

## **Little Chute Area School District**

### **Information/Media and Technology Plan July 1, 2009 – June 30, 2012**

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The Little Chute Area School District's Instructional/Media and Technology Plan was approved by the Little Chute Board of Education on May 12, 2009. It was prepared by David Botz, with support and direction from Judy Stangel, Pat Manske, Diana Sepe and Jennifer McDermot. Questions regarding this Plan should be directed to Diana Sepe, Little Chute Area School District Director of Technology. Diana Sepe can be reached at (920) 788-7605 extension 7221 or by email at [dsepe@littlechute.k12.wi.us](mailto:dsepe@littlechute.k12.wi.us)

**Combined Comprehensive  
Information  
(Library/Media)  
and  
Technology Plan  
July 1, 2009 - June 30, 2012**

**Little Chute Area School District  
Little Chute, WI 54140**

This three-year combined comprehensive information and technology plan has been reviewed and approved by the Superintendent of Schools and the Board of Education.

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Superintendent of Schools      Date      President, Board of Education      Date

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## EXECUTIVE SUMMARY

### PURPOSE AND PLANNING COMMITTEE

The Little Chute Area School District (LCASD) Information/Media and Technology Plan (IMT) has been developed in fulfillment of the requirements of Wisconsin State Statutes, the No Child Left Behind Act 2001, E-Rate, and the TEACH Act 2001. It was developed by a Planning Committee representing the Board of Education, District and building administrators, teachers, library/media specialists, community members, and parents. The 2009-12 IMT Plan follows the District's 2006-09 IMT Plan.

### TECHNOLOGY TASK FORCE COMMITTEE

The Technology Task force is comprised of those individuals involved in the instructional interface with students, those involved in establishing policy, those who provide administrative services and those who have District-wide influence in the areas of curriculum, finance, professional development and student services. The Technology Task Force also includes community and parent members to help provide the foundation for community-wide support and consensus building.

- **Little Chute Area School District Technology Task Force Committee** -

<b>Elementary School</b>	Jennifer Hulvey, Mary Zoeller-Benesh
<b>Middle School</b>	Jenny Merryfield
<b>High School</b>	Jason LaVigne, Shawn Volk
<b>Curriculum/Instruction &amp; Assessment</b>	Jennifer McDermot
<b>Board of Education</b>	Jerry Verhagen
<b>Library/Media</b>	Judy Stangel, Pat Manske, Lois Alferi
<b>Finance</b>	Deb Pelegrin
<b>Assistive Technology</b>	Linda Sheffler
<b>Support Staff</b>	Lynn VanderPas
<b>Technology Support</b>	Diana Sepe
<b>Parent/Community</b>	Paul VandeVen, Dan Versteegen
<b>Administrative Services</b>	Dave Botz

- **Information/Media and Technology Planning and Sub-committees and Co-Chairpersons** -

#### Taglit Survey Results

**Chairperson:** Diana Sepe

**Members:** Jenny Merryfield, Linda Sheffler, Jason LaVigne, Paul VandeVen, Mary Zoeller-Benesh

#### Current Library Status/Review

**Co-Chairs:** Judy Stangel, Pat Manske

**Members:** Jerry Verhagen, Deb Pelegrin, Lynn VanderPas, Jennifer Hulvey, Lois Alferi

#### Educator Technological Proficiency Review

**Chairperson:** Jennifer McDermot

**Members:** Lori VanHandel, Shawn Volk, Dan Versteegen

There are three major emphases in the 2009-12 Plan that were derived from the Technology Task Force review of the previous Plan, results of the Taglit survey process, results from the current library status, findings from the educator technological proficiency review and introspection regarding District strategic statements. The three major emphases are as follows:

1. The Little Chute Area School District needs to assure that the Information and Technology Literacy Standards and learning objectives are embedded in all curricular/instructional documents.
2. The Little Chute Area School District needs to strengthen its professional development of information and technology based instructional pedagogies to assure the proficiency of student learning.
3. The Little Chute Area School District needs to strengthen its infrastructure and security systems in preparation for current and future technological applications.

## **Section 1 Introduction**

### **Section 1.1 Review of Relevant Research and Best Practices**

Members of the Little Chute Area Technology Task force reviewed relevant research and best practices in five key areas:

- 1) Staff adoption and effective use of technology during teaching practices
- 2) Effective student use of technology that fosters higher order thinking and leads to improved academic achievement
- 3) Sustained systemic professional development
- 4) Implementation of a robust library media program
- 5) Use of authentic inquiry/problem-based learning units

Each subgroup reported their findings to the whole group, emphasizing key points that are pertinent to our school district and would help us to define our goals for the plan. The group concluded the following:

Schools have underestimated impact of rapid, continuous change in technology on staff time, budgeting, professional development, software upgrades, and curricular redesign. Schools with high numbers of computers are more demanding of higher-order thinking skills. Greater access to computers engages students in high-quality writing. We need to use technology comprehensively and purposefully and to support innovative teaching to help students become proficient in the full range of 21<sup>st</sup> century skills.

A good needs assessment is important to determine what skills are needed for students to use Web 2.0 tools and to determine what kind of training teachers need. Because the tools are constantly changing, we need to standardize tools and integrate them into curriculums. Industries cannot function without some of these technological tools and we need to be certain our students can effectively demonstrate the necessary skills. 21<sup>st</sup> Century learners need to work collaboratively in an inquiry-based environment.

Professional development needs to be application-based, with an emphasis on the skills that will allow students and staff to work similar tools. Blogging, for example, is a communication device, and students need to learn how to do this appropriately as a real-time application. Staff can monitor the tool, allowing access for all. Blogging might also be used as a tool for staff to collaborate. Professional development can be delivered by staff members most willing to embrace new tools, such as instant messaging, texting, cell phones, blogs, mp3 players, and wikis. There are some indications that gaming engages students in deep concentration and motivation and therefore they might have potential as a learning device that leads to high attention, concentration, and self-regulation. The use of simulations and modeling can result in increased learning and retention.

A full time library media specialist in each building, working collaboratively with teachers, is highly effective at helping students develop a love of reading, become skilled users of ideas and information and explore the world through print and electronic media resources. Larger and current print and non-print collections are an important part of a quality LMC program. The impact of a quality LMS program increases as students grow older and directly correlates with WKCE and academic progress.

Since none of this is sustainable without the leadership of the District, our technology plan will be designed to utilize the benefits of this research.

### **Section 1.2 District Technology Vision Statement**

In order for the District to support its mission statement (reference Section 1.3) and to achieve its goals the District Vision focuses on accelerating and streamlining technology initiatives while constantly seeking progressive opportunities to upgrade access, security, support, tools and skills to enhance utilization and student achievement for all learners.

**Section 1.3 District Technology Mission Statement**

Technology in the Little Chute Area School District centers on providing a framework for all community learners to safely and effectively use technology to improve student achievement.

**Section 1.4 Relationship of the Technology Plan to the District Vision and Mission**

The Little Chute Area School District exists to foster a community of learners by providing quality learning experiences so that **ALL** can safely maximize their full potential and become contributing members of society. Little Chute schools will be learning communities where students express a genuine desire to learn in a welcoming and secure environment. We will challenge all learners to become engineers of their own future by nurturing their creative and intellectual growth. We will provide the launch pad for students to excel in any field of interest by developing the whole child in a diverse and technical society. The Technology Vision and Mission statements are derived from the District Vision and Mission Statements.

**Section 2 Background Information**

**Section 2.1 Community/School Demographics**

The Little Chute Area School District, located in East Central Wisconsin on the Fox River, is a small suburban district situated in the Heart of the Valley and landlocked between the Appleton and Kaukauna School Districts. The Little Chute Area School District is unique to other school districts in the state of Wisconsin because geographically it is the smallest school district in Wisconsin.

The Little Chute Area School District encompasses approximately five square miles of Outagamie County, and includes only the Village of Little Chute. Based on 2008 population estimates, the Village's population is approximately 11,000. While the Little Chute Area School District is landlocked with virtually no potential for growth, the Village of Little Chute is growing at a rate that is consistent with the entire Heart of the Valley region. Also, one K-8 parochial school lies within the District's boundaries.

