

SCHOOL DISTRICT OF AUBURNDALE

Comprehensive Information and Technology Plan

2009-2012

This Comprehensive Information and Technology Plan for the School District of Auburndale is a 3 year plan covering the 2009-2012 school years.

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date

Approved by the School District of Auburndale Board of Education on _____

You can download an electronic version of this plan (pdf format) at
<http://www.aubschools.com/technology>

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Comprehensive Information and Technology Plan 2009-2012**

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Executive Summary

The Information and Technology Plan of the School District of Auburndale is the result of a process that combines the library and technology plans into one document. Throughout this plan the Library/Media and Technology programs are referred to as Information and Technology programs. This is a recognition that a primary purpose of both programs is to provide students with the skills and tools required to use information in a digital-age society. The primary focus of the combined plan is to increase student achievement through utilizing information and technology resources in research-supported ways. The plan seeks to fulfill the district's mission to "develop and prepare the students of the school district to become capable, productive, skilled, knowledgeable, confident, and positive citizens." To meet this responsibility, the school district will support integration of technology and information resources into all areas of the curriculum in an effective, competent, equitable, and constructive manner.

The process of developing the plan involved gathering and analyzing information from a wide range of sources to evaluate the success of the previous plans. Teaching staff completed the Levels of Technology Implementation (LoTi) survey. Students were also surveyed to determine their technology access and use. This information was then used as a basis for establishing goals, objectives and action plans to better address the needs of the school community.

Central to the implementation of the new plan are efforts to integrate information and technology literacy within the curriculum. Just-in-time and individualized professional development strategies will be essential to improve teacher proficiency. Peer coaching will be fostered. A standardized vocabulary and sequential curriculum for grades 6-12 research will be implemented. The district's Internet Safety curriculum will be expanded to additional grade levels and digital citizenship topics. Maintaining and improving the current level of services provided by the library media and technology staff to support student learning will be crucial to fulfilling the goals and objectives expressed in this plan.

The plan's goals, objectives, and activities will be disseminated to the staff at a teacher meeting to provide a "big picture" of what is planned. Dissemination to the community will be through the district newsletter and posting on the district web site. There will be challenges to implementing the plan over the next three years. The district is being impacted by the current state budget deficit situation and the elimination of the TEACH block grants; however, the goals and objectives of this plan are realistic, measurable and attainable, if current funding and staffing levels are maintained.

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Section 1. Introduction

The Comprehensive Information and Technology Plan was formulated to give direction, organization, and structure for the systematic acquisition, maintenance of technology. It provides guidelines for the effective use of state-of-the-art technologies, information literacy, curriculum integration and staff development in regard of the use of technology and information resources in the classroom. In this document, the Information and Technology Planning Committee also attempted to deal with student equity in regards to access to hardware, software, programs, and materials. It is also an objective of the Committee to provide advantages not only to students, but also to the entire school staff, administration, and community.

Section 1.1 Relevant Research and Best Practices

The following includes synopses of relevant research on the impact of information and instructional technology resources and services in relation to student academic achievement. We will use this research to help us direct our information and technology plan to best meet the needs of our school community.

Student Learning through Wisconsin School Libraries. 2006 study.

<http://www.dpi.wi.gov/imt>

The DPI study of WI schools shows that school libraries and library media specialists do indeed have an impact on the WKCE test scores. Also, higher achievement, overall, can be attributed to schools that are staffed with a full time library media specialist. This survey is a good indicator because it did survey teachers, students, and library media specialists in WI.

Information Power: Building Partnerships for Learning. Chicago: ALA, 1999.

This book says that information literacy is the ability to find and use information and that is the keystone to life long learning. Auburndale's mission statement is "To produce life long learners with the capacity to succeed in the global community". So for Auburndale information literacy should be a priority to accomplish our mission. Information Power is a great base to use in creating and evaluating students' information use. It gives guidelines and principles to help professionals develop ideas using technology that help to facilitate student learning.

Johnson, Doug. "Getting the Most From Your School Library Media Program". Principal. Jan/Feb 2005. 14 October 2008

<http://www.doug-johnson.com/getting-th-most-from-your-school-library-media-program-1.html>

A main thing that this article talks about is doing your research on what makes a good library program. Evaluate your program. Gathering statistics is a good way to assess what you are doing. The article includes a link that has a 13-point checklist to evaluate your program.

Champlin, Connie and Loerstcher, David. "Reinvent Your School's Library and Watch Student Achievement Increase". Principal Leadership. March 2003.

This article focuses a lot on the need to create collaboration time between the library media specialist and the teachers. Information literacy is defined as effective use of ideas and information. Before assigning research, teachers need to come up with a model that has the students build a question, find high-quality information, synthesize and draw conclusions, communicate findings, and reflect on the learning process. As for reading and the school library, the article states that students will read more if they have books that they want to read. This has been a philosophy used for the junior/senior high library.

"School Libraries Work!" Danbury, Conn.: Scholastic Library Publishing, 2008.

The research in this document comes from a variety of sources and from nearly a decade of studies that show that school libraries with programs that have certified library media specialists make a great impact in American children's school achievement. "Research has shown that students with good school libraries learn more, get better grades and score higher on standardized tests than their peers without libraries."

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Achterman, Doug. "The Sower". School Library Journal. October 2007: 51-53.

