

# **Combined Comprehensive Information (Library/Media) and Technology Plan**

July 1, 2007 – June 30, 2010

**Neenah Joint School District**  
Neenah WI 54956

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

\_\_\_\_\_/\_\_\_\_\_  
Superintendent of Schools      Date      President, Board of Education      Date

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# Executive Summary

## PURPOSE AND PLANNING COMMITTEE

The Neenah Joint School District (NJSD) Information and Technology Plan 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, parents, and students. Key areas of the plan are highlighted below.

## DEMOGRAPHICS

- The NJSD has approximately 6,400 students enrolled in nine elementary schools, one early learning center, one elementary charter school, two middle schools, and one high school. The 55 square mile district includes the City of Neenah, Town of Neenah, and parts of the Towns of Clayton, Vinland, and Menasha, with a total population of approximately 40,000.

## VISION AND MISSION

- The goals and objectives that were derived in the planning process relate directly to our Vision/Mission statements which express the need for information literacy to be integrated in the learning environment to enable students to reach their potential and lead productive, fulfilling, and successful lives in a global society.

## RESEARCH

- Research related to the role the school library and the effective use of technology play in student achievement has been reviewed and is cited in this plan. Many studies indicate a direct correlation between student achievement and a strong school library program. While some studies found that the effective use of technology can improve student achievement, other studies indicate that the impact of technology on student achievement is still not clear. In those studies that reported positive findings, it was indicated that it is not the technology itself, but the effective use of these resources and tools to help students access and process information, solve problems, make decisions, and communicate ideas, that has an impact.

## COMMUNITY RESOURCES AND ADULT LITERACY

- Technology Fairs, Open Houses featuring student achievements in computer classes, and informal sessions focusing on the use of the Internet and precautions that should be taken when using the Internet, have been offered to parents and the community.
- Computers were loaned to English Language Learner (ELL) families.
- The Neenah Public Library and the NJSD have been coordinating their summer library programs since 2002.

## CURRENT STATUS AND NEEDS ASSESSMENT

- The library/media department and the K-12 Technology Committee reviewed the goals and objectives of the 2004 Technology Plan and assessed the degree to which the goals and objectives had been achieved. This assessment can be found in section 3.1. This section also lists district accomplishments and procedures as they relate to those goals and objectives.
- The Board of Education Curriculum & Program Development Committee adopted, as its main focus area in 2005–06, the examination of how the district can be more supportive of the integration of technology into the curriculum. The process used, conclusions reached, and recommendations made are summarized in Appendix A.
- A Planning Committee, made up of members representing the Board of Education, district and building administrators, teachers, library/media specialists, parents, and students, was created to review the goals and objectives of the 2004 Technology Plan. They also examined the results of the online enGauge survey that administrators, educators, parents, and students were asked to complete during October–November 2006. The current status and recommendations that came from the enGauge survey can be found in section 3.3. From the examination of the previous plan, the recommendations from the Board of Education Curriculum & Program Development Committee, and the enGauge survey results, the planning committee developed the new goals and objectives found in section 4 of this Information Technology Plan.

## GOALS, OBJECTIVES, AND ACTION PLAN

The goals, objectives and action plan that were developed by the Planning Committee are contained in sections 4 and 5. The objectives focus on

- students having the opportunity to acquire 21st century information literacy and technology skills and to demonstrate those skills and communicate that information to others.
- the investigation, sharing, and implementation of best practices, enabling staff to use current technology efficiently and effectively to plan lessons, deliver technology integrated content, and assess student performance.
- efficient management tools, information resources, technology resources, staffing, and leadership needed to integrate literacy and technology effectively into the learning environment.

Resources needed to achieve the objectives include funding from the local budget, the common school fund, special education flow-through monies, ESEA funds, grants, and e-Rate discounts and reimbursements. Adequate funding for staff development is crucial for the achievement of the objectives that deal with the integration of information technology into the classroom. Although there are no specific dollars tied to the objectives in section 4, Appendix F lists the projected financial resources to support those objectives.

Assessment of progress on this plan will be done by the K-12 Technology Committee and the K-12 Library/Media Curriculum Steering Committee. These committees will monitor and evaluate the progress made on the objectives in section 4.

#### **DISSEMINATION**

This plan (or information regarding this plan) will be shared with the school board, administrators, staff, parents, and students. Copies of the plan will be available at the Neenah Public Library and it will be placed on the NJSD web site.

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# Combined Comprehensive Information (Library/Media) and Technology Plan

July 1, 2007–June 30, 2010

Neenah Joint School District

## 1. Introduction

### 1.1. Vision and Mission Statements

#### 1.1.1. District Mission Statement

We, the community of the Neenah Joint School District, are committed to educating all students so they will attain their maximum potential. We will prepare our youth to lead productive, fulfilling and successful lives in a rapidly changing world. We will promote a passion for excellence in all aspects of the educational program. We share this responsibility with each student, family and community member. (Adopted by the Board of Education)

#### 1.1.2. District Information and Technology Mission Statement

Information literacy plays a key role in fulfilling the district’s educational mission. As the district focuses on enhancing student achievement, information literacy supports student learning in all aspects of our K-12 educational program. We will continue to provide instructional technology that supports information literacy for every classroom, office and library in the school district. Our school facilities have been linked electronically to enable students and staff to access and share vital sources of information now available through the Internet. We will continually upgrade the information literacy skills of staff and students to fully utilize information sources in their teaching and lifelong learning.