The Little Chute Area School District offers a comprehensive program for students in pre-kindergarten through the 12<sup>th</sup> grade. The facilities in the District include an elementary, middle and a high school. The approximate District enrollment for the 2008-2009 school year is 1533. Little Chute Area School District students pre-kindergarten through the twelfth grade receive their education in three major facilities:

Little Chute Elementary School	Grades PreK-5	675 Students
Little Chute Middle School	Grades 6-8	312 Students
Little Chute High School	Grades 9-12	546 Students

10.4 percent of the students are minority, most of whom are African American, Hispanic or Hmong. In addition 8.8 percent of the students are identified as disabled, while six percent of the student are identified as English Language Learners. 27.3 percent of the District's students are eligible to receive free or reduced lunch. District staff includes 97.4 faculty, 10.9 specialists, 39.1 support staff, and 6.0 administrators

**Little Chute Area School District Mission**

The Little Chute Area School District exists to foster a community of learners by providing quality learning experiences so that **ALL** can safely maximize their full potential and become contributing members of society.

## **Little Chute Area School District Vision**

Little Chute schools will be learning communities where students express a genuine desire to learn in a welcoming and secure environment. We will challenge all learners to become engineers of their own future by nurturing their creative and intellectual growth. We will provide the launch pad for students to excel in any field of interest by developing the whole child in a diverse and technical society.

## **District Values**

### **We believe in:**

- Co-Curricular Opportunities – We value exceptional opportunities for students to explore and demonstrate their unique talents and to develop team skills.
- Collaboration and Team Skills – We value using the strengths of all team members to creatively solve problems.
- Continuous Improvement – We value continuous improvement of our programs, services, and processes through employee empowerment and professional development in a team-based culture.
- Innovation – We value creative risk taking and enthusiastic pursuit of new ideas.
- Integrity – We value responsible, accountable, ethical behavior in an atmosphere of honest, open communication with mutual respect and caring for each other.
- Learning – We value learning as a lifelong endeavor for ALL.
- Parent and Community – We value parents as their child’s first teacher, and we value a community that actively supports education and partners with us in providing rich learning experiences and facilities.
- Purposeful Curriculum – We value the development of a strong curriculum that embraces purposeful learning experiences with high expectations for all and assessments that improve performance.
- Safety – We value safe and purposeful learning environments free from discrimination, intimidation, and hazards.

## **District Learner Goals**

The Little Chute Area School District has adopted standards of student achievement and performance for all curricular areas. District standards are based on the Wisconsin Model for Academic Standards and clearly reflect the beliefs and needs of the school/community of Little Chute.

In addition to Academic Standards that reflect the beliefs of the school/community of Little Chute the Little Chute Area School District also believes that in order to lead productive and fulfilling lives in a complex and changing society and to continue learning. Our graduates shall demonstrate the knowledge, skills, and attitudes to be:

Artistic Appreciators who perceive the world’s creative values as intrinsic and who understand that the application of design principles enhances their lives;

Cooperative Societal Contributors who share time, energies, and talents to improve the quality of life and who are able to appropriately gather information to vote responsibly in a democratic process;

Effective Communicators who are able to decipher and assess information and who effectively express ideas mathematically, graphically, orally and in writing;

Global Cultural Participants who are aware of local, national, and international issues and cultures; who can interact in a responsible manner and who understand how these interactions impact others;

Problem-Solvers and Critical Thinkers who identify, assess, integrate, and use available resources and information to reason, make decisions, and solve problems in a variety of contexts;

Responsible for Personal Wellness who are capable of taking action to achieve physical, mental, and social well being.

Self-Directed Learners who set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, assume personal responsibility, and use core values to create positive visions for their future;

Utilize Technology to be Quality Producers who use advanced technologies to create practical, intellectual, and physical products, which reflect originality and high standards.

Locally, post-secondary education can be obtained at the Fox Valley Technical College, (which ranks among the top six secondary vocational education programs in the nation according to U.S. Department of Education), the University of Wisconsin-Green Bay, University of Wisconsin Oshkosh, University of Wisconsin-Fox Valley, St. Norbert College, and Lawrence University are all within 25 miles of the District.

The Village of Little Chute, located in Outagamie County, is 20 miles southwest of Green Bay and borders the City of Appleton. US Highway 41 serves the Village as well as several State and County Highways. Regularly scheduled air passenger service is available at the nearby Outagamie County Airport. The community includes several active organizations such as Kiwanis, Knights of Columbus, and Optimist Club.

The Gerard H. Van Hoof Library in Little Chute and James J. Siebers Memorial Library in Kimberly make up the joint Little Chute-Kimberly Library. Among the many resources available at the library for public use are ten internet-ready computers and 10 word processing computers. Total number of items owned by the Little Chute-Kimberly Library system is 118,552 (includes books, videos, CD-ROMS, magazines, books on tape, compact discs, puppets, puzzles, and other miscellaneous items. The library is one of 53 libraries in the OWLSnet consortium, which provides for inter-library loan services to all of its members.

The Little Chute-Kimberly Library Board is comprised of eight representatives from the village of Little Chute and Kimberly. One representative is from each of the community's village boards, one is from each of the community's school districts, and two are citizen representatives from each community. Further, a member of the Little Chute-Kimberly Library Board is also a member of the District's Technology Task Force Committee. Members are:

- Chuck Fischer, Little Chute Village Board Representative
- Margi Fuller, Library Board President, and Kimberly Citizen Representative
- Jim Moes, Little Chute Citizen Representative
- Judy Stangel, Little Chute School District Representative
- Marcia Trentlage, Kimberly Village Board Representative
- Cathy Van Gompel, Little Chute Citizen Representative
- Cyndi Vander Pas, Kimberly School District Representative
- Rose Vander Velden, Kimberly Citizen Representative

## **Section 2.2 Overview of the Instructional Technology Program:**

Every Little Chute public school is equipped with computers in the classroom, as well as a computer lab, all of which are networked and connected to the Internet. New learning opportunities available through the Internet allow students of all socioeconomic backgrounds to expand their knowledge through research.

The Little Chute Area School District is comprised of two buildings; the elementary building, built in 1991, and the middle/high school complex built and renovated in 1997. A fiber optic link has been installed between the middle/high school complex and the elementary school. Network connections have been installed in all elementary classrooms. The elementary school has two computer labs to serve all students. These lab each houses approximately 32 Windows XP computers. Each elementary classroom has a computer driven by Windows XP. Some elementary classrooms have as many as four computers to facilitate curricular activities such as Accelerated Math and Reading programs. Also, most special needs classrooms have multiple computers (2 or more). The middle school has two computer labs (one on each floor). Each lab houses 30 computers which are driven by Windows XP. Teachers have a computer in

each classroom with the special need's classrooms having multiple computers to meet the various learning needs of their students. The high school has two computer labs for writing and research – these labs use the Windows XP platform. They also have two business labs, a studio for video editing, and a lab for publication curriculum and activities such as the school's yearbook and newspaper. Like the elementary and middle school each high school classroom has a computer while the special needs classrooms have several computer stations. Throughout the high school there are pockets of multiple computers configured as mini-labs. KSCADE allows the Little Chute Area School District to expand course offerings (particularly at the high school) on-site. Low volume courses, as well as post-secondary option courses can be offered in real-time over this network of over 30 schools.

The Little Chute Area School District contracts with AT&T/SBC as its Internet Service Provider. Content filtering is accomplished through an internal server running LightSpeed SPAM\Content filter.

PowerSchool management software is used by teachers in all grades for student attendance and grading purposes. PowerSchool also provides parents and guardians of our 6-12 students with Web access to attendance and grades. Information regarding a child's grades and attendance can also be automatically emailed to a parent or guardian on a weekly basis. Teachers of students in grades 6-12 are required to update their PowerTeacher grade book at least once every 10 school days. The day-to-day management of student records is maintained using PowerSchool. The District is currently using Wordware software to manage lunchroom records. The central office staff uses Skyward's school administrative software package to manage the District's financial records. OASYS management software is used by special education staff to write and manage student Individual Educational Plans (IEPs). SchoolDude management software is used by our maintenance and technology staff to facilitate staff requests regarding building and technology issues. Beginning with the 2005-06 school year, the District implemented Build Your Own Curriculum (BYOC). During the 2004-05 school year the District installed a voice-over-IP phone system that facilitates teacher-parent communication by providing a voice mailbox for each teacher.

**Section 2.3 District Information/Media and Technology Task Force Committee:**

The Little Chute Area School District technology initiatives are coordinated through the Technology Task Force Committee. This committee is committed to the development, support and implementation of long-range information and technology goals primarily focused on the integration of technology into the curriculum. The Technology Task Force Committee usually meets twice annually to advise on the direction of technology in our schools. This committee is responsible for the development and implementation of the District's IMT plan. The District's current IMT plan expires in June, 2009.