This is an interview with Keith Curry Lance who has done all the school library research and what his feelings are for the future of school libraries. An interesting comment from Lance is that the profession is realizing that collaboration is not always a practical aspect in some school library settings. He says that the focus is now on what we are collaborating about and that is information literacy and inquiry-based learning.

White House Conference on School Libraries, June 2002.

Included in this report are important messages from library researchers such as Keith Curry Lance and Gary Hartzell about how important school libraries are to student achievement. Gary Hartzell makes a valid point in that library media specialists' work does not get full recognition because "Librarians deliver services that empower others, and their contributions get swallowed up in the activities of those people". Keith Curry Lance had done extensive research in several states on the impact of school libraries on student achievement. "When school libraries have higher levels of professional and total staffing, larger collections of print and electronic sources, and more funding, students tend to earn higher scores on state reading tests."

Jukes, Ian. "Understanding Digital Kids (DKs): Teaching & Learning in the New Digital Landscape"

(<http://web.mac.com/iajukes/thecommittedsardine/Handouts.html>)

Children today are FUNDAMENTALLY different from previous generations in the way they think, in the way they access, absorb, interpret, process and use information and above all, in the way they view, interact and communicate in and with the modern world. Clinical research shows that their brains are quickly adapting to accommodate all the new technologies with which they spend so much time. They crave access to tools that let them network with their peers or anyone or anything else they choose to interact with. Multitasking is second nature to them. They expect, want, and need tools that provide hyperlinks and instantaneous random access that allow them to connect everyone and everything simultaneously.

Jukes, Ian. "Getting It Right: Aligning Technology Initiatives for Measurable Student Results"

(<http://web.mac.com/iajukes/thecommittedsardine/Handouts.html>)

We have to keep looking forward to the possibilities. Education is changing and could change drastically in the next few years. We must be prepared to teach students 21st Century Skills. Teachers must not be afraid to change, to try new things. The article gives us some direction for staff development. The use of technology must be personally useful to staff, and teachers need to gain an awareness of what could work in their curriculum. We need a more individualized approach to professional development, especially elementary vs. secondary. Teachers need to see best practices in using technology and information resources within their own curriculum. It is important to have colleagues willing to help and answer questions.

Partnership for 21st Century Skills. "Framework for 21st Century Learning"

(http://www.21stcenturyskills.org/index.php?Itemid=120&id=254&option=com_content&task=view)

Section 1.2 District Information and Technology Vision Statement

The School District of Auburndale envisions a caring partnership between the home, school, and community that works together to help all children reach their full potential in personal and academic excellence. The district believes that a strong technology education and information resources program is essential in helping students reach their full potential and acquire the necessary skills to live, work, and compete in today's technologically driven society.

Section 1.3 District Information and Technology Mission Statement

It is the mission of the School District of Auburndale to produce lifelong learners with the capacity to succeed in the global community. To that end the district is committed to the integration of Information and Technology into all areas of the curriculum.

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Section 1.4 Relationship to District Vision and Mission Statements

This updated three-year district Information and Technology Plan supports the district’s vision and mission statements and encompasses the following district goals to maximize each student’s learning by:

1. Partnering with parents, community, and business;
2. Implementing high quality, focused curriculum addressing essential learning;
3. Ensuring best practices in instruction and assessment;
4. Using data to drive instructional decision-making;
5. Recognizing and meeting the unique needs of individuals;
6. Inspiring lifelong learning for all students and staff; and
7. Promoting character traits of honesty, respect, responsibility, kindness, and fairness.

Section 2. Background Information

Section 2.1 Community Demographics

The School District of Auburndale is in an agricultural community located in central Wisconsin. It is a consolidated district of approximately 175 square miles and is composed of the villages and towns. The villages are: Arpin and Auburndale. The towns are: Arpin, Auburndale, Sherry, Milladore, Richfield and Hansen. They are located in the counties of Wood, Marathon and Portage.

Section 2.2 School District Demographics

The school is composed of two school buildings, an elementary (4K - 6) which has an enrollment of approximately 493 students and a junior/senior high (7-12) which has a combined enrollment of approximately 418. They are located in the Village of Auburndale. The community is primarily middle income with a strong agricultural base as well as industrial and professional employment. Approximately 26% of the students attending Auburndale schools are considered low income based on data gathered for the federal free and reduced school lunch program. The community is primarily Caucasian with approximately four per cent of the population representing racial minorities.

Below is a chart showing the historical resident student and projected enrollment.

	PreK-6	7-9	10-12	Total
2000-01	414	253	236	903
2001-02	424	224	230	878
2002-03	423	226	239	888
2003-04	419	222	241	882
2004-05	436	220	215	871
2005-06	438	221	212	871
2006-07	461	206	217	884
2007-08	501	187	219	907
2008-09	493	191	225	909
2009-10	501	184	206	891
2010-11	492	191	204	887
2011-12	511	175	199	885
2012-13	518	179	192	889

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The following chart shows the people the District presently employs and their position.

<u>Department</u>	<u>Number of Employees</u>
Administrators	7
Teachers	67
Instructional Aides	13
Secretaries	6
Custodians	7
Food Service	8
Health Care Coordinator	1
Non-Staff Coaches	12
Board Members	5
CESA #5 Special Ed Director	1
District Library Media Specialist	1
Network Coordinator/Tech Support	2
Total	130

Overview of the Library Media Program

The school district of Auburndale has a library in each of its two schools. One full time library aide staffs the elementary library and the junior/senior high library is staffed by a licensed library media specialist. High school student service workers are utilized to supplement additional staffing needs at both libraries. So the libraries receive additional help between 1-3 class periods a day by these student service workers.

