a laptop with wireless access to our network. Wireless access is also provided for our automated food service checkout at the High School. A wireless switch and 7 access points were installed in March 2009. Wireless access will be available through out all buildings by the fall of 2009.

There are 563 computers in the district. The administration and support staff use 63 of these systems, 42 are located in our four media centers, 137 are on teacher desks, 218 are located in labs, and 108 are in classrooms for student use. Of these systems, 35 are eight years old or older, 144 are five to seven years old, 257 are two to four years old and 127 are one year old or newer. There are 530 desktop computers and 33 laptops in use. Of the 563 computers, 455 are Macintosh systems. Adding additional systems to classrooms for student use and upgrading existing systems as they become obsolete is an ongoing challenge for the district. The district has made progress with our replacement cycle in the last three years. Three years ago we had 364 systems that were five years old or older and currently that number is 179. A sample of the hardware inventory is included in the documentation CD in the file "Hardware Inventory."

All staff and students grades 1-12 have access to a server for file storage. Windows 2003 is used as the network operating system on most file servers. These servers include a staff file server, student file server, web server, proxy/filter server, email server, applications server, Skyward server and Technology Education server. A Linux server is used for our web calendar software and On-Line Grades. Macintosh Xserves are used to control OS X workstations and to store staff and student files. The district utilizes VmWare to virtualize many of our servers.

There is a minimum of three category 5 drops and a coax for video in all district classrooms. Most classrooms at the middle and high Schools have six category 5 drops. Many of the active network connections are switched 10/100/1000 megabits. Networks in each building consist of one MDF and as many IDF's as needed. The IDF's are connected to the MDF's with multi-mode fiber running gigabit Ethernet. Each wiring closet has a minimum of 48 gigabit copper connections available.

We have single mode fiber between each of our buildings, the public library, the parochial school, and the University of Wisconsin-Platteville (UWP). This fiber supports gigabit Ethernet between all buildings. A pair of fiber to UWP provides a 10-megabit connection to the Internet. Our Internet access is purchased from WiscNet.

The district has an IP Telephony system. This system was chosen for flexibility and cost savings. It provides a phone in each classroom, automated attendants and voice mail for all staff. Voice mails can be forwarded to email and accessed outside of the district.

Digital networked copiers are installed in each school building. The copiers were upgraded in 2007 and are on a five-year lease. These copiers allow all staff to send print jobs directly from their computer. PDF files can also be created directly from the copiers.

Students in the Platteville School District have many options for selecting courses. The distance education network (SRTNC) offers students and the community the ability to participate in youth apprentice programs, such as Finance and Banking through Southwest Technical College and required courses for CNA licensure. In addition, junior and senior students are able to participate in a variety of courses throughout the school day from Advanced Placement/English to Wisconsin History. Students have taken various on-line courses through Wisconsin Virtual Schools, Digital Districts Online, Southwest Technical College, and Brigham Young. Advanced Placement courses offered on site at Platteville High School are Senior English (Literature and Composition), Junior English (Language and Composition), U.S. History, World History, and U.S. Government. In addition, every semester several students take advantage of the close proximity to the University of Wisconsin-Platteville to participate in advanced studies.

School Board policy states that the Platteville School District makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. A copy of this policy is included on the documentation CD in the file "Assistive Technology Policy." If a child's individualized education program team determines that access to school purchased assistive technology devices or services in the

child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided. Platteville students with disabilities assistive technology needs are addressed in the "special factors" section in the IEP planning process. If the student is found to need assistive technology services or devices, the IEP team then determines the specific services and/or devices.

IEP teams are assisted in determining appropriate assistive technology through the Wisconsin Assistive Technology Initiative's Assessment Guide. Assistive technology may be considered in the following areas: Writing, Reading, Studying, Math, Communication, Recreation and Leisure, Activities of Daily Living, Mobility; and Positioning and Seating. With and on behalf of students, information is gathered, decisions are made, and trial use with the appropriate assistive technology device(s) is performed. Assistive technology devices are then provided for regular use according to the student need and effective use. Current assistive technology being used in the district is listed in the file "Assistive Tech" on the documentation CD.

It is the partnership between the Library Media program and the District Technology program that enables students and teachers to have access to modern spacious libraries equipped with quality print and non-print resources and audiovisual equipment.