**- Little Chute Area School District Technology Task Force Committee -**

<b>Elementary School</b>	Jennifer Hulvey, Mary Zoeller-Benesh
<b>Middle School</b>	Jenny Merryfield
<b>High School</b>	Jason LaVigne, Shawn Volk
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<b>Parent/Community</b>	Paul VandeVen, Dan Verstegen
<b>Administrative Services</b>	Dave Botz

## Section 2.4 Overview of the Planning Process:

September, 2008	<b><u>IMT Plan Writing Committee Meeting</u></b> – Committee met to discuss the plan and process for writing the District’s 2009-12 IMT Plan.
October, 2008	<b><u>Technology Task Force Committee Meeting</u></b> – Committee met to review mission and vision and to collaborate in the development of the District’s 2009-12 IMT Plan.
October, 2008	<b><u>DPI IMT Plan Meeting, Neenah, Wisconsin</u></b> – IMT Plan Writing Committee spent a day in Neenah at a DPI sponsored conference dealing with IMT Plan writing.
November, 2008	<b><u>IMT Plan Writing Committee Meeting</u></b> – Committee met to discuss the formation of sub-committee to review data would be collected during the months of December, January.
December, 2008	Staff Technology Proficiency Survey Completed
January, 2009	Taglit Online Survey Completed
January, 2009	Current Library and Status Report was completed for review
February, 2009	<b><u>IMT Plan Writing Committee Meeting</u></b> – Committee met to review data collected and prepare for the upcoming Technology Task Force Committee meeting.
February, 2009	<b><u>Technology Task Force Committee Meeting</u></b> – Committee met to establish sub-committees to review data collect during December and January.
March, 2009	<b><u>IMT Plan Writing Committee Meeting</u></b> – Committee met to review progress from sub-committee meetings. Established an Agenda for the May’s Technology Task Force Committee Meeting.
May, 2009	<b><u>Technology Task Force Committee Meeting</u></b> – Committee met to finalize goals for the 2006-09 IMT Plan. Reviewed Draft of 2009-012 IMT Plan.
May, 2009	Administrative Team met to approve IMT Plan
May, 2009	School Board met to approve IMT Plan
June, 2009	IMT Plan submitted to DPI for approval

## Section 2.5 Community Resources and Adult Literacy Providers:

This plan recognizes that everyone living in the Little Chute Area School District will be impacted by technological advances in the future; and that community, state, and federal resources need to be integrated to be successful. The Technology Task Force Committee is committed to expanding local partnerships and linkages with other community organizations to facilitate the sharing of scarce technological resources and training opportunities.

The Middle/High School Library Media Coordinator serves as a member of the Technology Task Force and also as a member of the Little Chute – Kimberly Public Library Board. By having the Little Chute Area School District Library Media Specialist sit on these two boards the District has the opportunity to facilitate cooperation between the District and the local library. Other community partnerships include conducting parent/student/teacher surveys via the District web site, and the District School-to-Work alliances with several area businesses.

### **Section 3: Current Status & Needs Assessment**

#### **Section 3.1 Assessment of Progress toward Previous Plan's Goals**

The following is a listing of the 2006-09 Information/Technology Plan goals including a narrative regarding progress towards fulfilling those goals:

**Goal 1:** *Develop high quality, practical and leveled professional development based upon the use and application of technology in order to increase educator capacity.*

During the past three years we have recognized an increase in the integration of technology into our curricula K-12. Surveys given during the 2006-09 IMT Plan indicated that our teachers were feeling more comfortable with the use of technology in the classroom. We attribute a majority of this increase to the opportunities provided to our teachers through our professional development days. For example, during February, 2008 we teamed with the Kimberly Area School District to bring in internationally known speaker Ian Jukes. The morning session was spent with Jukes and the remaining time was spent in break-out sessions on topics dealing with the use of technology in the classroom. We continue to dedicate one professional development day to technology each year. Further, teachers are required to include a technology goal as part of their professional development plan which is reviewed twice a year by our building principals. Overall, we feel we have made great strides with this goal but still have work to do.

**Goal 2:** *LCASD will reduce the gap between educators' knowledge and demonstration of effective learning practices in the classroom. This will increase the effective use of existing technology tools for a variety of purposes to support student learning.*

During the past three years, in the classroom we have introduced and used blogging, podcasts, Skype. We have made the commitment for the integration of SMARTBoard technology into every classroom - district wide. We have implemented a wireless computer lab on wheels in our high school science suite. We have added another computer lab at our elementary school for students and teachers to have more access to technology. We are encouraging and supporting our teachers as their investigation and enrolling in graduate course work dealing with the integration of technology in the classroom. Similar to goal 1, we feel confident about the progress we have made. However, we will still focus resources on this goal during the 2009-12 IMT Plan .

**Goal 3:** *The Little Chute Area School District will continue to provide increased access to information resources and learning tools.*

In February, 07 the district passed a building referendum and the ability to exceed the state revenue cap by \$200,000 for five years. Both referendums focused on increasing the availability of technology in the classroom. In the summer of 2007 all classrooms in the district were wired for SMARTBoards , ceiling mounted LCD projectors and sound systems. We added a second computer lab at our elementary school, and created a wireless network in our high school science suite. Over half of our classrooms now have SMARTBoard technology and it is being used to integrate technology and enhance instruction. Further, we have revised our high school portfolio rubric in the area of technology usage and demonstration for our high school students. This revision reflects the understanding that our high school students are now being exposed to a greater variety of technology in the classroom and their senior portfolios need to reflect that change through classroom projects and assignments.

**Goal 4:** *Increase student, staff and community awareness and understanding of the Instructional Media and Technology (IMT) Plan to include policies/procedures, ethical use of technology and the completion of the measurable objective statements.*

We believe we have been successful with this goal. We have integrated the Plan with our Professional Development Council who worked with the Technology Task Force Committee in developing and offering professional development activities that focused on technology, improving student achievement through the use of technology, and improving teacher capacity regarding the use of technology in the classroom. Further, we offered several technology classes for our families and community members. Our IMT Plan has been the foundation for making decisions regarding the use of technology in our district during the last three years. We used the Plan as a means to guide the District through the process of its successful referendum.

### **Section 3.2 Analysis of Educator Proficiency, Teaching and Learning Practices**

The Little Chute Area School District (LCASD) employees participated in the TAGLIT survey. 138 employees took part in this on-line survey which focused on staff proficiency related to Information Technology Literacy. The survey results are listed in Appendix A. It is evident that the District has improved staff comfort and increased staff integration of technology. However, the LCASD is not comfortable with the current level educator proficiency based upon the survey results.

From this survey, LCASD staff appears to be on board with the IMT plan and the professional development opportunities available to them. The survey identifies areas of specific strengths and weaknesses. Areas of strength include but are not limited to; word processing, digital camera, email communication, online research and software use. Areas of weakness include but are not limited to; spreadsheet and database use and application, probes, web authoring tools and online collaboration.

Members of the Little Chute Area Technology Task force reviewed relevant research and best practices in five key areas:

- 1) Staff adoption and effective use of technology during teaching practices
- 2) Effective student use of technology that fosters higher order thinking and leads to improved academic achievement
- 3) Sustained systemic professional development
- 4) Implementation of a robust library media program
- 5) Use of authentic inquiry/problem-based learning units

Each subgroup reported their findings to the whole group, emphasizing key points that are pertinent to our school district and would help us to define our goals for the plan. The group concluded the following:

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A good needs assessment is important to determine what skills are needed for students to use Web 2.0 tools and to determine what kind of training teachers need. Because the tools are constantly changing, we need to standardize tools and integrate them into curriculums. Industries cannot function without some of these technological tools and we need to be certain our students can effectively demonstrate the necessary skills. 21<sup>st</sup> Century learners need to work collaboratively in an inquiry-based environment.

Professional development needs to be application-based, with an emphasis on the skills that will allow students and staff to work with similar tools. Blogging, for example, is a communication device, and students need to learn how to do this appropriately as a real-time application. Staff can monitor the tool, allowing access for all. Blogging might also be used as a tool for staff to collaborate. Professional

development can be delivered by staff members most willing to embrace new tools, such as instant messaging, texting, cell phones, blogs, mp3 players, and wikis. There are some indications that gaming engages students in deep concentration and motivation and therefore they might have potential as a learning device that leads to high attention, concentration, and self-regulation. The use of simulations and modeling can result in increased learning and retention.

Video streaming is being used in all three schools. Colleagues use this technology to enhance lessons and presentations. Staff members comfortable with the use of this technology have been asked to present and facilitate the use in colleagues' classrooms. The survey indicated that many staff members will need to be trained to burn DVD's and CD's to cut down on the streaming strain on the system.