In the early 1990s, the two libraries became automated. Since the fall of 2005, the libraries have been using Sagebrush, now Follett InfoCentre for their automation systems.

Support for these libraries is based mainly on the Common School Fund money. Additional money is given by the school district for library supplies and materials, interlibrary loan, computer tech support, some A-V equipment, supplies, and repair.

Junior/Senior High Library

In 1999, an addition was built onto the first floor of the high school for the new gymnasium and junior/senior high library. The library houses a variety of materials including fiction, nonfiction, reference, and professional books, videos, DVDs, CD ROMs, and audio cassettes. According to the Follett Titlewise Analysis from June 2008, there were 10,300 items in the collection. In addition to these materials, the library has subscribed to about fifty journals/magazines and five newspapers. This library has a security system by Checkpoint in the entrance of the library. Because of the security system, there are virtually no losses to the collection.

Library circulation for the 2006-2007 school year was 6105 and for 2007-2008 it was 5547. Monthly circulation averages between 600-700 items per month and daily is 30-35 items per day. The average number of students that use the library per day is around 100. Teachers schedule periods to reserve the library with the library media specialist in order for their classes to have access to all resources for projects. The average number of classes that are scheduled for the library per week is around twelve.

Teachers check out A-V equipment from the library media specialist and return it at the end of the year. The following items are included in the A-V inventory: 7 cassette players, 3 CD players, 2 DVD players, 11 DVD/VCR players, 1 opaque projector, 19 overhead projectors, 16 televisions, and 13 VCRs. In the fall of 2008, the district

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purchased five 37" High Definition Televisions. These five televisions are being mounted in classrooms and will not be a part of the library's inventory of equipment.

There are twenty-four student computers with Internet access, one laser printer, and two computers with the card catalog only. At the circulation desk, there are two computers; one used for circulation and one used as a workstation for the library media specialist. There is one additional computer set up for a part-time teacher that uses the distance learning room in the library. The number of students using the computers in the library per day is around 70. The main reasons for using the library computers are the following: class work/research; checking grades and assignments; e-mail—sending assignments to teachers; word processing; excel; PowerPoint; and general searches—news and browsing.

Reading is promoted especially with the junior high students who are scheduled in the library every two weeks for some library/information instruction and to check out books. These students come in with the language arts teacher. This teacher also works with the junior high students on the WEMTA Battle of the Books program. The library media specialist works with a BOB senior high team.

World Book On Line Resource is available to the entire student body at both schools and remote access is also available. New for the 2008-09 school year are two different databases. The district now has a subscription to ABC~CLIO social studies databases that include American History, American Government, World History: Ancient and Medieval Eras, and World History: The Modern Era. Another new database is Teen Health and Wellness that can be used for Health and Family and Consumer Living courses.

The school receives interlibrary loan materials through South Central Library System. This service is especially needed for materials for our CDS teacher. The usage over the last four years has been varied, depending on the teachers on our staff. 2007-08 was 256 items and 2006-07 was 1066. Students as well as staff have benefited from the interlibrary loan.

The hours for the junior/senior high library are 7:30-3:30 Monday through Friday. It is closed for 1/2 hour during lunch time.

The library started to have a book fair in the spring of 2004. The book fair is organized by the library media specialist. Response has been good and students play an important part in assisting with the book fair. The next book fair is scheduled for spring 2009.

Both library collections in the Auburndale School District have been reviewed using the Follett Titlewise Analysis. Using Titlewise Collection Analysis, the strengths and weaknesses of each collection can be identified. Reports from each Dewey section can be printed off listing all titles fifteen years or older. This information is extremely important when weeding the collection. Instead of going to the shelves looking for materials that appear old and worn, the report leads you right to the older copyright dates. This procedure has been very helpful at the Jr/Sr High Library for weeding the collection. It saves a considerable amount of time. Since 2005, when the first analysis was completed to 2008, the average age of the Jr/Sr High collection has improved from a 1989 average to a 1996 average. It is helpful in the weeding process to replace the books that were weeded with books that are up-to-date. At the both libraries, the weeded books are replaced with newer titles after the weeding process.

Follett Titlewise Data for Jr/Sr High

Collection Information

Date of Analysis: 06-Jun-2008 07:54:59

File Uploaded: 06-Jun-2008 07:54:51

Uploaded File Name: AuburndaleHS4

Circulation System: Sagebrush InfoCentre

Data Integrity: Good: 100.00% holdings recognized

of Records: 9941

of Holdings: 10302

Recognized Call Numbers: 10302

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Average Age: 1996

Enrollment: 420

Items per Student: 24.53

*Included in the reference collection but not cataloged are World Book Encyclopedia 2003 and 2007, Encyclopedia Americana 2001, Encyclopedia Britannica 2005, and Compton's Encyclopedia 2001. Also included are thirty-two dictionaries and thesauruses that are not cataloged. These reference sources are not checked out and never leave the library. The collection would be more balanced to the Dewey recommendations when these titles are included.