#### 1.1.3. District Web Site Mission Statement

The Neenah Joint School District (NJSD) recognizes the significance of the World Wide Web (WWW) as a communication tool. As a school district committed to developing a passion for excellence in all aspects of our educational program, we will use the WWW and district created web sites as a source of information and learning for the following four audiences:

- External Community
  - Families considering moving to the NJSD
  - Educators interested in pursuing employment with the NJSD
- Neenah Community
  - Individuals and families residing within the school district that have children of school age
  - Individuals and families residing within the school district that do not have children of school age but have an interest in Neenah’s educational program
- Internal NJSD Community
  - Professional teaching staff
  - Paraprofessional staff
  - Exempt and administrative staff
  - Board of Education
- Students of the NJSD

We believe that utilizing our district web site as an informational and instructional tool is in keeping with the district’s mission “to prepare our youth to lead productive, fulfilling and successful lives in a rapidly changing world.” We recognize the value of the WWW to our instructional program and encourage its use for the purposes expressed herein.

#### 1.1.4. Guiding Principles

We believe the information literacy program

- integrates with the instructional program
- meets the educational objectives of the school district
- develops lifelong learners and effective users of information
- provides quality resources for students, staff, and administration based on the District Selection Policy

- develops an appreciation for reading, viewing and listening to quality materials
- provides for the needs of all learners
- provides leadership in the promotion of information literacy
- provides a professionally staffed facility that functions as the information center of the school
- promotes information literacy in the school and community

#### 1.1.5. District Information and Technology Vision Statement

Information literacy must be integrated in the learning environment to enable students to live and work successfully in a global society.

### 1.2. Research and Best Practices

In the Neenah Joint School District, technology is a means of improving staff effectiveness and efficiency, and student achievement. We have reviewed relevant research and best practices in an effort to include research based policies, procedures, and practices related to information literacy in this long-range plan. The most significant results of our literature search of best practices are summarized below. All of the sources reviewed are listed in the bibliography (Appendix G).

In the 2006 edition of *School Libraries Work!*, “position statements from a variety of organizations and findings from nearly a decade of empirical studies cite the measurable impact school libraries and library media specialists have on student achievement.”<sup>23</sup>

In January of 2006 the Wisconsin study on “the impact of a quality robust school library media program on student learning” was published.<sup>25</sup> The findings were as follows:

- The Wisconsin Study demonstrated higher WKCE reading and language arts performance across all educational levels in schools with higher levels of library media program staffing.
- Library media program staff, both certified library media specialists and aides, emerged as the most critical component of the program.

The following factors correlated highly with student achievement in the elementary school library media program:

- Staffing
- Print, technology and financial resources
- School variables
- Instruction and library media center use
- Collaboration with teachers and access to technology
- Hours of operation
- Volunteers and access
- Teacher experience
- Current collection

The following factors correlated highly with student achievement in the middle or junior high school library media program:

- Library Media program staffing and instructional activities
- School variables
- Library Media Center resources
- Library Media Center use
- Access
- Technology
- Volunteers
- Leadership, collection age and teacher experience
- Information skills instruction
- Hours of operation

The following eight factors correlated highly with student achievement at the high school library media program.

- Library Media Center Resources
- School Variables relating to subsidized lunch and student-teacher ratio
- Information Skills Instruction
- School variables pertaining to percent of English proficient students and percent of white students
- Leadership and access

- Access to Library Media program resources
- Hours of operation
- Teacher experience<sup>25</sup>

As the survey results from *School Library Journal* conclude, “School librarians are imparting information skills to students, to be sure. But they are also involved in planning and implementing technology policies, purchasing and maintaining equipment, and training teachers, proving that library media specialists are taking the lead in education technology.”<sup>5</sup>

There are many surveys and studies on the impact of technology on student achievement. Several comment on the information and communication technology literacy skills students need for success in the workplace. “The employer-centered workplace of predefined jobs and career paths has given way to a worker-designed environment where individuals pursue their own assignments and must effortlessly combine technical skills with an intellectual toolbox enriched with experiences, roles, team building, and knowledge.”<sup>20</sup> This report lists the following six areas as “critical to students’ success in the workplace: communicate effectively, analyze and interpret data, understand computational modeling, manage and prioritize tasks, engage in problem solving, and ensure security and safety.”<sup>20</sup> According to the U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills, “in addition to basic language and computational literacy; high school graduates must master the abilities to work with others; locate, evaluate, and use information; organize resources; understand complex work systems; and work with a variety of technologies.”<sup>22</sup> “Pulitzer Prize winner Thomas Friedman, in his recent book *The World is Flat*, talks about the critical role of education in today’s knowledge economy.”<sup>17</sup> We have established what students need to learn. Now let’s look at where we are with learning and technology.