Also, to help improve staff (and student) effectiveness between home, school and various platforms, all staff (and students) may be required to carry flash drives. This will enable employees (and students) to manage their files from any location. Additionally, the impact on the storage capacity of the network continues to be positive.

All classroom teachers, grades PK-12, have been trained to use a web-based curriculum collection tool that tracks our entire curriculum titled, Build Your Own Curriculum also known as BYOC. The web-based curriculum tool, BYOC, allows the District to document evidence that improvement is occurring in the teachers' capacity to effectively integrate Wisconsin's ITL standards into curricula and instruction. Appendix F shows our most recent curriculum map which is a fluid document. This practice continues to align curriculum and instructional practices that integrate information, technology and media. Through the use of the web-based curriculum collection tool, staff and administration can identify the integration of technology in lesson design and course development. The further show the integration of technology across the curriculum Appendix G lists our most recent map.

### **Section 3.3 Taglit Survey Summary**

In almost all areas of the survey our District, students, teachers and leaders scored as Progressing or Emerging. We have been making significant effort to improve, not only the accessibility of technology but our integration of that technology within the daily teaching and learning process. Staff has shown improvement in their comfort level, and they are using technology more often in the classroom. However, they still score themselves low in using technology naturally and in powerful ways. This may drive our PD more to the modeling scenarios, rather than just teaching them how to use the tool we need to teach more when and why to use the tools to meet their specific classroom needs.

*Most teachers are making a conscious effort to include technology in teaching and yet score themselves low in using technology naturally and in powerful ways.*

*With use of spreadsheets, databases - maybe we need periodic review of reasons to use spreadsheets and databases, applications that may be useful to make our jobs easier, and periodic reviews to teach specific skills.*

It is possible that the low counts in "using technology regularly" may be due to resource constraints. Recommendations included increasing bandwidth and MS computer lab availability to meet these educational needs.

*Gathering info is strong. Evaluating info, solving info using visual learning system should be emphasized*

*First of all the elem students appear to feel more comfortable using the Multi-Media tools then the basics. Not sure if this is a good or bad thing but may be something to look at.*

*Second, the students don't appear to be using technology very often. Students from all 3 schools reported technology usage in the once a month range. Of course the HS gets a bit better, using tech to research on a weekly basis.*

*Limited computer lab access at the middle school*

Parents were given a different survey to help us understand their perspectives and understanding of technology. We gained some insight into what students are exposed to when they are away from school and how parents feel about the technology their children are regularly using. It was clear to us that the parents and community members are interested in learning more and that they would benefit from any educational opportunities we could offer them.

As a final note, a common theme throughout the survey analysis was that the respondents seemed unfamiliar with the different terminology used in the questions. A goal for our technology plan will be to find a more appropriate list of questions, or somehow customize the questions so that future surveys will yield more accurate results.

**Score:**

The aspects of an instructional technology program that a school develops over time are scored on a 4-point scale. The lower the score, the less developed is that aspect of the program. The four points refer to the following stages of development:

**Embarking:** The school is just getting with this aspect of technology for teaching and learning.

**Progressing:** The school is making some effort and showing some progress with this aspect of using technology for teaching and learning.

**Emerging:** The school is making considerable effort and showing considerable progress with this aspect of using technology for teaching and learning.

**Transforming:** The school's use of technology is transforming the way teaching and learning take place.

<b>The Plan</b>	<b>District</b>	<b>Elem</b>	<b>MS</b>	<b>HS</b>
The Planning Process	3.5			
The Planning Document	3.71			
Teachers' Knowledge and Support for the Plan and Technical Policies	3.43	1.99	2.08	2.00
<b>Teachers</b>				
<b>Teachers' Technology Skills</b>				
Teachers' Tech Skills - Basic Tools	2.51	2.35	2.56	2.70
Teachers' Tech Skills - Multimedia Tools	2.47	2.39	2.51	2.60
Teachers' Tech Skills - Communication Tools	2.73	2.69	2.48	2.72
Teachers' Tech Skills - Research/Problem-Solving Tools	2.58	2.43	2.57	2.70
<b>Teachers' Technology Use in Teaching and Learning</b>				
Technology Use in Teaching and Learning - Overall	2.75	2.48	2.86	3.00
Teachers' Tech Use - Basic Tools	2.05	1.84	2.05	2.33
Teachers' Tech Use - Multimedia Tools	2.02	1.76	2.06	2.32
Teachers' Tech Use - Communication Tools	1.78	1.80	1.74	1.89
Teachers' Tech Use - Research/Problem-Solving Tools	2.05	1.98	2.00	2.29
Teachers' Tech Use - Specific Subjects	2.12	1.93	2.06	2.42
<b>Technology-Related Professional Development</b>				
Technology Professional Development Participation	2.06	2.16	1.94	2.00
<b>Students</b>				
<b>Students' Technology Skills</b>				
Students' Tech Skills - Basic Tools	2.48	1.83	2.56	2.81
Students' Tech Skills - Multimedia Tools	2.82	4.16	2.77	3.00
Students' Tech Skills - Communication Tools	2.64	1.71	2.78	2.84
Students' Tech Skills - Research/Problem-Solving Tools	2.45	4.57	2.39	2.59
<b>Students' Frequency of Technology Use for Learning</b>				
Students' Frequency of Technology Use in the Class Where Technology is used the Most	3.61		3.50	3.66
Students' Frequency of Technology Use Across All Classes - Basic Tools	1.94		1.80	2.01

Students' Frequency of Technology Use Across All Classes - Multimedia	1.77		1.57	1.85
Students' Frequency of Technology Use Across All Classes - Communication	1.40		1.36	1.42
Students' Frequency of Technology Use Across All Classes - Research and Problem-Solving Tools	2.26		1.98	2.38
<b>Technology and the Way the Classroom Works</b>				
Technology and the way the Classroom Works - Teachers' Perspective	2.66	2.46	2.79	2.80
Technology and the way the Classroom Works - Students' Perspective	2.64		2.39	2.75
<b>Community</b>				
<b>Community Connections</b>				
Technology-Related Community Connections	2.50			
<b>Technology</b>				
<b>Hardware</b>				
Placement Related to Goals - Hardware	2.87	2.95	2.81	2.81
Access Related to Goals - Hardware	2.90	2.94	2.84	2.89
Ratio of Students to Computers and Other Devices	.55 to 1			
Ratio of Computers to Printers, Projection Devices and Scanners	1 to 1			
<b>Software and Electronic/Online Resources</b>				
Access Related to Goals - Software	3.13	3.08	3.11	3.20
<b>Hardware Access at Home</b>				
Teacher Access at Home	3.90	3.93	3.75	4.0
Student Access at Home	3.75	3.73	3.67	3.82

### Section 3.4 Present Status of Instructional Technology Infrastructure

#### Facilities and Infrastructure

The District has a fully implemented Windows Active Directory 2003 environment including Microsoft Exchange Server services, and a Compliance Vault for e-mail retention and archiving.

As a current member of the KSCADE distance education network Badgernet, Little Chute Area School District has a 3MB Internet connection. This connection speed has proved to be quite limiting, making our internet performance substandard. We will be increasing the bandwidth to 10MB in July 2009.

Staff and students have access to almost 700 computers running Windows XP. All classrooms have a minimum of 1 computer connected to the 100Mbps infrastructure backbone. Gigabit fiber provides the connectivity between all buildings and the Main Data Facility in the High School. We have expanded our wireless access to include "Hot Spots" in all 3 schools. With the addition of a 16 station, wireless, Laptop Cart, the High School Science core, access to wireless computing is no longer only available for select special needs students. Cable TV, streaming media access and interactive whiteboard technology are also available in each classroom.

#### Computer Labs

Each school is equipped with at least 2 computer labs for student use and instruction. Mini-labs of 4-5 PCs have been setup in the Special Education, Title 1 and guidance areas. A video-editing studio with 10 high end machines and DVD burning capabilities is also available to Middle and High School students. Labs for the Tech Ed area include a 12 station lab in the FACE area, an Electronics lab of 12 student PCs and 3 running the robotics, a Design Lab of 24 high end cad stations and an Intelos lab of 19 student PCs running a variety of interactive drawing, design and skill building software.