Auburndale Elementary Library

The Auburndale Elementary Library is an open concept library with no walls. It is centrally located for easy access. The hours are 8:00-12:00 and 1:00-3:00. The library has 14,979 holdings according to the Follett report of October 2008. Because of library being easily accessible the daily visits by individual students and circulation is high. Daily circulation is around 270 items per day, 4,500 per month and 42,000 per year. Approximately 250 students visit the library per day. Library checkout times are scheduled each week for Pre-K through 6th grade. About twenty-eight classes visit each week for check out. Second through sixth grade comes to the library as a class to do research whenever needed. Approximately five classes a week come for research with their teachers.

There are two student computers for card catalog use. There is no student Internet access in the library; however, the computer lab is close by with twenty-four computers connected to the Internet. At the circulation desk, the library aide's workstation includes two computers; one for circulation and the other with Internet access.

The Auburndale Elementary School has used the Accelerated Reading program for several years for its 3rd-6th grade students. The library plays a big part in implementing the program. The students use library books to meet independent reading goals established for the AR program. The AR program personalizes reading practice to each student's level—a best practice in teaching known to help increase student achievement. Students choose books from the library to read independently and then have their comprehension monitored using the Accelerated Reading software. Student progress is checked on the computer through the progress reports that come with the software. The library contains a wide variety of books in terms of student interests and reading levels, and therefore, greatly enhances the AR program. The books are arranged in the library by reading levels.

The library is also used as an important resource for research materials in both reference and non-fiction books for the subject areas of science, social studies, writing and reading. Students also select books for that can be enjoyed for buddy reading time. The library is also used by students for choosing magazines and books for their personal use and enjoyment.

The elementary library has had successful book fairs for several years. The book fairs held at both libraries provide additional materials for the libraries based on the total profits made. The book fairs at the elementary school are organized by adult volunteers.

At this time, the library aide at the elementary library is re-cataloging the Accelerated Reading books so that they reflect an accurate reading for the Follett Titlewise Analysis. The analysis done in October 2008 only recognizes 60% of the collection. There were 14,979 holdings with 8898 recognized call numbers. The average age of the collection is 1995. We discovered the main problem was with the AR books' call numbers. So the AR books are being re-classified to identify them as fiction or their Dewey Decimal number. They will still be shelved in their AR level sections and identified as AR books so the students will be able to find their appropriate reading levels.

Overview of the Instructional Technology Program

Network Infrastructure: Auburndale's network consists of 8 servers (student information systems, modules, Library, firewall, email, Internet and email filtering, and web server) located primarily in the High School main wiring closet, 7 wiring closets, Category 5 wiring with fiber connecting the High School and the Elementary buildings. Server operating systems include Microsoft Server 2000, Macintosh OS X and Linux. The district replaced all network 3 Com hubs and switches with HP in 2007. Dan Guardian software is used to filter Internet

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content to meet CIPA requirements. See [Appendix A](#) for network and hardware inventories. See [Appendix B](#) for the network layout diagram.

The district contracts with Solarus for our Internet Service Provider with a 3.0 mbs line to the high school. The high school and elementary are connected by fiber. We use Barracuda as a spam filter and Dan Guardian for our internet content filter. We use AVG antivirus to scan our pcs and remove viruses. The district's website (<http://aubschools.com>), high school site (<http://hs.aubschools.com>), and elementary site (<http://el.aubschools.com>), are located on a district server.

Hardware: The school district has nine computer labs. The Elementary has one computer lab of 25 workstations and a mobile computer lab of 25 workstations; the Junior/Senior High School has 7 computer labs. The Business Lab has 30 computers, the Video/Programming lab has 24, the Module Lab in the Tech Ed. Department has 12 workstations and there are three mobile computer labs (30 workstations each). The Library has 24 workstations. All labs have a projection system and a laser printer.

The computer lab at the elementary school is used, on average, five times per day. Each visit from a class ranges from 45 – 60 minutes in length. The computer lab is used for the following reason, listed in descending order with the first reason being the most common: Computer skills, Internet Research, Word Processing, Specific Core Area Testing, Power Point, Spread Sheets.

Auburndale has three labs that the middle school/high school teachers can take their class to. The computers are being used about 69 % of the time for internet research and word processing, 9% for making presentations using PowerPoint, 2% working with spreadsheets, 21% using the website MyAccess, and 1 % using the science program Logger Pro.

All classrooms are equipped with telephone and computers with access to the Internet and centralized laser printers. Each elementary classroom has a TV mounted on the wall with a VCR and DVD player and cable access. The high school classrooms have TVs on carts with a VCR and DVD player. The high school classrooms do not have cable access. Administration and support staff have workstations with internet access. Graphing calculators are purchased for high school math classes each year. The Music Department has specialized hardware and software for writing, recording, and editing musical compositions.

Each school maintains a fax machine and multiple copy machines. A collection of specialized-use hardware, such as laser disc players, computer projector, laptop computers has been established at each school for checkout to classrooms. A five year rotation plan has established to review equipment for replacement or updating of hardware.

Software & Multimedia: The district has adopted *Microsoft Office* software for use by students, teachers, administration, and support staff. Auburndale uses the email program *SquirrelMail* district-wide for electronic communication and announcements. The Library provides district-wide resources and databases such as WISCAT, WCIS, and other reference materials. The district is automated using *InFoCentre* and can be accessed through the local area network.