Currently students interact with computers in two different ways, “Learning ‘from’ computers means the computers are essentially tutors.”<sup>22</sup> Learning “with” computers “students use the technology as a resource to help them develop higher order thinking, creativity, research skills, and so on.”<sup>22</sup> While both interactions can have a positive effect on student achievement, many researchers found that “technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking.”<sup>22</sup>

However, this means that students must be taught computer literacy skills. “Teachers cannot take for granted that students have sufficient skill in these general tasks to use computers across the curriculum.”<sup>28</sup> “The greatest boost in student achievement may come when schools take the role of the computer in the classroom one step further and simply ensure that students have the generic technology skills they need to apply this powerful tool to their learning across the curriculum.”<sup>22</sup> According to an article on the ETS website, college students fall short in demonstrating the ICT literacy skills necessary for success in college and the workplace. “Many students lack the critical thinking skills to perform the kinds of information management and research tasks necessary for academic success.”<sup>3</sup> “Some of the most surprising preliminary research findings are that only 52% of test takers could correctly judge the objectivity of a Web site, and only 65% could correctly judge the site’s authoritativeness. In a Web search task, only 40% entered multiple search terms to narrow the results. And when selecting a research statement for a class assignment, only 44% identified a statement that captured the demands of the assignment.”<sup>3</sup> According to the Alexius Macklin, Associate Professor of Library Science at Purdue University, “The reality is that when you give students a research assignment, they go straight to Google™ without any thought to their actual research question or the information need,” Macklin says. “They draw information from questionable resources because they don’t know the difference between information they find from an ad or a biased source, and that which they find on an authoritative, timely, objective site.”<sup>3</sup>

The Neenah school district did a curriculum mapping of the technology standards and made sure that all of the standards were being met through some class. However, not all students take all of the classes that the standards are taught in. The librarians have worked on their objectives to ensure that each standard is being met as teachers bring classes to the library. We continue to collaborate with teachers to make sure that all students are receiving the basic technology skills needed. However, there is still work to do. At the high school, the librarian is working on the very things that the Purdue University students lacked.

In conclusion, the studies tend to agree “the crucial elements for successfully using technology include:

Technology is best used as one component in a broad-based reform effort.

Teachers must be adequately trained to use technology. Teachers may need to change their beliefs about teaching and learning.

Technological resources must be sufficient and accessible.

Effective technology use requires long-term planning and support.

Technology should be integrated into the curricular and instructional framework.”<sup>22</sup>

## 2. Background Information

### 2.1. School District and Community Demographics

The district is located in east central Wisconsin and is comprised of the City of Neenah, the Town of Neenah, and parts of the Towns of Clayton, Vinland and Menasha. The school district is 55 square miles in area with a total population of approximately 40,000. There are nine elementary schools (Clayton, Coolidge, Hoover, Lakeview, Roosevelt, Spring Road, Taft, Tullar, and Wilson), one elementary charter school (Alliance Charter), one early learning center (Washington), two middle schools (Horace Mann and Shattuck), and Neenah High School (NHS). There are approximately 6,400 students in grades kindergarten through 12.

The City of Neenah has a population of 24,000 and is located 40 miles south of Green Bay and 100 miles north of Milwaukee. The economy is based largely on the paper, foundry, and electronics industries with a variety of other employment opportunities. The Theda Clark Regional Medical Center provides health care for a wide area. The community also offers a diversity of cultural, recreational, and educational activities.

UW-Oshkosh, UW-Fox Valley Center, Lawrence University, and Fox Valley Technical College are all located within ten miles of the district. Other institutions, such as Lakeland College, Marian College, Silver Lake College, Viterbo College, Lesley College, and CESA 6 offer outreach programs for Neenah teachers and the greater community.

### 2.2 District Information and Technology Team

The District Information and Technology Team listed below consists of administrators, Library/Media Specialists, computer education teachers, Information and Technology paraprofessionals, and technicians.

\*Claire Martin - Dir. Curriculum./Instruct. Tech.

\*Doug Forslund - Technology Consultant

Jim Piepenbrink - Business Ed. Chair - NHS

Scarlett Steinert - Assistant Principal - Shattuck

\*Jim La Due - Assistant Principal - Mann

\*Brian Wunderlich - Assistant Principal - NHS

\*Steve Dreger - Principal - Taft

Cheryl Miller - L/M Specialist - Clayton

LaVonne Pockat - L/M Specialist - Coolidge

Amy Pritzl - L/M Specialist - Hoover

Laura Hultman - L/M Specialist - Lakeview

\*Su Senso - L/M Specialist - Roosevelt

Linda Nemschoff - L/M Specialist - Spring Road

Tina Haffeman - L/M Specialist - Taft

Jo Holden - L/M Specialist - Tullar

AnnaMae Prem - L/M Specialist - Wilson

Barbara Krjote /Polly Kelly- L/M Spec. - Mann

\*Teresa Slivinski - L/M Specialist - Shattuck

\*Sharon Krueger - L/M Dept. Chair - NHS

\*Shirley Dohmann-Computer Teacher - Shattuck

\*Diane Doersch - Computer Teacher - Shattuck

Sandy Kasper - IT Secretary

Karen Mueller - Computer Aide - Mann

Sue Thompson - Computer Aide - Shattuck

Liz Michalkiewicz - L/M Paraprofessional-NHS

Peg Olson - L/M Paraprofessional - NHS

Jan Radue - L/M Paraprofessional - NHS

Marcia Standiford - L/M Paraprofessional -NHS

\*Bryan VonDeylen - NJSD Computer Specialist

\*Neal Pynenberg - Technician - NHS

\*Andy Dubey - Technician- NHS

Betty Procs - Technician - Shattuck

Cindy Kardong - Technician - Mann

Todd Hinzman - Technician - Elementary

Nick Erickson - Technician - Elementary

\* Indicates member is also on the Planning Committee listed below.