- The media centers throughout the district give access to students before and after school, as well as being available to students during class, study hall, lunch and homeroom. High school students are able to use the media center from 7:30 A.M. (one hour before classes begin) until 4:00 P.M. (40 minutes after the last class of the day ends). The middle school IMC is open from 7:30 A.M. to 4:15 P.M. (an hour and 45 minutes beyond the school day). In general the school district has an "open door" policy in regards to use of the district facilities. During the months of July 2008 through April of 2009, the district's facilities were requested and used by 2,337 different individuals or groups. The type of use ranged from parking lots (motorcycle driving training) to multipurpose rooms for use of the sound, audio, video and computer network.
- The middle school media center was built in 1998; two of the three elementary media centers were constructed that same year; and the high school media center was refurbished in 2002. Physical arrangements allow for individual learning styles from individualized learning and small group to large group learning environments. Most of the specialized learning labs and small group conference rooms are scheduled online using the email software. All media centers have flexible scheduling.
- Collections reflect cultural diversity, a wide range of interests, abilities and learning styles. Most recently, collections in the elementary and middle school libraries have focused on purchasing support materials for the Four Blocks curriculum and Accelerated Reading programs.
- Collections in all media centers are weeded annually and evaluated as the result of collection mapping. Collections are useable within the media centers. Students and teachers check out materials and equipment for classroom and home use. All materials and pieces of equipment are bar-coded and circulate throughout the district.

- Library personnel provide library and technology orientation for all students, information and technology in-service for staff, as well as classroom instruction to students.

Analysis of Support Systems and Leadership Staff

Each IMC is staffed by full-time personnel, and is available for flexibly scheduled use. The high school and middle school are each served by one licensed library/media specialist and one library aide. The elementary buildings are each staffed by one library aide. Along with the more traditional information services, IMC staff provides the “first line” of technology support for the students and staff in their buildings. Forty-five percent of teachers report that it typically takes minutes to get technical support for classroom technology problems, and forty-seven percent report that support is provided within hours. IMC staff provides instruction and guidance on the use of all available information systems and services to both staff and students; plan collaboratively with other staff; and team-teach. Library/Media staff takes advantage of opportunities to serve on committees within the district as well as those of other agencies.

The district Information Technology department is comprised of an Information Technology Manager, an Assistant Information Technology Manager, and an Administrative Assistant. The managers have twelve-month contracts. The Information Technology staff maintains a schedule of weekly visits to each building. The Information Technology staff also conducts training sessions at the district and building level. Outside consultants are used as needed. The Information Technology staff takes advantage of opportunities to serve on committees within the district as well as those of other agencies. The Information Technology Manager reports to the superintendent.

The department is well diversified in supporting Windows, Macintosh and Linux operating systems. Most hardware repairs are completed in-house. The district is an Authorized Apple repair center. The department installs, configures, monitors and maintains all network hardware. Outside consultants are used as needed. A district-wide Help Desk is provided through the Administrative Assistant. Software support is provided for all desktop applications; Skyward student, financial and food service applications; MAP software; Eclipse Curriculum software; Accelerated Reading and Math; Read 180; and Library Automation software. Work orders are submitted via an email form. All support calls are tracked in a database and kept for future reference. The department also maintains state information for WSLs and ISES for the entire district.

The enGauge results of 2007 find that the District is committed to transforming itself into a high-performance system driven by the Digital Age learning needs of all students. The District has processes to revise administrative policies and practices. Administrators need to continue to work with colleagues to guide the school system toward more effective uses of technology in teaching, learning, and managing. The District needs to continue to align curricula, instruction and assessments to Digital Age proficiencies/21st Century Skills.

The following School Board policies can be found at www.platteville.k12.wi.us/district/policy/Policy.PDF: Acceptable Use and Internet Safety Policy for Students, Staff and Guests (IIBD); Copyright (EGAA); Interlibrary Loan; Materials Selection (IIAC); Maintenance and Control of Computer Software (EGAAA); Public Complaints About Instructional Materials (KLB); Public Complaints Procedures (KLB-R); Reconsideration of Materials Form ((KLB-E); Special Education (IGB); and Web Publishing Guidelines. Copies of these policies are also included on the documentation CD.