#### Equipment Summary

School	Teacher/Staff PC	Printers/Scanners
LCHS	46	39

LCMS	29	13
LCES	54	30
District	76	5
<b>Totals</b>	<b>205</b>	<b>87</b>

### Computer Labs

Location	Lab Type	PC Count
LCHS	2 Business Labs	51
	2 Writing Labs	54
	Media Pub Lab	21
	Video Editing Studio	10
	Electronics Lab	15
	Drawing and Design Lab	25
	Portable Laptop Cart	16
	FACE Lab	12
	Special Ed Mini Labs	22
	Alternative HS	15
	Intelos Lab	19
	HS LMC	20
LCMS	2 Student Labs	62
	Special Ed Mini Labs	22
	MS LMC	18
LCES	2 Student Labs	54
	Classroom Student Computers	15
	Title 1/Special Ed Mini Labs	7
	ES LMC	14

### Main Data Software Systems

The district currently incorporates one Windows 2003 Enterprise level server for its student information system, PowerSchool. An additional Windows 2003 server is used for financial and special education records. To provide for access to applications and information from home the district supports a Citrix Xenapp server, 2 Windows 2003 web servers and a Windows SharePoint portal server. SchoolDude is used to assist with the submission and tracking of all technology and maintenance support issues.

The 2008 implementation of a VMware Infrastructure has allowed us to consolidate servers and reduce our overall physical and carbon footprint. The District is currently running 10 Virtual Servers, showing a savings in our hardware budget as well as our electrical, heating and cooling consumption costs.

### Staffing

The Technology staff is made up of 1 Technology Coordinator and 2.5 Technology Support Specialists.

### Software Assets

Non-Instructional Software	Non-Instructional Software
Windows Server 2003	Nero
Microsoft Exchange Server	Net2 Access Control
Microsoft Office Pro 2003	PowerSchool Premier
Microsoft Office Pro 2007	QuickBooks Pro
Microsoft SQL Server	SMART Notebook Software
Microsoft SMS Server	Spybot
Windows XP Professional	Symantec Backup Exec
	Time and Chaos
Access Gold	Turning Point Software
Adobe Acrobat Standard	Tweak
Alexandria	Veritas Storage Exec
AVG	ViconNet
AVG Email Server Edition	
AVG2	
Citrix Presentation Server	
Concussion Software	
DeepFreeze - Faronics	
Display IT Digital Sign	

#### Software Assets Continued

Instructional Software	Instructional Software
Accelerated Math	MicroType
Accelerated Reader	Mindstorms NXT
Adobe Creative Suite 3 Design Premium	Motic Educator
Adobe Encore/Onlocation/Soundbooth	Motic Images Plus
Adobe Premiere Pro CS3	Music Notepad
Automated Accounting	NIDA Student (CAI Pro)
Button Builder Pro	Olympus Digital Voice Recorder
Camedia	PhotoGraV
Chief Architect	Picture This Pro - Win
Claris Works 5.0	PlasmaCAM
CorelDRAW Graphics Suite X3	Plato
Co-Writer	Poser 6
Diet Analysis Ed	RealCare II-Plus
Faces	RoboCIM (SOFT CIM5250 D)
Finale Notepad	Rocks and Minerals
Flight Simulator	Rosetta Stone
Inspiration	Skill Detective
IrfanView	Skills Bank
Kidspiration	SolidWorks with Cosmos
LoggerPro3	Tools of Math PreCalc/Calc
MasterCam X3	Ulead VideoStudio
MicroPace	Vote Tally

### **Section 3.5 Present Status of Library Media Center Infrastructure**

#### **Purpose**

The purpose of any district-level library media program is to promote the effective use of media by students, administrators, teachers, and community members so that the educational objectives of the school district can be accomplished.

The school Library Media Center plays a major role in the development of life-long learning skills. Accelerated changes in technology and society have increased the demand for accurate and current information. State research proves that a robust library media program correlates with high test scores on the Wisconsin Knowledge and Concepts Examination.

Good schools enable students to: acquire and use knowledge; experience and enjoy discovery and learning; understand themselves and other people; develop life-long learning skills; and function productively in a democratic society. Libraries are essential to each of these tasks.

In today's Library Media Center students learn how to locate, organize, evaluate and use information that will increase their productivity and efficiency in a digital age. As students develop lifelong skills for finding information, they seek more information, compare and evaluate sources and opinions, develop critical thinking, and media literacy. These skills should be part of every school's integrated curriculum.

#### **Library Media Centers**

School Library Media Centers serve as learner-oriented laboratories which support, extend, and individualize the school's research based curriculum. Library media skills learned during their elementary and secondary school years are life-long learning skills they can utilize to obtain knowledge and information long after graduation.

#### **Statement of Philosophy**

Through the LMC Program students and teachers will develop media literacy skills by utilizing a variety of media resources that are easily accessible to all.

The function of the LMC is to provide the materials for learning and the necessary technology for the use of these materials. The Library Media Program is one of instruction, service, and hands on learning. All schools emphasize resource sharing, curriculum support, and information access. The ability to use information effectively is critical to participation in a democratic society. The rapid changes in information technology require integration of library media skills into all aspects of our schools.

The function of the LMC is to locate, gather, provide and coordinate a school's materials for learning and the essential technology required for the use of these materials. The concept of the library-media program is one of instruction, service and activity. Throughout the school and district the emphasis is on resource sharing, curriculum support and information retrieval so that a student can acquire and strengthen skills. The ability to locate, generate, evaluate and apply information is necessary to function as individuals and to participate fully into day's world.

The school library media program reflects the educational philosophy of the school and strives to enrich its educational program so that a positive and productive attitude toward learning is fostered.

#### **Goals of the Library Media Center Program**

1. To provide students and teachers with professional media specialists who are knowledgeable about learning resources and able to communicate effectively the utilization of those resources to students and staff.

2. To participate effectively in the school program as it strives to meet the needs of students, teachers, parents, and community members.
3. To provide students with the instructional materials and services most appropriate and most meaningful in their growth and development as individuals, using the newest technologies available.
4. To stimulate and guide students in all phases of their learning so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
5. To help children and young people to become skillful and discriminating users of all library media centers.
6. Use a team approach with teachers to integrate library media skills into the curriculum.
7. To cooperate with other media specialists in developing an overall library/media program for the Little Chute Area School District.
8. To work with teachers in the selection and use of all types of materials which contribute to the teaching program.
9. Use flexible scheduling to accommodate variations in needs of students and teachers within a given curriculum area.

### **Section 3.5a Elementary School Library Media Center**

The Little Chute Elementary School LMC program is implemented with 30 minute classes for students in grades K-3 on a rotating four-day schedule. Every child in those grades participates in a 30 minute class during a calendar week; sometimes they have two 30 minute classes in a given calendar week. A certified Library Media Specialist teaches these classes. Students in grades 4 and 5 are flexibly scheduled. Lesson planning is initiated by either the Media Specialist or the classroom teacher and lessons are team taught by both teachers. Some team planning/teaching is also done with the Computer Lab teacher when lessons are computer based. The media program supports teaching by providing resources and activities that extend the classroom experience. As new technologies become available, they are incorporated to provide better, more effective services.

The BE Four program utilizes the resources of the LMC with their classroom teachers for check out once during the four-day schedule. The LMC aide assists them.

The LMC accommodates several other groups throughout the day and evening hours. These include small groups such as reading groups, classes of students doing research, leisure readers, teacher meetings, teacher classes and community meeting.

The LMC is open periodically throughout the week during the lunch hours for student use. An average of 22 students per day utilize the LMC during this time.

Computers are used in each classroom by students and teachers. In addition, two labs of 30 computers each is available for student and teacher use as well as the computers in the LMC.

All computers are PC based with Window XP software and Office XP. Our circulation program is Alexandria and is available over the web and can be accessed from our school home pages. The file server remains on overnight and backup is done a daily basis. Each school maintains a separate database. Materials are frequently shared between the three schools.

**Computers Available**  
Staff Work Station

Staff Work Stations Doubles as Student Work Station 2	
Dedicated Server Station	1
Dedicated Circulation Station	1
Research Stations That Double as Patron Stations	13

**Staff**

One full time library aide and two part time Library Media Specialists:  
.65 LMC Director/District Media Acquisition  
.60 LMC Teacher

**Building Enrollment:**

675

**Hours**

The Elementary LMC is open 7:45 -3:15 and often times earlier and later depending on the rotating schedule for our staff.

**Materials Collection**

A report of the number of titles and copies broken down by material type and call number is attached for the LMC (see appendix C). The acquisition of new materials is driven by curriculum, research on new titles, teacher requests and budget constraints. Each year the circulation reports are studied, the collection is weeded carefully and new materials are ordered. The Elementary school LMC includes a parent resource section, which is available to parents during LMC open hours.