### 2.3. Planning Committee

In addition to those listed above, the following are also members of the Planning Committee.

Jeff Lucas - Lakeview Teacher  
 Steve Treankler - Shattuck  
 David Dunning - NHS Teacher  
 Vicki Bayer - NHS Teacher  
 Chris Grunwald – Board Member

Dr. Stephen Kercher - Parent  
 Roger Johnson - Community Member  
 Colleen Zuro-White - Parent  
 Lauren Schneekloth - Student  
 Heather McRae - Student

## 2.4 Overview of the Information and Technology Planning Process

The K-12 Library/Media Curriculum Steering Committee has provided vision, focus, and direction for information and educational technology. The Neenah Joint School District has a tradition of planning for future technology. The current plan is not an original document, but rather was built upon the foundation of the previous plans back to the original plan in 1985. In this way, Neenah schools have been able to build upon the successes of past plans while continuing to set new goals for continued growth.

The Library/Media Department reviewed the technology plan goals on a regular basis. They have revised the K-12 library curriculum and developed rubrics or measurements for various skills achieved. Statistics are being kept on these skills. The librarians also continue to share relevant research and best practices related to information and technology literacy.

The Board of Education Curriculum & Program Development Committee adopted, as its main focus area in 2005–06, the examination of how the district can be more supportive of the integration of technology into the curriculum. The process used, conclusions reached, and recommendations made are summarized in Appendix A.

In 2004–05 the district implemented a student information system (SIS) named Infinite Campus (IC). IC replaced thirteen separate databases developed by two different companies. Appropriate staff members were trained on the new system, and district-produced manuals and help sheets were placed on the district web site to assist the secondary teachers in learning to use the grade book and other features of the SIS. In 2005–06 the IC teacher grade book was implemented in grades 4 and 5, and it is now available to any other elementary teachers who choose to use it. A SIS Database Manager was hired in the fall of 2005 to manage and oversee the entire student information system and all of the state reporting connected with the system.

Alliance Charter Elementary (ACE), formed in 2004, purchased laptops for use by the teachers at school as well as at home to create classroom materials, to search the Internet for curriculum related projects, to communicate with Alliance parents and board members via e-mail, and for mobile access to their documents. ACE also purchased 28 laptop computers for student use. Students either use the laptops for individual projects or as a group. The laptops are wirelessly connected to the school's server so the children have access to their documents anywhere in the school. Five wireless base stations ensure that the whole school has wireless accessibility. The children use the laptops to create word processing documents and to access the Internet. They also use recently purchased digital video and still cameras to chronicle field trips and to create multi-media projects. The laptops also have keyboarding software installed on them. Two SmartBoards are used in the classrooms of two technologically innovative teachers. The accompanying SmartBoard software is used in guiding reading, math, science, and other curriculum lessons. The teachers use the SmartBoards to project websites and computer applications to the whole class, allowing the children to interact. The future plan is for the two innovative teachers to demonstrate the usefulness of SmartBoards to other teachers and to continue a systematic purchase of SmartBoards for all classrooms.

The Neenah Joint School District received a Carol M. White Physical Education Program (PEP) grant during the 2004-05 school year. This three year grant, totaling \$843, 621.00 was used to transform physical education classes by emphasizing student health and wellness through the use of fitness-related technology. The PEP Grant has provided the physical education program with the following technology equipment.

- 12 notebook computers and printers
- 7 desktop computers
- 7 Trifit stations from Polar
- Software Packages K-12 Polar to include: Trifit k-12; meal planning, networking, health risk appraisals, and programming

- Downloadable Heart Rate Monitors 1 class set per 6-12 grade teacher
- Pulse bars 6 each per K-5 teacher
- Pedometers 1 class pack per K-12 teacher
- Cardiovascular Equipment to include: treadmills, cross-trainers, recumbent bikes, upright bikes, and rowers at Shattuck, Horace Mann and NHS.
- 4 Tanita scales at NHS

All of the above technology is being used to create individual wellness/health related fitness portfolios for all NJSD students. The data based assessments are used for communication with parents, students, and administration. The data has reflected significant improvement in our health related fitness scores since the inception of the equipment. Furthermore, all of the technology is matched with the standards. Technology has revolutionized the program. Students can now see how using the technology can make a difference in their fitness scores and helps them develop a specialized fitness program pertinent to their individual needs.