The district contracts an average of six days, annually, that are devoted to in-service activities on site. Those days account for 702 staff work days at \$470 per day and cost about \$329,940 annually for staff to participate in district directed in-service. Approximately 262 staff work days at \$470 per day cost about \$123,190 annually for staff to attend conferences and workshops outside the school district. Extra costs associated with conference attendance (registration, travel, substitutes) annually total about \$70,800. In addition, the district reimburses graduate and undergraduate course credit at an annual cost to the district of about \$30,000. Approximately 20% of the district's staff development activity addresses information and technology related issues. Located on the documentation CD are two files, "Technology Conferences and Early Release Days – Technology", that document local activities and those outside of the district.

Goals and Objectives

Goal 1: Verify Integration of ITL Curriculum Standards in Grades K-12.

Preparing students to live, learn and work in the 21st century demands that curriculum be revised to include the content outlined in the **Wisconsin Model Academic Standards for Information and Technology Literacy**. The objective of this goal is to select a new evaluation tool for 8th grade literacy, as well as adding an assessment of integration of IT literacy to teacher evaluation forms, so as to hold both students and staff accountable for meeting grade-level technology standards and benchmarks.

Goal 2: Increase Staff, Student and Community use of Information. The objective of this goal is to increase the amount of information available for parents, staff and students, thereby promoting better communication; increase efficiency by providing online curricular and financial documents to staff and parents; and allow students and staff to complete research and other school related work off campus.

Goal 3: Increase Student and Staff Learning. The objectives of this goal are to provide an easy mechanism for teachers to create web pages that incorporate Web 2.0 tools; integrate interactive whiteboards; utilize an Internet safety curriculum; provide students immediate assessment feedback; extend the curriculum through the use of distance education and local creation of web based units/courses; and provide, increasingly, seamless and personalized tools for learning.

Goal 4: Provide telecommunication access for voice and Internet. The objective of this goal is to ensure fast and reliable Internet and telephone access.

GOAL#1: Verify Integration of ITL Curriculum Standards in Grades K-12

Activity/Action	Time Line	Responsibility	Assessment
Form a committee to evaluate and select a new evaluation tool for 8 th grade Technology Literacy.	2009	Technology sub committee and Administrators	Document use of tool.
Complete integration of ITL standards into eclipse curriculum documents.	2009-2012	Administrators and Teachers	Verification by building administrators and Curriculum Director.
Assess IT literacy among staff and administrators.	2010-2012	Technology Committee	Select new evaluation tool and document data.
Revise "supervision and evaluation form" to include assessment of Integration of ITL.	2010-2012	Administrators	During teachers' summative evaluations and in-service opportunities, administrators will review respective teacher work plans and the integration of the ITL standards.

GOAL#2: Increase Staff, Student and Community use of Information

Activity/Action	Time Line	Responsibility	Assessment
Improve library media resources.	2009-20012	District Media	Collection Mapping
Expand wireless networking.	2009-2012	Information Systems	How much of each building has coverage?
Continue to replace obsolete computers.	2009-2012	Information Systems	Document replacement equipment.
Replace one file server per year.	2009-2012	Information Systems	Document replacement equipment.
Evaluate and upgrade district web site.	2009-2010	Website Subcommittee	Web survey of staff and community
Provide secure remote file access.	2009-2010	Information Systems	Staff and students have remote access.
Implement e-pay.	2009-2011	Business Manager and Information Systems	Is it installed and being used.
Replace electronic grade book and software for posting of daily progress.	2009-2010	Information Systems	Is software installed and being used by

			teachers and parents?
Increase teacher and Media Specialist curriculum collaboration.	2009-2012	Media Specialist	Document shared collaborations. (i.e. shared teaching, setting up a rubric.)
Evaluate, select and install parent notification system.	2009-2010	District Administrator and Information Systems	Is software installed and being used?
Evaluate, select and install Web filtering, Spam filtering and Virus protection.	2009-2010	Information Systems	Is software installed and being used?
Continue to provide adult literacy through bi-annual Internet use and safety sessions, and provide parents access information to Atomic Learning.	2009-2010	Information Systems and District Media staff	Document sessions and attendance.