District-wide administrative software packages include *PowerSchool* (student attendance, scheduling, report cards) and *SKYWARD* for financial functions. The district piloted *Link4Learning* during the 2008-09 school year and is exploring other options for curriculum mapping software before making the final decision. The district newsletter (*District Mirror*) is produced monthly for the community using *InDesign* desktop publishing software. A weekly publication called *Smoke Signal*, is also published. Both publications are also posted on the District, High School, and Elementary web sites.

Additional applications and curriculum-specific software, CD-ROMs, laser discs, and instructional video packages have been purchased for each department or each grade level. Some applications that have wide use in the district include *AppleWorks*, *Kid Pix*, *Microsoft Office*, and *Keynote*. The District also subscribes to hosted software, such as *Accelerated Reader*, *Math Facts in a Flash*, *My Access* and *Teacher Web*. Purchasing recommendations are determined by curriculum committees and individual teachers. The district contracts for the CESA 5 Special Education Instructional Materials Center library.

Distance Learning: A SCING Distance Learning Lab was set up during the summer of 2002. Auburndale is

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currently broadcasting two classes, French I and AP English. We are receiving two classes, Wildlife Ecology and Medical Terminology.

Professional Development Initiatives: The district participates in the CESA 5 Title II-D Formula Grant Consortium activities including limited reimbursement for local district expenses. The district continues to send teachers to technology-related conferences and workshops sponsored by CESA 5 and professional educational associations. Participation in college and university courses is encouraged with partial tuition reimbursement made by the district and credit on the salary schedule granted. Other teachers have been offered extended contracts for summer training and curriculum work in technology. Support staff have attended workshops and been provided with technical training by the school district and CESA 5. District staff has also participated in consortium training opportunities through CESA.

Staffing and Technical Support: The district employs a full-time computer Network Administrator and a part-time assistant. The district contracts with SKYWARD for support for administrative software functions, Renaissance for Accelerated Reader support, CESA 5 for PowerSchool.

Partnerships: The district collaborates with neighboring school districts through CESA 5 cooperative services and grant programs. Efforts have been made to increase relationships with community members and businesses.

Board Policies: Basic technology-competency descriptors have been added to all teacher and administrator job descriptions by the Board of Education. The district is CIPA-compliant. All policies are posted on the District Website at <http://www.aubschools.com/policies> and included in Appendix D.

Section 2.3 District Information and Technology Committee

The District Information & Technology Plan Committee consisted of representatives from each of the schools including teachers, administrators, library media specialist, and technology coordinator/network specialist. Although noted in a specific category, most of the individuals are also community members and parents.

Gerald Eichman, District Administrator
Jim Farrell, High School Science Teacher
Sue Fowler, 3rd Grade Teacher/Parent
Thurl Gollmer, District Network Administrator
Bob Haupt, School Board/Community Member
Jim Meyer, High School Principal
Brian Ostermann, High School Computer Science/Math Teacher/ Business Owner
Andrew Place, Elementary School Principal/Special Education
Sharon Storke, High School Library Media Specialist
Paige Vanderwyst, Vocational Education
Steve Voss, 3rd Grade Teacher

Section 2.4 Overview of the Planning Process

The School District of Auburndale has an approved Information and Technology Plan through June 2009. In Fall 2008 the District Administrator appointed a committee to revise and update the district Information and Technology Plan. The process was facilitated by Susan Fulks, Director of Instructional Technology Services, CESA 5.

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The district administered the LoTi online survey and conducted student surveys in October 2008. The committee met regularly from September 2008 – January 2009. Final editing and the budget were completed in March 2009 in preparation for presentation to the Board of Education.

Overview of the Formal Planning Process:

September 8, 2008	Information & Technology Plan Committee met for a half-day to look at the planning guide and requirements for submission. The current plan was reviewed and changes to be made were noted. Individual assignments were given to review and propose updates to Sections 1-2 of the plan. Goals and procedures for conducting the LoTi online survey were reviewed and formalized. Content for student surveys was discussed and timelines set.
Sept. & Oct., 2008:	Committee members completed identified tasks. Surveys were conducted.
October 20, 2008	District library media specialist and technology coordinator attended the Department of Public Instructional Regional Meeting in Wisconsin Dells. Content of that meeting included updates on Information & Technology Plan requirements, Board policy update requirements, and potential revisions to the Wisconsin Model Academic Standards for Information & Technology Literacy (ITLS). Reports were made back to the committee at the next meeting.
November 7, 2008	Information & Technology Plan Committee met for a half-day. Committee members shared research and background articles and analyzed LoTi and student survey data. Potential goals were identified during the general discussion.
January 7, 2009:	Information & Technology Plan Committee met for a half-day to finalize goals, objectives, and activities.
February-March, 2009:	Final editing completed
March 30, 2009:	Information & Technology Plan Committee met for a half-day to put finalize the plan.
April 2009	Plan presented to the School District of Auburndale Board of Education for approval. Plan submitted to the Department of Public Instruction.

Section 2.5 Community Resources and Adult Literacy Providers

Because of the rural, remote nature of our small community, the availability of effective community and business resources is rather limited. Currently, the Board is cooperating with neighboring districts, mostly through sharing of resources and collaboration on projects of shared interest and in-services. It is a goal of this plan to continue to reach out to the nearby communities of Stevens Point, Marshfield and Wisconsin Rapids and explore possible partnerships and collaborations with resources in those communities.

The Auburndale community is served by the Lester Public Library in Arpin which has limited hours. Community members also access public libraries in Wood and Portage Counties.