The middle school social studies teachers have been provided a technology package that includes a desktop computer, a data projector, and a speaker system. Department members have sought methods to enhance their knowledge of available software and methods to impart learning. Many have obtained masters degrees in integrating technology. Combining the ancillary resources made available through the recent textbook adoption with the technology listed above allows department members to provide dynamic, multimedia presentations, relevant simulations, and engaging test reviews. Other applicable uses include house and individual teacher websites that allow families to access all homework missed to illness, vacations or lost work. Quality websites have been identified and incorporated into webquests that provide an ability appropriate challenge for each student. Integrating available technology has provided teachers with another step toward enhancing learning for all students.

In 2004–05 the Neenah High School Automotive Department received National Automotive Technicians Educational Foundation (NATEF) certification, and as a result, launched the Automotive Youth Educational System (A-YES). The A-YES curriculum was installed on all workstations, which provides students with access to industry-standard, paperless vehicle service information via the Internet. State-of-the-art vehicle diagnostic equipment, Modular Diagnostic Information System (MODIS), was also installed. This equipment provides up-to-date vehicle communication software which must be mastered by the students.

In the fall of 2004 a wireless Career Center Lab was installed at Neenah High School. The lab provides students with information related to colleges and universities, scholarship research and applications, Wisconsin Career Assessment (WCA), and learning style and aptitude assessments, as well as a wide range of careers.

## **2.5 Community Resources and Adult Literacy Providers**

The school district will provide a climate which allows business partnerships, parent partnerships, student access to learning opportunities in the community, and community access to learning opportunities in the schools.

Our primary stakeholders are our current and future students. Their academic, social and emotional welfare should always be kept in mind as decisions are made regarding the use of technology.

Parents, other citizens, and district staff have important roles of supporting the teaching and learning initiatives for our students. Some of the groups include parent teacher organizations and parent volunteer groups.

The Neenah Joint School District has made effective use of local colleges and universities to provide training for our teachers. UW-Oshkosh, Marian College, Viterbo College, Silver Lake College, Lesley College, and CESA 6 are some of the institutions that have offered graduate credit training. Neenah teachers have also taken advantage of online training opportunities. Additionally, Fox Valley Technical College has offered many non-credit courses that have been valuable for our teachers and staff.

Students who are English Language Learners (ELL) and students who have disabilities oftentimes have a need for additional time using a computer for word processing and/or skill reinforcement after school hours. These students do not always have access to computers at home, therefore, the Neenah Joint School District continues to provide computers through a loan program. These are computers that the district is no longer using in the school setting. Repairs are not performed if the computer stops working, but the family can request another computer through the loan program.

“Middle School Computer Applications” show and tell nights were held at the end of each school quarter for parents and students. The show and tell sessions allowed students in current computer applications classes to show their parents the projects on which they have worked during the duration of the computer course. During this time the students demonstrated important skills/knowledge they had acquired in the class. The open lab sessions began with a brief introduction by the computer teachers and an overview of the middle school computer curriculum, followed by time for students and parents to work on computers. There were drawings for door prizes for parent and student participants and refreshments were served. This project was sponsored by Neenah Joint School District’s Improving America’s Schools Act.

A representative from the Wisconsin Department of Justice spoke to all 1,500 middle school students and staff about Internet Safety during six back-to-back presentations. The special agent talked about Internet predators, their online tactics and behaviors, and how to be smart while using the Internet. In the evening, the special investigator spoke to about 150 Neenah parents about the dangers of the Internet.

Staff training was made available to Neenah staff regarding Internet Safety through its Teachers Teaching Teachers program and paraprofessional inservice. Over fifty staff members participated in the sessions.

A district-wide Internet Safety night was offered to Neenah parents. Parents learned about the importance of teaching their children how to stay safe online. This event is sponsored by Neenah Joint School District’s Improving America’s Schools Act.

Since the summer of 2002 the Neenah Public Library and the Neenah Joint School District have coordinated the summer library programs. Common themes are used and responsibility for publicity and record keeping are shared. Each elementary school which has a summer session has the library and computer lab open.

### **3. Current Status and Needs Assessment**

A needs assessment was conducted by the Technology Planning Committee (section 3.1), by the Board of Education’s Curriculum and Program Development Committee (section 3.2), and by school and community participation in the enGauge online survey (section 3.3).

#### **3.1. Assessment of Progress Toward Previous Plan’s Goals and Objectives**

The goals and objectives from the 2004–07 IT Plan are listed below with a summary of achievements towards that goal.

##### **3.1.1. Goal 1: Student Achievement**

All students will have equal opportunities to acquire 21st century information literacy and technology skills and to use those skills to enhance their educational experiences and attain their maximum potential

**Objective 1: Students will demonstrate proficiency in using electronic and print information.**

**Objective 2: Students will demonstrate the ability to communicate by using current technology to create presentations.**

All information and technology goals and objectives continue to be integrated into the elementary curriculum and serve to help students achieve general learning goals in the core curriculum and other areas. Elementary teachers are strongly urged to work in the computer lab

on a weekly schedule to allow students to use technology as a learning tool. The information literacy objectives for kindergarten through fifth grade were revised.

At the elementary level, librarians, in conjunction with teachers, are assessing the students annually on both objectives 1 and 2.

At the middle level, all students take various required computer applications courses in which testing is provided and grades are given. Elective courses are also offered. In addition, the librarians have an information literacy curriculum that they teach through a variety of general instruction courses.