We subscribe to World Book Online. Other useful Internet resources are easy to link to via our school web pages, which start up when students log in to our computer network. We also subscribe to 18 student and 9 staff periodicals.

Little Chute Elementary School has a yearly license with Movie Licensing USA, which allows staff to show videos that are not considered fair use under U.S. Copyright law.

**A/V Equipment**

A/V equipment records are kept in a database for each school. Inventory and maintenance is done yearly or more often if needed. Copies of each database are turned in to the district office at the end of each school year for insurance purposes.

A/V equipment is weeded on a yearly basis and cleaned, repaired or discarded according to budget restraints. We make every effort to keep up dated with A/V equipment and keep it in working order see (appendix B).

The district incorporates a variety of Library Media policies as required by the DPI (See appendix I).

All classrooms have DVD and VHS players along with televisions. Additional units are available for checkout through the LMC. We have 28 DVD players and 36 VHS players. A DVD burner is available. We have several digital cameras available for checkout, as well as many mini-DV format camcorders. LCD projectors are located in the computer lab and LMC with additional LCD projectors available for checkout (total of 6 LCD projectors).

**Budget**

The LMC budget is supplied by the common school fund. The 430 account amounts are set by the yearly amount given to us by the state. A separate supply account and repair account are funded by the school district. A/V Capital Outlay and Replacement accounts are also supplied by the school district (see appendix H).

**Analysis of Collection**

The acquisition of new materials is driven by curriculum, research on new titles, teacher requests and budget constraints. Materials are weeded each spring or whenever the need arises.

A collection map from Follett Titlewise was run in the winter 2006 (see appendix C). Our collection received a rating of good with over 96% of the holdings recognized. Our oldest collections were big books and professional books. Our newest collections are generalities (000), philosophy and psychology (100) and language and technology (400).

The average age of our collection according to this study is 1997. Since Titlewise utilizes copyright as their only determining factor, the average age of our collections is a bit misleading. We have many new copies of quality children's literature from years ago including Madeline, Curious George, Beverly Cleary books and Caldecott award winners. Since the initial copyright was years ago, it affects the average age study.

Approximately 47% of our collection is fiction, with the remaining 53% being non-fiction. Almost 20% of our collection was purchased with Title I grant monies and is geared to serve our lowest readers; however, the collection is available to everyone.

Our collection also includes a parent resource area available for parent check out. This area includes audio tapes, video tapes and books on parenting issues.

We have almost 20 books per student.

Our collection is analyzed and weeded each year. After research, approximately 1000 new items are added to the collection annually.

### **Section 3.5b Middle/High School Library Media Center**

Both Little Chute Middle School and Little Chute High School Library Media Centers are flexibly scheduled. Teachers who collaborate with the Library Media Director are given priority scheduling in the facility. Next, teachers who sign up to bring their classes for research or media production are given access. Each Library Media Center can accommodate two full classes at most times. Small groups and individuals often fill in any extra space.

<b>Computers Available</b>	<b><u>MS</u></b>	<b><u>HS</u></b>
Student Internet and Database Research Only	5	16
Research Stations that Double as Video Production Stations	6	7
Staff Work Stations that Double as Student Work Stations	2	3
Dedicated Catalog Stations	2	1
Dedicated Circulation Stations (File Server and Circ. Station)	2	2

All computers are PC based with Windows XP and Office XP. The circulation program is Alexandria and is available over the web. The file servers are shut down at night due to insufficient battery back up. Each school maintains a separate database, and these can be accessed from each circulation station. Materials are frequently shared between the three schools. Additional computers are available in two computer labs in each building.

Computers have CD burners, DVD readers and 1 GB of RAM. There is a portable DVD burner available in each LMC. USB ports in the front of the computers allow students to use their own flash drives for portable media storage. Seven of the high school computers have firewire connections. These are used mainly by a video editing course with Ulead VideoStudio software. There is one black and white laser printer and a scanner in the high school LMC. There are two laser printers in the middle school LMC: one black and white and one color.

Students frequent the LMC when they have technical problems or homework to complete. Sometimes they need access to software that is not on the LMC computers. We do not have enough licenses to install all classroom software in the LMC.

### **Staff**

Staffing consists of one full time DPI certified Library Media Director shared by both schools. In addition, the middle school has one full time library aide and the high school has two library aides. One of the high school library aides has early morning hours in order to call in substitute teachers and therefore leaves at 1:30 P.M. The other high school library aide is shared with the technology staff, but is based in the library media center. This allows her to help students with technical issues.

### **Building Enrollment**

Middle school – 302 students

High school – 585 students

### **Hours**

The middle school LMC is open from 7:30 – 3:30 each school day, but must close some days for a half-hour to provide a lunch break for the aide. The high school LMC is open from 7:00 – 3:35. Staff meetings in both buildings every other Wednesday necessitate closing to students after school on those days. The high school LMC stays open late two or three evenings during finals weeks.

### **Materials Collection**

The acquisition of new materials is driven by curriculum, research on new titles, teacher requests, and budget constraints. Materials are weeded on an irregular basis, when time permits.

A collection map from Follett Titlewise was run in the fall 2005 (appendix C). The middle school's oldest collection is the religion section and the newest is fiction. Twenty three percent of the collection is fiction, and twenty percent is paperback, much of which is also fiction. Both the social sciences (300's) and the science (500's) sections are in need of updating, but the reference section is fairly current. The entire collection is in need of weeding. The high school has only 14 books per students, as opposed to the middle school's 24 books per student. This is possibly due to a large weeding project a few years ago at the high school. The sections most in need of updating are language (400's), religion (200's), literature (800's), and geography/history (900's). Twenty six percent of the collection is fiction and sixteen percent is reference. The fiction is the most current section of the high school LMC. The middle school LMC includes a parent resource section, which is available to parents during LMC open hours. Both LMC's have a variety of culturally diverse materials and varied reading levels.

Students are instructed in the use of Badgerlink resources. We also subscribe to Noodletools for creating citations, WorldBook Online Encyclopedia, and WisCareers. United Streaming is available to teachers with CD burners and either a TV or LCD projector connected to their computer. Lists of teacher recommended websites can be accessed by students who click on the bookmarks link from our student startup pages.

The middle school subscribes to two local newspapers and 30 periodicals for staff and students. The high school subscribes to two local newspapers and 45 periodicals. Both schools belong to NEWIST, which allows us to tape a large number of ITV programs. The High School is part of the WISCAT database. The local public library has graciously offered their delivery services for WISCAT materials. The Outagamie/Waupaca Library System catalog is also linked to our school web pages. Both schools have a yearly license with Movie Licensing USA, which allows staff to show videos in those instances that are not considered fair use under U.S. copyright law.

### **A/V Equipment**

A/V equipment records are kept in a database for each school (see appendix C). Inventory and maintenance is done yearly or more often if needed. The current standard for video equipment is mini-DV format, which is usually converted to VHS for viewing. There is one DVD recorder available in each LMC. Approximately one third of the classrooms have VHS/DVD players. Other classrooms may check

out this equipment from the LMC. LCD projectors are available in two of the four computer writing labs and each school has three projectors that can be moved from classroom to classroom.

**Budget**

The LMC budget is supplied by the common school fund. The 430 account amounts are set by the yearly amount given to us by the state. A separate supply account and repair account are funded by the school district. A/V Capital Outlay and Replacement accounts are also supplied by the school district (see appendix H).

**Section 3.8 Policies**

The District is CIPA-compliant and the following Board policies are current (see appendix I):

Student Records	347
<i>Procedures for the Maintenance and Confidentiality of Student Records</i>	347 Rule
Textbook Selection and Supplementary Materials Adoption	361.1
<i>Guidelines for the Selection of Supplementary and Instructional Resources</i>	361.1 Rule 1
<i>Guidelines for the Selection of Textbooks</i>	361.1 Rule 2
Library Materials Selection	361.2
<i>Materials Selection Procedures</i>	361.2 Rule 1
<i>Criteria for Selection of Controversial Materials</i>	361.2 Rule 2
<i>The Library Bill of Rights</i>	361.2 Rule 3
Method for Judging Criticisms and Censorship	361.3
Public Complaints about Library/Instructional Materials	361.4
Request for Reconsideration of Education Materials	361.41
Professional Library	362.1
Inter-Library Loan Policy	362.2
Acceptable Use of Technology	365
<i>Acceptable use of Technology Procedures and Guidelines</i>	365 Rule
Internet Safety Policy	365.1
<i>Acceptable Use of Technology Procedures and Guidelines</i>	365.1 Rule
Technology Concerns for Students with Special Needs	365.2
Copyright Policy	366
<i>Home-Use-Only and Rental-Store Videos</i>	366 Rule
Creation and Maintenance of Internet Web Pages	821.4
<i>Web Page Policy</i>	821.4 Rule
Access to Public Records	823
<i>Procedures for Access to Public records</i>	823 Rule

**Section 4: Goals and Objectives**

**Section 4.1 Educator Proficiency**

**Goal Statement:** Develop high quality, practical and leveled professional development based upon the use and application of technology in order to increase educator capacity.