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Section 3. Current Status and Needs Assessment

Section 3.1 Assessment of Progress toward Previous Plan's Goals

Goal 1: To increase teacher proficiency in the use of technology and integrating it into their lessons.

- Obj. 1.1: Develop continuing, in-house, teacher-led workshops during the school day or In-service time to share information and strategies for integrating technology in the classroom.
- Obj. 1.2: Continue to work with CESA 5 and related grant/consortium programs to provide ongoing instruction for technology implementation.

This goal was partially completed. The district sponsored Link4Learning workshops to introduce the Link4Learning curriculum mapping software. During at least one of the district inservice days, a round robin format allowed teachers to share how they were using digital cameras, scanner, and PowerPoint. The district is a member of the CESA 5 Educational Technology (Title II-D Formula) Consortium which sponsors workshops and online classes. So far there has been limited teacher involvement from the district. Distance has been a factor for some; more publicity of online classes should be an ongoing priority. The committee believes that this goal should continue into the next three-year plan.

Goal 2: To complete the integration of the Wisconsin's Model Academic Standards for Information & Technology Literacy with existing curriculum, along with the writing of benchmarks related to Information and Technology within curriculum.

- Obj. 1.1: To provide release time for teachers to write curriculum during the school year.
- Obj. 1.2: To budget money to provide stipends for continued work in the summer.

Benchmarks are created and aligned to subject area curriculum. Student checklists have been developed.

Goal 3: Realizing that Curriculum will drive technology purchases and that the budget dictates limitations, the District will maintain and/or upgrade existing technologies to support connectivity and instructional technologies to improve student learning.

- Obj. 1.1: Create a computer rotation plan so that each year we will look at approximately 25% of machines and decide if they are still adequate, need to be upgraded or replaced.
- Obj. 1.2: Upgrade the main OS X server, teacher and student workstations so that file access challenges for students and teachers are eliminated.
- Obj. 1.3: Enable secure remote access to our network for staff and students.
- Obj. 1.4: Develop a laser printer rotation plan will be followed to replace the printers starting in the 2005-2006 school year in progress
- Obj. 1.5 Continue to fund and maintain and when necessary upgrade our existing Distance Learning lab.
- Obj. 1.6 Purchase two mobile computer labs for the elementary and one for the High school to replace lab.
- Obj. 1.7 Replace VCR player/recorders as needed with DVD equipment ongoing
- Obj. 1.8 Continue to provide opportunity for the community to improve adult technology literacy.

The computer rotation/upgrade plan has been created and guides purchases. Hardware upgrades completed include OS X server, teacher and student workstations, high school and elementary mobile labs. Secure remote access to the network has been implemented. Funding has been allocated to maintain the Distance Learning Lab and purchase DVD equipment as necessary. Adult technology literacy opportunities were a low priority for the district during this plan period.

Goal 4: To improve the level of support to meet current needs.

- Obj. 1.1 Budget for a full-time computer technician starting for the 2005-2006 school year
- Obj. 1.2 Maintain/upgrade websites, e-mail, newsletters, PowerSchool etc. that improve parent communication
- Obj. 1.3 Create a "step-by-step" guide for requesting new technology resources and support
- Obj. 1.4 Continue to encourage the community to use the school district's distance learning and technology resources

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Level of support has improved significantly. The district added a part-time (60%) technical assistant position. Infrastructure changes and upgrades have led to less network downtime. Air-conditioning was added to the server room so climate control is better. Staff reports technology is more useful and fewer technical problems, leading to more instructional time.

An online request form has been added to the Help desk. Requests for new technology resources with justification come to the technology coordinator who passes them on to the appropriate committee for consideration.

Section 3.2 Analysis of Student Proficiency

Checklists of objectives from Wisconsin's Model Academic Standards for Information and Technology Literacy have been developed K-12 and matched to curricular subjects. In each grade, teachers will check off the objectives that are demonstrated. See Appendix E for ITLS alignment checklists.

8th Grade Technological Literacy: During the 2007-2008 school year all 8th grade students were enrolled in an exploratory course that included rotation through several modules providing experiences in technical education concepts. Identification of the ITLS standards which are included in three modules (audio technology, video technology, and applications software) were completed. All 8th grade students successfully completed the three modules and completed district requirements for "technology literacy". Descriptions of the module assignments are on file with district ESEA files. During the 2008-2009 school year, the middle school team developed a checklist of ITLS grade-level benchmarks taught and assessed in core area curricula. Assessments and student results will be added to the ESEA files.

Curriculum Integration – Elementary Grades: The elementary school's computer lab consists of 25 EMac computers and a projector. Grades K-6 utilize the lab an average of six hours a day. Kindergarten and grade one lab time is spent introducing basic computer terminology, properly using equipment, practicing use of the mouse and keyboard, reviewing math facts, and teacher-guided research. Grades two and three continue to enhance these areas and add reading assessments, introduction to Microsoft Word, and completing independent research. Once the students reach grade four, they begin keyboarding instruction through the sixth grade. The keyboarding class is 40 minutes every day for one quarter each year. Grades four through six also implement web browsing, graphing, word processing and power point presentations into their technology curriculum.

In each grade teachers will assess student progress and mastery of the ITLS. Checklists of objectives from Wisconsin's Model Academic Standards for Information and Technology Literacy have been developed K-12 and matched to curricular subjects. In each grade, teachers will check off the objectives that are demonstrated. See Appendix E for ITLS alignment checklists.