GOAL#3: Increase Student and Staff Learning

Activity/Action	Time Line	Responsibility	Assessment
Form an advisory professional development plan subcommittee.	2009	Technology Advisory Committee	Document meetings and recommendations.
Develop an easy mechanism for staff to create web pages using Web 2.0 tools.	2009-2010	Information Systems	What percentage of staff have a web page?
Develop a purchasing and curriculum plans to integrate interactive whiteboards.	2009-2010	Technology Advisory Committee	Document meetings and recommendations.
Upgrade staff productivity software.	2009-2012	Information Systems	List software.
Utilize online diagnostic assessment of the MAP software to create differentiated learning through DesCartes.	2009-2010	Building Administrators, Teachers	Document with Eclipse.
Create and purchase web-based courses.	2009-2012	Building Administrators	How many are there?
Continue to expand mobile technologies.	2009-2012	Information Systems	List devices.
Purchase new academic software and upgrade current ones.	2009-2012	Media Departments, Information Systems	Software list
Increase opportunities for students to demonstrate knowledge and skills by increasing availability and skill in use of assistive technology.	2009-2012	Director of Special Services	List of assistive technology
Increase understanding of Internet safety through curriculum.	2009-2012	Media Specialist and teachers	Student tests and part of 8 th grade assessment

Goal #4: Provide Telecommunications Access for Voice and the Internet

Activity/Action	Time Line	Responsibility	Assessment
Purchase Internet access.	2009-2012	District Office	Do we have access?
Lease PRI circuit for telephone switch.	2009-2012	District Office	Do we have phone service?
Lease Centrex Lines for Dial-up, fax lines and backup circuits for the PRI circuit.	2009-2012	District Office	Do analog lines work?
Provide long distance access for phone switch.	2009-2012	District Office	Do we have long distance access?
Provide cell phone access where needed.	2009-2012	District Office	Do cell phones work?