At the high school level, there are a variety of courses available in business applications, technology education, math, art, family and consumer education, and web page design, where students have the opportunity to further hone, and be evaluated on, their skills. General instruction courses are also increasing their use of technology to complement the curriculum. Classroom teachers continue to be encouraged to incorporate technology into their lessons, and to encourage their students to responsibly gather and communicate information using current technology resources. The information literacy skills curriculum being taught in the library is expanding and continues to be integrated into general instruction courses.

In summary, student assessment of information and technology literacy is integrated into the general curriculum assessment, just as teaching information and technology literacy is integrated into the general curriculum.

### **3.1.2. Goal 2: Staff Proficiency**

All staff will have access to appropriate training and support enabling them to use current technology efficiently and effectively to plan lessons, deliver technology integrated content, and assess student performance.

#### **Objective 3: Virtual learning opportunities for students will be investigated.**

Media Specialists at all levels share web sites with classroom teachers. The use of interactive white boards have been implemented at Alliance Charter School, with plans to expand the use of that technology as financial resources become available. All middle and high school social studies teachers have increased access to data projectors and software related to their new textbook adoption, which has facilitated access to online supplemental resources. WiscNet has provided valuable information related to the use of Learning Management Systems and the Digital Districts Online initiative.

#### **Objective 4: Best practices in technology and research will regularly be shared with the teaching community.**

Media Specialists regularly share best practices with each other and their colleagues. Technicians regularly shares tips on computer usage. Several full-time teachers act as “coaches,” helping colleagues learn the various components of the new student information system, Infinite Campus. The middle level “webmaster” has created handouts for teachers to help them create their own web pages to supplement instruction. More is being done online such as discipline referrals at the high school level.

#### **Objective 5: The district will provide opportunities for teachers to observe, train, or model best practices of technology-rich lessons.**

Teachers at the middle level have been informed that they can observe, train, and model best educational practices, including technology-rich lessons.

#### **Objective 6: Professional staff will have the opportunity to attend conferences regarding the integration of technology.**

The district maintains a budget for staff to attend conferences.

#### **Objective 7: The district will provide time for teachers to plan collaboratively for technology integration.**

There is collaborative work time built into the school calendar at all levels. Librarians meet with teachers to plan technology integration on an informal basis, however, there is no computer or technology coach for teachers to work with.

**Objective 8: Each year, at least 80% of the teachers will use a new approach to integrating technology into at least one lesson.**

The Library/Media specialists work with teachers to do this but there is no formal plan. Teachers are taught new skills or collaborated with on an informal basis. The past few years teachers have been concentrating on learning Infinite Campus.

**3.1.3. Goal 3: Systems and Leadership**

The district will provide appropriate learning, productivity and management tools, information resources, staffing, communication systems, leadership, and infrastructure needed to integrate information literacy and technology effectively into the learning environment.

**Objective 9: Additional assistance for elementary Library/Media specialists will be made available.**

Paraprofessional assistance has been cut back due to budget cuts.

**Objective 10: Access to technology will continue to be provided to students with special needs.**

The Neenah Joint School District continues to follow the regulations under the Individuals with Disabilities Act (IDEA) and Wisconsin Ch. 115 in providing children the required assistive technology devices and services as defined in their Individualized Education Programs. Assistive technology devices include any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. Assistive technology services include any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The district's assistive technology team meets regularly and responds to assistive technology referrals made by parents and teachers.

**Objective 11: One (SIF compliant) database for K-12 demographics, scheduling, grade reporting, attendance, test analysis, state reports, census, and special education data will replace current databases.**

Infinite Campus (IC) has been implemented, replacing thirteen separate student information systems. Special education data has also been transferred into IC, although more needs to be done in this area. A new food service was implemented in the fall of 2006, and the database associated with that service has been synchronized with IC. Current plans are to also synchronize transportation data with IC in the near future.

**Objective 12: As data becomes available for judging the impact of technology on student learning for students in specific disaggregated groups, strategies will be devised to deal with any inequities.**

Standardized testing data has been entered into IC, but more needs to be done to facilitate the analysis of that data, as well as analysis of student grades.

**Objective 13: Consistent, daily, and onsite education, training, and support for hardware and software use and technology integration will be made available to staff.**

Technical support is in place for hardware support, but support for software and technology integration has been lacking since 2002 when computer coaching positions were cut.

**Objective 14: Students and staff will be informed of their responsibility to use information and technology in an ethical manner (including copyright, plagiarism, ...).**

L/M Specialists continue to educate themselves, colleagues, and students in the ethical use of information and technology. At the high school there has been extensive use of the "Turn It In" website to help prevent plagiarism. At the middle level this is taught through the computer classes and reinforced throughout the library and general instruction curriculum. In addition,

there has been iSafe training of several staff members and the concepts are being taught at all levels.

**Objective 15: Alexandria Library/Media software will be upgraded and access will be available online.**

Although the Alexandria library software is now being upgraded on a regular basis, there is still no online district catalog at this time. The online catalog is not a priority at this time.