Student Survey – Fall 2008: Students were surveyed to determine Internet access at home and what types of applications were being used by students. Summary results are listed below.

	Elementary 410 surveyed		Junior High 120 surveyed		Senior High 237 surveyed	
Do you have a computer at home?						
yes	382	93%	116	97%	222	94%
no	28	7%	4	3%	15	6%
Do you have Internet access?						
yes	317	77%	107	89%	210	89%
no	65	16%	13	11%	27	11%
What type of Internet access?						
High-speed	154	38%	67	56%	149	63%

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	Dial-up	81	20%	40	33%	61	26%
What do you use the computer for?							
	E-mail	180	44%	96	80%	185	78%
	Research	225	55%	101	84%	195	82%
	Data Processing	117	29%	22	18%	52	22%
	Homework	139	34%	102	85%	195	82%
	Music/Images	217	53%	94	78%	192	81%
	Other	210	52%	72	60%	155	65%

The committee was surprised by the high percentage of students who have Internet access at home. However, many teachers are reluctant to assign computer homework unless all students are assured access.

Section 3.3 Analysis of Educator Proficiency

LoTi Survey – Fall 2008: Auburndale teachers completed the Levels of Technology Implementation (LoTi) survey in Fall 2008. See Appendix F for summary of results.

Personal Computer Use (PCU) scores were high-average, with a median PCU score of Level 4 (on a seven point scale) for elementary staff and a median PCU score of Level 5 for secondary staff. *These levels indicated high skill level with using computers for personal use. Participants at these levels commonly use a broad range of software applications including multimedia. They typically have the confidence and are able to troubleshoot simple hardware, software, and/or peripheral problems without assistance from technology support staff.* The committee also pointed out that teachers were now much more comfortable using email and administrative software applications for attendance and grading. Staff development during the past three years has primarily focused on applications software and hardware use.

Current Instructional Practices (CIP) scores were also high-average (median score of Level 4) indicating that Auburndale teachers are comfortable supporting or implementing either a subject-matter or learning-based approach to instruction based on the content being addressed.

Level of Technology Implementation (LoTi) scores focus on the use of technology in an interactive, learner-centered instructional environment.

	Elementary staff		Secondary staff	
Level 0 – Nonuse	0	0%	0	0%
Level 1 – Awareness	19	50%	11	37%
Level 2 – Exploration	16	41%	9	30%
Level 3 – Infusion	1	3%	10	33%
Level 4a – Integration (mechanical)	1	3%	0	0%
Level 4b – Integration (routine)	0	0%	0	0%
Level 5 - Expansion	1	3%	0	0%
Level 6 - Refinement	0	0%	0	0%
Median LoTi score	Level 1 - Awareness		Level 2 - Exploration	
Mode LoTi score	Level 1 - Awareness		Level 1 - Awareness	

The state goal for Wisconsin teachers is LoTi Level 4b. This level (routine integration) *implies that technology-based tools are integrated in a routine manner that provides rich context for students' understanding of content. At this level, teachers can readily design and implement learning experiences that empower students to identify and solve authentic problems relating to an overall theme/concept using the available technology (multimedia, Internet,*

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applications software) with little or no outside assistance. Emphasis is placed on student action and assignments that required higher levels of student cognitive processing and an in-depth examination of the content.

As the scores in the above chart imply, while Auburndale teachers' comfort with computers has increased significantly in the past three years, classroom technology implementation primarily remains at an applications software level and/or computer literacy type activities. The above LoTi scores can also be compared with the 2006 enGauge Educator Proficiency chart below, showing little progress has been made in this area.

enGauge 2006 Educator Proficiency With Effective Teaching and Learning Practices

Are educators proficient in implementing, assessing, and supporting a variety of effective practices for teaching and learning?

• Skills	Awareness	Adoption	Exploration	Transformation
• Planning	Awareness	Adoption	Exploration	Transformation
• Implementation	Awareness	Adoption	Exploration	Transformation
• Assessment	Awareness	Adoption	Exploration	Transformation
• Productivity	Awareness	Adoption	Exploration	Transformation
• Ethics	Awareness	Adoption	Exploration	Transformation

The committee discussed the LoTi survey results at length and made the following observations:

1. Vocabulary used in the survey was difficult.
2. Some teachers may not have felt that some of the questions were relevant to their curriculum.
3. Level 1 scores at the elementary level probably should have been Level 2.
4. Teachers don't feel comfortable teaching something that they don't know well, might be afraid to try.
5. ITLS benchmarks for lower grades are more mechanical; Kindergarten and first grade must focus on basic skills.
6. Many teachers may not have the confidence, skills of how to integrate into the curriculum. The district could sponsor a Methods class for integration – how to fit those skills into the curriculum and examples of what other districts are doing.
7. Obstacles to classroom integration at a LoTi level 4 are insufficient hardware and training in how to use new technologies. While technical support has improved significantly in the past few years, some teachers are still hesitant to use new technologies. Time to collaborate and plan are also essential.
8. The district could dedicate a section of the web site to post links to web sites for teachers with examples of lessons. A portion of an inservice day could be used to explore web sites. Teachers could also be asked to take work time to explore, document online resources found, implement into classroom, share with colleagues.
9. Issues: where to find resources, when to find time, how to encourage a small group of teachers to collaborate; how to tap inhouse expertise
10. Cheat sheets could be created for basic software packages, digital cameras, etc.
11. Professional development on new assessment strategies for digital-age standards and technology-infused learning is also important.