**Obj. 1.1:** LCASD support and guidance staff will feel that they have improved their technology skills in regards to computer comfort and usage. (90%)

**Obj. 1.2:** LCASD educators will annually document evidence of technology application used in their classrooms. (thru PDP) 100%

**Section 4.2 Effective Teaching and Learning Practices**

**Goal Statement:** Teachers and students of the LCASD will continue to reduce the gap between their knowledge and demonstration of technology tools. This in turn will increase the effective use of and promote solutions to 21<sup>st</sup> Century technology applications which support curriculum & instruction.

**Obj. 2.1:** Teachers will annually implement & collect evidence demonstrating effective use of technology that addresses 21<sup>st</sup> Century applications.

**Obj. 2.2:** Increase the percentage of teachers who frequently facilitate the active use of technology by students.

**Obj. 2.3:** Work with the High School Student Portfolio Committee to move the Technological Producer portfolio items to electronic media.

#### **Section 4.3 Access to Information Resources and Learning Tools**

**Goal Statement 3:** The Little Chute Area School District will increase access to collaborative technologies through the use of Web 2.0 tools for the purpose of engaging students, teachers, and the community in learning activities.

**Obj. 3.1:** To provide increased access to internet resources.

**Obj. 3.2:** Provide Web 2.0 content access through secure measures to provide collaborative learning tools to students, teachers, and staff.

**Obj. 3.3:** Provide digital curriculum applications.

#### **Section 4.4 Support Systems and Leadership**

**Goal Statement 4:** Increase student, staff and community awareness and understand of the Instructional Media and Technology (IMT) plan, District policies/procedures, and the general use of technology.

**Obj. 4.1:** Update K-12 Technology Standards and Benchmarks to align with ISTE Standards.

**Obj. 4.2:** Develop training opportunities to improve the technical skills and awareness of parents and community members.

**Obj. 4.3:** More accurately gather data related to the use of and exposure to Technology.

**Section 5: Implementation Action Plan**

**Section 5.1 Educator Proficiency Goal(s)**

<b>Problem or Concern narrative derived from Needs Assessment:</b> The Taglit and Survey Monkey surveys showed that educators are comfortable with technology but need assistance integrating that technology into their teaching.			
<b>Goal Statement:</b> Develop high quality, practical and leveled professional development based upon the use and application of technology in order to increase educator capacity.			
<b>Measurable objectives to achieve Goal:</b> <b>Obj. 1.1:</b> Perception data of the LCASD support and guidance staff will show that they have improved their technology skills in regards to computer comfort and usage. (90%) <b>Obj. 1.2:</b> LCASD educators will <u>annually</u> document evidence of technology application used in their classrooms. (thru PDP) 100%			
<b>Indicator of Success or Evaluation Instrument:</b> <b>1.1</b> Annual in house survey of support and guidance staff regarding comfort and usage. <b>1.2</b> Teacher documentation/evidence in their Professional Portfolio, followed by an annual survey of comfort and usage.			
<b>Activities or Resources</b>	<b>Person Responsible</b>	<b>Timeline Start – Finish</b>	<b>Projected Budget</b>
<b>1.1.1</b> Survey (in-house)	Curriculum & Technology Taskforce	Annually	\$500.00
<b>1.1.2</b> Professional Development Committee and Tech Taskforce will provide opportunities for in-district (peer-to-peer, online tutorials, out of district, tech staff) technology training.	PDC, Tech Staff, LMC, Teachers, Aides, etc . . .	Ongoing	\$3,600
<b>1.2.1</b> Annual review of PDPs to determine common technology themes. Themes will be used to determine leveled Professional Development opportunities.	Building Admin, PDC	Annually	\$0.00
<b>1.2.2</b> Portfolio review during summative teacher evaluation process	Building Admin	Annually	\$0.00
<b>1.2.3</b> Professional Development Committee and Tech Taskforce will provide opportunities for technology training (example – 21 <sup>st</sup> Century Applications, Web 2.0 blended learning etc . . .)	PDC, Tech Staff	Ongoing	\$2,100

**Section 5.2 Effective Teaching and Learning Practices Goal(s)**

**Problem or Concern narrative derived from Needs Assessment:** Survey data shows there continues to be a knowledge and application gap in technology for both educators and students.

**Goal Statement:** To increase student achievement, students of the LCASD will continue to reduce their gap between knowledge and demonstration of information technology tools. This in turn will increase the effective use of and promote solutions to 21<sup>st</sup> Century technology applications which support curriculum & instruction.

**Measurable objectives to achieve Goal:**  
**Obj. 2.1:** Teachers will annually implement & collect evidence demonstrating effective use of technology that addresses 21<sup>st</sup> Century applications.  
**Obj. 2.2:** Increase the percentage of teachers who frequently facilitate the active use of technology by students.  
**Obj. 2.3:** Promote the conversion of Student portfolio items to electronic media.  
**Obj 2.4:** Continue student data collection, grades 2-8, through electronic collection and authentic student work samples and enhance IMT Literacy.

**Indicator of Success or Evaluation Instrument.**  
**2.1 and 2.2:** Staff & student portfolios show a collection of at least 4 meaningful applications, and survey data will show a 10% increase from current Taglit data. **2.3** By 2012 the Technology indicator within the portfolio rubric will be electronic.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
2.1.1 Equitable availability of smart and adaptive technologies.	Tech Staff and Tech Taskforce	Ongoing	\$99,000
2.1.2 Teachers will develop & monitor a PDP which includes at least one technology goal.	Instructional Staff, Building Principals and Pupil Services	Annually	\$0.00
2.2.1 Provide opportunities for classroom visits & cross-district collaboration.	Tech Taskforce, Building Principals and Pupil Services	Annually	\$3,000
2.2.2 Provide opportunities for curriculum revision that integrates technology	Curriculum and Building Principals	Ongoing	\$6,000
2.2.3 Provide opportunities for HS staff to investigate, students to participate, in blended learning course work.	Curriculum, HS Principal and Pupil Services	Ongoing	\$4,000
2.3.1 Collaborate between the Tech Taskforce and Portfolio committee to facilitate the process of converting from current (hard copy student portfolio) to electronic media.	Tech Taskforce and HS Portfolio Committee	2010-2012	\$2,000
2.4 Continue to collect student data and monitor IMT Literacy.	Tech Taskforce and Grade 2-8 Teachers	Annually	\$0.00

**Section 5.3 Information Resources and Learning Tool(s)**

<p><b>Problem or Concern narrative derived from Needs Assessment:</b>          According to the 8<sup>th</sup> grade student Taglit survey, students show a lower level of comfort solving complex problems, analyzing and evaluating information and forming opinions. Statistics also show that LCASD needs to increase opportunities for students to interact with the world outside of school.</p>			
<p><b>Goal Statement 3:</b> The Little Chute Area School District will increase access to collaborative technologies through the use of Web 2.0 tools for the purpose of engaging students, teachers, and the community in learning activities.</p>			
<p><b>Measurable objectives to achieve Goal:</b>  <b>Obj. 3.1:</b> To provide increased access to internet resources.  <b>Obj. 3.2:</b> Provide Web 2.0 content access through secure measures to provide collaborative learning tools to students, teachers, and staff.  <b>Obj. 3.3:</b> Provide digital curriculum applications.</p>			
<p><b>Indicator of Success or Evaluation Instrument:</b>  <b>3.1, 3.2., and 3.3,</b> Teacher lesson plans, copies of workshop agendas, technology budget, resource needs assessments and Internet/SharePoint usage reports.</p>			
<b>Activities or Resources</b>	<b>Person Responsible</b>	<b>Timeline Start-Finish</b>	<b>Projected Budget</b>
<b>3.1.1</b> Analyze current bandwidth constraints and increase as needed.	Technology Director	Ongoing	\$12,000.00
<b>3.2.1</b> Determine which Web 2.0 content and platforms will be permitted. Create a procedure and adjust policy and resource availability to accommodate needs.	Technology Taskforce, Curriculum Resource and Technology Director	Ongoing	To be determined
<b>3.2.2</b> Enhance the SharePoint portal usage and review the possible integration of Microsoft’s Learning Gateway.	Technology Director	Ongoing	To be determined
<b>3.3.1</b> Investigate the feasibility of e-books in the Library Media Centers.	Library Media Directors	Annually	\$3,000
<b>3.3.2</b> Investigate online courses that tie into or expand digital curriculum.	Administrators and Curriculum Resource	Ongoing	To be determined