**Objective 16: Standardized forms for use on e-mail will continue to be developed in an effort to reduce the amount of daily paperwork.**

This is continuing and expanding. The high school has online discipline referrals. Online portfolios are being used at the high school career lab. Technician request forms have been developed. Teachers at the middle level are learning how to design a web using the e-mail system.

**Objective 17: Options to improve infrastructure for speed, reliability, and security will be examined.**

The old, outdated, and unreliable Wide Area Network (WAN) that consisted of a coaxial instructional loop has been replaced by a Virtual Private Network (VPN) which is being leased from Time Warner Cable. This was the least expensive option to improve the previous WAN has been much more reliable, but it has proven to be much slower. The current priority is to improve the performance of the link between the administration building and Neenah High School. Once that has been dealt with, the links to other buildings will be addressed, with those buildings requiring the most bandwidth, getting the highest priority.

**Objective 18: Adequate funds will be made available to purchase, maintain, upgrade, and support software needed for classroom instruction, library resources, communication, network management, and administrative functions.**

Adequate funds have been available for maintaining and upgrading most current software. One of the priorities for future software funding is in upgrading elementary software to Mac OS X. Another software priority is to address the upgrading and standardizing of word processing and spreadsheet applications. This has a direct bearing on the content of Business Education courses (for which textbook adoptions have been delayed) and middle school Computer Education courses.

**Objective 19: Adequate funds will be made available to upgrade individual computer labs, and network related hardware on a regular basis ranging from four to six years, depending on the type of equipment and situation.**

Since the TEACH Block Grant has been discontinued, all funding for technology (except for special education flow-through funding and grants that provide for specific programs like PEP and Alliance Charter) has come from the general budget. We have been able to do a somewhat adequate job of replacing old computers by entering into 3-year lease/purchase agreements each year. The computers that have been replaced had been at least six years old.

**Objective 20: The district will provide each administrator with a copy of the Technology Standards for School Administrators (TSSA, 2001) and use the standards as a benchmark for measuring administrator proficiency.**

Although each administrator has a copy of the TSSA, no measuring system has been developed.

### **3.2. Board of Education Curriculum & Program Development Committee Assessment**

The Board of Education Curriculum & Program Development Committee adopted, as its main focus area in 2005–06, the examination of how the district can be more supportive of technology support to instruction. The process used, conclusions reached, and recommendations made are summarized in Appendix A.

### **3.3. enGauge® Survey Results: enGauge® 21st Century Skills and Wisconsin Information and Technology Planning Focus Areas**

#### **enGauge® 21st Century Skills**

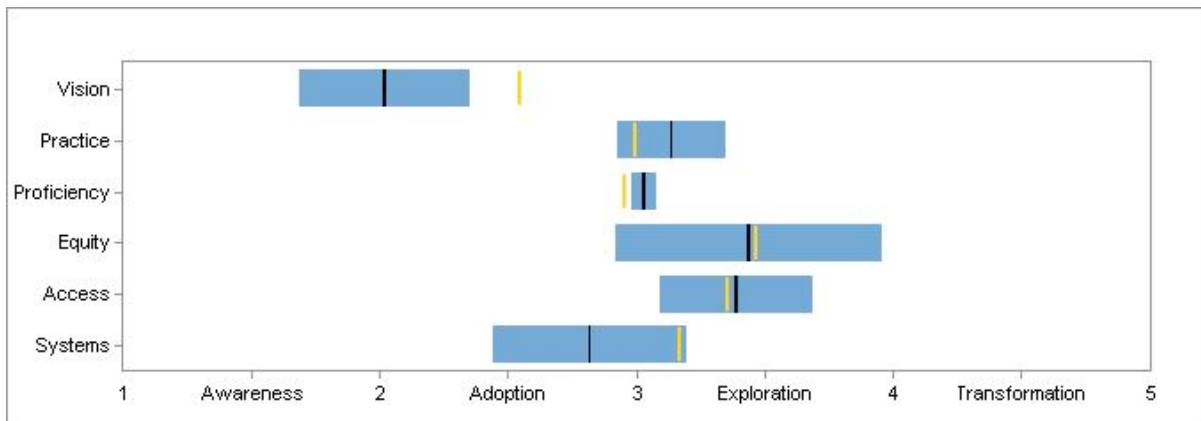
The enGauge web site includes a description of 21<sup>st</sup> Century Skills that are considered to be important in the lives of students in an increasingly technological world. The table below shows how educators and parents rated what they perceived as the current priority given to these skills, and then rated what their preferred priority is for the same skills.