Section 3.4 Effective Teaching and Learning Practices

The LoTi survey results (Fall 2008) reinforced the committee's observations that the district does not have a well-developed, consistent curriculum for student inquiry and the research process. Students don't use a variety of resources to address significant questions and don't have a good understanding of the skills necessary for successful research. There are no consistent guidelines for students on how to evaluate and select good sources, write citations and bibliographies, etc. Teachers should require a variety of relevant resources including the Internet, print, encyclopedias and online databases. Students and teachers need to have a better understanding of advanced Internet searching skills. Collaboration between teachers and the library media specialist should be encouraged in lesson design and resource selection. A grades 6-12 curriculum for information literacy and research should be implemented so that all teachers and students use the same vocabulary and assignments meet minimum expectations.

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The committee also agreed that renewed emphasis should be placed on student assignments that use technologies to promote higher-level thinking skills in authentic, project-based, real-world learning activities. Range of use still seems to vary by individual teacher interest and expertise, with the majority of current reported uses centered around productivity tools, use of the Internet for research, and drill and practice. See enGauge 2006 scores below. The committee believes that focused professional development will be necessary to make significant progress in this area and to move teachers to LoTi level four and beyond.

2006 enGauge - Effective Teaching and Learning Practices

Is the vision being translated into practice through learning environments characterized by powerful, research-based strategies that effectively uses technologies?

• Environment	Awareness	Adoption	Exploration	Transformation
• Research	Awareness	Adoption	Exploration	Transformation
• Alignment	Awareness	Adoption	Exploration	Transformation
• Relevance	Awareness	Adoption	Exploration	Transformation
• Range of Use	Awareness	Adoption	Exploration	Transformation

Section 3.5 Analysis of Access to Information Resources and Learning Tools

The district's goal is to provide equitable access to technologies for all students and staff and good progress is being made. The district completed a three-year plan to upgrade the network infrastructure, consolidating server functions to allow easier access to resources and files and to facilitate communication. Wireless computer labs, each with a presentation system, have been installed. Teacher workstations have been upgraded. Assistive technologies are available for student use, and staff is using technology tools to support differentiation to meet unique student learning styles and challenges.

Communication with parents and the community has been enhanced. PowerSchool allows parents to check student grades online from home. The district web page provides information about the School Board activities, goals, and policies; district news and calendar; information about each school; links to online resources and district publications.

The Information and Technology Plan Committee identified increased communication with staff and students as a priority for the next three-year plan. Discussion included broadcast television access in every classroom and TVs in hallways to display announcements and other information. Bandwidth issues must be monitored and bandwidth increased when necessary for instructional use. The district should also investigate various online or server-based video services and other online services for students and staff.

Section 3.6 Analysis of Support Systems and Leadership

Parent communication has been greatly enhanced with the implementation of PowerSchool that enables online access to student grades and information. In addition to PowerSchool, several teachers reported that they communicate with students and parents via email and/or web pages created through *TeacherWeb*.

The district web page provides information to the community including School Board goals, policies, and meetings; district newsletters and calendars; links to parent-teacher organizations and clubs; links to Media Center resources and online databases; links to PowerSchool and teacher web pages; student handbooks and sports information.

A comprehensive approach to professional development for teachers, administrators, and other staff was identified as an important prerequisite to district-wide technology integration. Opportunities in the recent past, other than the introduction of new software packages, have primarily been teacher-initiated and often optional. Previous enGauge

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online and on-site surveys pointed to the need for a holistic approach to learning about “best practices” in technology use and assessments to support student learning objectives. In addition, teachers responsible for teaching specific ITLS skills may need assistance in developing corresponding curriculum units for their classrooms.

The committee believes that "one size fits all" professional development has not worked in the past. Many teachers in the district do have expertise and experience in technology integration strategies and software skills and a professional development plan should be developed which would take advantage of their assistance to colleagues both formally and informally. Staff attending conferences and workshops could share new integration ideas at staff meetings. Providing teachers with sufficient time to practice skills and develop lessons is important. Links to lesson plan sites and student resources could also be posted for teachers to investigate and share with colleagues.

District policies are in place and current. The district Acceptable Use policy was updated to comply with recent federal legislation. Technical support for the district’s network infrastructure, email, lab and classroom computers, administrative and curriculum software has been increased. District procedures for hardware and software acquisition, installation, maintenance, and repair have been clarified for staff.

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Section 4. Goals and Objectives

Goal 1: Teacher proficiency in the use of technology and effective integration into classroom lessons will be increased.

- Obj. 1.1: By the end of year 3, the district median LoTi scores on the LoTi survey will improve at least one LoTi level.
- Obj. 1.2: By the end of year 3, the ITLS benchmarks will be mapped to curriculum units within the district curriculum mapping software.

Goal 2: The district will maintain and/or upgrade instructional technologies and information resources to support student learning.

- Obj. 2.1: The district will continue to implement the computer rotation plan and maintain network capabilities.
- Obj. 2.2: The district infrastructure will be upgraded to allow for broadcast capabilities throughout the schools.
- Obj. 2.3: A plan will be developed to update telephone and security systems within the district.
- Obj. 2.4: Print and digital resources to support the instructional program will be purchased for the Library Media Centers annually.