Platteville School District Technology Budget Summary

	Budget			Funding Sources									
	2009	2010	2011	District	District	District	District	District	E-Rate	Title IID	Other	Common	IDEA
	2010	2011	2012	IT Budget	Supporting	Operating	Personnel	Media			Grants	School Fund	Funds
Software Procurement and Maintenance													
Academic software upgrades	\$ 9,000	\$ 9,000	\$ 9,000	\$ 27,000									
Productivity software upgrades	\$ 4,500	\$ 4,500	\$ 4,500	\$ 13,500									
Purchase Web-base Courseware	\$ 3,500	\$ 4,000	\$ 4,500			\$ 12,000							
Maps Software	\$ 10,500	\$ 10,500	\$ 10,500										\$ 31,500
Atomic Learning	\$ 1,400	\$ 1,400	\$ 1,400			\$ 4,200							
Web filtering, anti virus & email archiving	\$ 5,700	\$ 5,700	\$ 5,700	\$ 17,100									
Email updates and support	\$ 3,333	\$ 3,466	\$ 3,605	\$ 10,404									
VMWare updates and support	\$ 750	\$ 750	\$ 750	\$ 2,250									
Database upgrades	\$ 700	\$ 700	\$ 700	\$ 2,100									
Curriculum Management Software	\$ 5,000	\$ 5,000	\$ 5,000			\$ 15,000							
Parent Notification Software	\$ 3,000	\$ 3,000	\$ 3,000			\$ 9,000							
Web Hosting	\$ 1,850	\$ 1,924	\$ 2,001	\$ 5,775									
Backup Software updates and support	\$ 700	\$ 700	\$ 700	\$ 2,100									
Read 180 updates and support	\$ 2,100	\$ 2,100	\$ 2,100			\$ 6,300							
Library Automation updates and support	\$ 2,000	\$ 2,000	\$ 2,000					\$ 6,000					
Skyward, Student and Financial	\$ 21,000	\$ 21,000	\$ 21,000			\$ 63,000							
Hardware, Facilities & Networking Acquisition & Implementation													
Replacement student computers	\$ 25,000	\$ 50,000	\$ 50,000		\$ 95,000								\$ 30,000
Replacement classroom computers	0.00	\$ 30,000	\$ 30,000		\$ 50,000								\$ 10,000
Interactive whiteboards & projectors	\$ 15,000	\$ 15,000	\$ 15,000		\$ 45,000								
Wireless access points	0.00	\$ 1,000	\$ 1,000		\$ 2,000								
Phone System maintenance contract	\$ 1,550	\$ 1,550	\$ 1,550	\$ 4,650									
Assistive Technology	\$ 5,000	\$ 5,000	\$ 5,000										\$ 15,000
Video conferencing equipment	0.00	\$ 3,000	0.00		\$ 3,000								
Mobile technologies	\$ 2,000	\$ 2,000	\$ 10,000		\$ 4,000						\$ 10,000		
Emerging Technologies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 2,000							\$ 7,000		
Network server replacement	\$ 7,000	\$ 7,000	\$ 7,000		\$ 21,000								
Secure remote file access	\$ 1,000	0.00	0.00	\$ 1,000									
Network maintenance and support	\$ 1,000	\$ 2,000	\$ 3,000	\$ 6,000									
SRNTC video network membership	\$ 4,950	\$ 4,950	\$ 4,950			\$ 14,850							
Audiovisual Equipment	\$ 4,500	\$ 4,500	\$ 4,500					\$ 13,500					
Purchased Services	\$ 3,500	\$ 3,500	\$ 3,500	\$ 5,250				\$ 5,250					
Parts and supplies	\$ 8,500	\$ 8,800	\$ 9,000	\$ 26,300									
Telecommunications													
BadgerNet Video Network	\$ 3,000	\$ 3,000	\$ 3,000			\$ 9,000							
WisNet Internet access	\$ 7,620	\$ 9,500	\$ 9,500			\$ 9,583		\$ 17,037					
PRI Circuit for IP Telephony	\$ 11,340	\$ 11,340	\$ 11,340			\$ 12,247		\$ 21,773					
Centrex Lines	\$ 12,420	\$ 12,420	\$ 12,420			\$ 13,414		\$ 23,846					
Long Distance Charges	\$ 1,200	\$ 1,200	\$ 1,200			\$ 1,296		\$ 2,304					
Cell Phones	\$ 1,800	\$ 1,800	\$ 1,800			\$ 1,944		\$ 3,456					
Professional Development													
Staff Assessment Software	\$ 1,000	\$ 1,000	\$ 1,000						\$ 3,000				
ITASC Membership with CESA 3	\$ 12,244	\$ 12,244	\$ 12,244				\$ 36,732						
Technology early release days	\$ 66,000	\$ 66,000	\$ 66,000				\$ 198,000						
Staff Stipends	\$ 2,000	\$ 2,000	\$ 2,000				\$ 3,000			\$ 3,000			
Substitute Teachers	\$ 4,000	\$ 4,000	\$ 4,000				\$ 6,000			\$ 6,000			
Technology Conferences	\$ 5,000	\$ 5,000	\$ 5,000				\$ 2,700		\$ 4,800	\$ 7,500			
Human Resources in Support of Information Technology													
Integrating Technology Standards	\$ 54,990	\$ 54,990	\$ 54,990				\$ 164,970						
Information Technology Staff	\$ 221,331	\$ 227,972	\$ 244,497				\$ 693,800						
District Media Staff	\$ 313,618	\$ 320,982	\$ 343,925				\$ 978,525						
District Media Resources													
Audio Visual Materials	\$ 6,000	\$ 6,000	\$ 6,000									\$ 18,000	
Books	\$ 25,000	\$ 25,000	\$ 25,000									\$ 75,000	
Newspapers	\$ 1,000	\$ 1,000	\$ 1,000									\$ 3,000	
Periodicals	\$ 6,000	\$ 6,000	\$ 6,000									\$ 18,000	
Professional Reference	\$ 1,500	\$ 1,500	\$ 1,500									\$ 4,500	
Prepared Media	\$ 5,000	\$ 5,000	\$ 5,000									\$ 15,000	
On-line Subscriptions	\$ 4,090.00	\$ 4,090.00	\$ 4,090.00									\$ 12,270	
Totals	\$ 923,186	\$ 999,078	\$ 1,045,462	\$ 125,429	\$ 220,000	\$ 171,834	\$ 2,083,727	\$ 24,750	\$ 68,416	\$ 7,800	\$ 33,500	\$ 145,770	\$ 86,500

Dissemination

A Plan for Information and Technology Literacy 2009-2012 will be disseminated to all stakeholders by:

- Presenting the plan at an Administrator's meeting.
- Presenting the plan at a School Board meeting.
- Presenting the plan to faculty at building in-service at the beginning of the 2009-2010 school year.
- Publishing the plan on the district web site.

Monitoring and Evaluation

- The following activities will be implemented to regularly monitor the goals of the plan. Adjustments will be made as necessary.
- In-service activities each year will include communication with building administration and staff as to the implementation of the plan.
- ITAC will continue to use the Information and Technology Plan folder on the District web server to add and organize ideas/suggestions for updating the technology plan.
- The Information Technology Committee will review and update the plan and its objectives on an annual basis.
- The updated plan will be presented to the teaching staff at the start of each school year.
- District Media Director and Information Technology Manager will report annual progress to the School Board.
- Publish updated plan to district web site.