**Section 5.4 Support Systems and Leadership(s)**

<p><b>Problem or Concern narrative derived from Needs Assessment:</b> The school community of Little Chute continues to experience an increase in its transient population. Therefore, it is important to periodically revisit and communicate to all shareholders in the school community of Little Chute our Technology Vision. It is also critical for the District to track research and emerging best practices with technology and report the findings periodically to teachers and administrators. Through the use of policies, rules and regulations, and training we need to continue to improve the understanding of norms, ethics and legal issues raised by the use of technology and online learning.</p>			
<p><b>Goal Statement 4:</b> Increase student, staff and community awareness and understanding of the Instructional Media and Technology (IMT) plan, District policies/procedures, and the general use of technology.</p>			
<p><b>Measurable objectives to achieve Goal:</b>  <b>Obj. 4.1:</b> Update K-12 Technology Standards and Benchmarks to align with ISTE Standards.  <b>Obj. 4.2:</b> Develop training opportunities to improve the technical skills and awareness of parents and community members.  <b>Obj. 4.3:</b> More accurately gather data related to the use of and exposure to Technology.</p>			
<p><b>Indicator of Success or Evaluation Instrument:</b>  <b>4.1.</b> Assessment of student skills.  <b>4.2 &amp; 4.3.</b> That we have a more comprehensive set of data to review. Data includes feedback from parents at all levels.</p>			
<b>Activities or Resources</b>	<b>Person Responsible</b>	<b>Timeline Start-Finish</b>	<b>Projected Budget</b>
<b>4.1.1</b> Review and update existing standards, benchmarks and assessments to better align them with the District’s curricula software data (Build Your Own Curriculum).	Curriculum Resource, Tech Taskforce and Faculty	Ongoing	\$2,100
<b>4.2.1</b> Develop training offerings for the school/community.	Tech Taskforce and PDC	Ongoing	\$1,800
<b>4.3.1</b> Review survey questions for staff and students to make sure they are more appropriate.	Tech Taskforce	Annually	\$0.00
<b>4.3.2</b> Conduct parent surveys during registration instead of mid-year.	Tech Taskforce	Annually	\$600.00

**Section 5.5 Budget Summary**

#	Activity	2009-10	Source	2010-11	Source	2011-12	Source
1.1.1	Develop and implement in-house surveys to assess the level of impact professional development opportunities have on the use and application of technology in order to increase educator capacity.	\$500.00	Local	\$500.00	Local	\$500.00	Local
1.1.2	Professional Development Committee and Tech Taskforce will provide opportunities for in-district (peer-to-peer, online tutorials, out of district, tech staff) technology training.	\$1,200	Title 11-A	\$1,200	Title 11-A	\$1,200	Title 11-A
1.2.1	Annual review of PDPs to determine common technology themes. Themes will be used to determine leveled Professional Development opportunities.	0		0		0	
1.2.2	Portfolio review during summative teacher evaluation process	0		0		0	
1.2.3	Professional Development Committee and Tech Taskforce will provide opportunities for technology training (example – 21 <sup>st</sup> Century Applications, Web 2.0 blended learning etc . . .)	\$700	Title 11-A	\$700	Title 11-A	\$700	Title 11-A
2.1.2	Equitable availability of smart and adaptive technologies.	\$69,000	Local	\$15,000	Local	\$15,000	Local
2.2.1	Teachers will develop & monitor a PDP which includes at least one technology goal.	0		0		0	
2.2.1	Provide opportunities for classroom visits & cross-district collaboration.	\$1,000	Local	\$1,000	Local	\$1,000	Local
2.2.2	Provide opportunities for curriculum revision that integrates technology	\$2,000	Local	\$2,000	Local	\$2,000	Local
2.2.3	Provide opportunities for HS staff to investigate, and provide opportunities for students to participate, in blended learning course work.	\$4,000	Local	\$4,000	Local	\$4,000	Local
2.3.1	Collaborate between the Tech Taskforce and Portfolio committee to facilitate the process of converting from current (hard copy student portfolio) to electronic media	0	Local	\$1,000	Local	\$1,000	Local
2.4	Continue to collect student data and monitor IMT Literacy.	\$0.00	Local	\$0.00	Local	\$0.00	Local
3.1.1	Analyze current bandwidth constraints and increase as needed.	\$4,000	Local	\$4,000	Local	\$4,000	Local
	E-Rate fund reimbursement for Internet and Telephone services	\$11,000	E-Rate	\$11,000	E-Rate	\$11,000	E-Rate
3.2.1	Determine which Web 2.0 content and platforms will be permitted. Create a procedure and adjust policy and resource availability to accommodate needs.	TBD	Local	TBD	Local	TBD	Local
3.2.2	Enhance the SharePoint portal usage and review the possible integration of Microsoft’s Learning Gateway.	TBD	Local	TBD	Local	TBD	Local
3.3.1	Investigate the feasibility of e-books in the Library Media Centers.	\$1,000	CSF	\$1,000	CSF	\$1,000	CSF
	Use a portion of Common School Funds to purchase school library resources.	\$13000	CSF	\$13000	CSF	\$13000	CSF
3.3.2	Investigate online courses that tie into or expand digital curriculum.	TBD	Local	TBD	Local	TBD	Local

#	Activity	2009-10	Source	2010-11	Source	2011-12	Source
4.1.1	Review and update existing standards, benchmarks and assessments to better align them with the District's curricula software data (Build Your Own Curriculum).	\$700	Local	\$700	Local	\$700	Local
4.2.1	Develop training offerings for the school/community.	\$600	Local	\$600	Local	\$600	Local
4.3.1	Review survey questions for staff and students to make sure they are more appropriate.	0		0		0	
4.3.2	Conduct parent surveys during registration instead of mid-year.	\$200	Local	\$200	Local	\$200	Local
	<b>TOTAL BUDGET</b>	<b>\$108,900</b>		<b>\$55,900</b>		<b>\$55,900</b>	

## **Section 6: Dissemination**

### **Section 6.1 Dissemination to Stakeholders**

Dissemination of the Little Chute Area School District IMT Plan and progress toward accomplishment of the specific action plans will be shared using the following methods:

- Staff in-service and/or Faculty Meetings
- Board Meetings
- Professional Development Opportunities
- Curriculum, Instruction, and Assessment Committee Meetings
- District web page
- Local Newspaper
- Individual school newsletters
- District email
- PowerSchool
- Grade level/Departmental team meetings
- District Initiative Days
- Parent/Teacher Conferences
- Parent Organizations

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

### **Section 7.1 Tools and Processes**

“Technology implementation is a continuous process that adapts to the organization’s changing circumstances and includes ongoing evaluation. Effective evaluation will force planners to rethink and adapt objectives, priorities, and strategies as implementation proceeds. Continuous evaluation also facilitates making changes if aspects of the plan are not working” (North Central Regional Technology in Education Consortium, NCRTEC)

The Little Chute Area School District recognizes its responsibility in monitoring and evaluating its IMT Plan. The District agrees with NCRTEC’s conclusion that *implementation is best when tasks and duties are shared and delegated, and when individuals across the organization buy into the use of technology and the planning process*. Therefore, the action plans for each of the objectives specify which person(s), department, or division of the Little Chute Area School District is responsible for leading the activity and also describes the data the person(s), department or division will collect to document accomplishment of the activity. The specific data elements indicated represent the assessment tools the Little Chute Area School District will use to monitor and evaluate the progress toward reaching each objective. Each data element will serve as evidence of the District’s progress.

The Technology Task Force Committee will meet annually with the person(s), department or divisions responsible for leading the activities listed in each action plan. At this annual meeting participants will review the data elements specified for evaluation, assess progress to date, and make appropriate mid-course corrections.

At the Annual August Board meeting, the District’s Technology Coordinator representing the Technology Task Force Committee will be responsible for updating Board members on the status of each goal. This report will reflect progress to date, obstacles encountered, revised strategies including additional activities and, if appropriate, recommendations for Board action. In addition to presenting this report to the Board of Education at the Annual, a written report will be posted on the District’s web site.

During the second semester of the 2010-11 school year, the District’s Technology Task Force Committee will begin the process of planning and writing of the District’s 2011-2012 combined Information and Technology Plan.