<b>enGauge 21<sup>st</sup> Century Skills – Average Priority</b>				
Low Priority = 1: High Priority = 5				
	<b>Educators</b>		<b>Parents</b>	
	<b>Perceived Current Priority</b>	<b>Preferred Priority</b>	<b>Perceived Current Priority</b>	<b>Preferred Priority</b>
Adaptability and managing complexity	2.87	3.69	3.01	3.77
Basic literacy	2.86	3.60	2.98	3.65
Creating relevant, high-quality products	3.52	4.16	3.42	3.84
Cultural literacy	2.63	3.50	2.75	3.38
Curiosity, creativity, and risk taking	3.04	3.84	2.97	3.78
Effective use of real-world tools	3.43	4.28	3.29	4.31
Higher-order thinking and sound reasoning	2.98	3.92	2.99	3.93
Information literacy	3.65	4.25	3.46	4.20
Interactive communication	3.26	3.88	3.34	3.80
Personal and social responsibility	2.75	3.50	2.85	3.56
Prioritizing and planning	2.87	3.67	2.92	3.77
Scientific and mathematical literacy	3.12	4.04	3.37	4.16
Teaming and collaboration	2.88	3.64	2.91	3.57
Visual literacy	2.92	3.63	3.08	3.58
<b>Average of all 21<sup>st</sup> Century Skills</b>	<b>3.06</b>	<b>3.83</b>	<b>3.10</b>	<b>3.81</b>

**Executive Summary: Essential Conditions**

The enGauge Framework describes six system-wide conditions that are essential for the effective use of technology. The chart below shows the Neenah IT Plan's status on a 4-stage continuum of Six Essential Conditions.

**Status: Six Essential Conditions**



<b>Vision</b>	Mean = 2.02	Variation = 0.33	Database Average = 2.58
<b>Practice</b>	Mean = 3.14	Variation = 0.21	Database Average = 3.03
<b>Proficiency</b>	Mean = 3.03	Variation = 0.05	Database Average = 2.99
<b>Equity</b>	Mean = 3.44	Variation = 0.52	Database Average = 3.50
<b>Access</b>	Mean = 3.39	Variation = 0.30	Database Average = 3.39
<b>Systems</b>	Mean = 2.82	Variation = 0.38	Database Average = 3.20

All database averages are calculated from completed *enGauge* Online Assessment.

For the most part the Neenah IT Plan is in the adoption stage suggesting that, in general, educators are using the technology to automate existing teaching and learning practices or school operations. While some pockets of excellence (with technology) exist, innovation in learning and teaching with technology is not yet happening systematically.

### **3.3.1. Condition: Forward-Thinking, Shared Vision**

*How is the education system building a shared, community-based vision that prepares students to learn, work, and live successfully in the Digital Age?*

The 21st century brings with it significant changes that are due, in large part, to technology and telecommunications. As society changes, the skills that citizens need to negotiate the new complexities of life also change. Further political, social, and economic advances will be possible only if the intellectual potential of American youth is realized. To thrive in this environment, students need clearly defined 21st century proficiencies.

Respondents were asked questions about Indicators related to Vision. The combined answers across the Indicators places the Neenah IT project as follows in the Condition:

Mean = 2.02    Variation = 0.33    Database Average = 2.58

Scores for each Indicator in the Condition follow.

#### **Condition: Forward-Thinking, Shared Vision**

##### **Indicator: Digital-Age Vision for Learners**

*Does the vision define what it means to be “educated” in a knowledge-based society? Does it describe the type of learning organization required to achieve the vision?*

Mean = 2.31    Variation = 0.26    Database Average = 2.72

##### Adoption

- The vision recognizes the shift to an information age, but does not fully address the changes brought by today's knowledge-based age.
- Schools focus on the traditional purpose of public education. The vision is focused on how technology is advancing that purpose. The school's vision is focused primarily on technology used to accelerate students' achievement of content skills and literacy skills.
- The vision describes innovations through technology to meet learner needs, but only in the traditional setting of classroom and school.

#### **Condition: Forward-Thinking, Shared Vision**

##### **Indicator: Sound Base in Research and Best Practices**

*Is the vision for technology use grounded in sound research on how people think and learn and how technology influences and adds value to these processes?*

Mean = 2.43    Variation = 0.09    Database Average = 2.61

##### Adoption

- The vision is based on a few well-known studies on how people learn and the impact of technology on learning.
- Best practices in the local and regional setting are considered, complemented by best practices highlighted at conferences and workshops and in professional journals.

#### **Condition: Forward-Thinking, Shared Vision**

##### **Indicator: Community Linkages**

*Does the vision recognize the linkages that technology has created to local and global communities as critical partners and stakeholders in the teaching and learning process? Does it capitalize on the potential benefits from and contributions to both the learners and the community?*

Mean = 1.90    Variation = 0.36    Database Average = 2.48

##### Awareness

- The school is viewed as a self-contained system.
- Any partnerships that exist are limited to events.
- There is no electronic interaction between the community and the school.

- Few linkages with the community are in place.

**Condition: Forward-Thinking, Shared Vision**

**Indicator: Stakeholder Commitment**

*Were all stakeholders involved in creation of the vision? Is the vision understood and committed to by the full range of stakeholders? Are school, district, and community leaders formally committed to implementing the vision?*

Mean = 1.93    Variation = 0.53    Database Average = 2.61

Awareness

- Key stakeholders were not represented in the visioning process.
- There was little or no opportunity for building awareness provided to stakeholders.
- Stakeholders are unaware of the vision and are not supportive or committed to the vision.

**Condition: Forward-Thinking, Shared Vision**

**Indicator: Communication**

*Do the district and the schools effectively communicate the vision to students, staff, and the community?*

Mean = 1.55    Variation = .40    Database Average = 2.44

Awareness

- Stakeholders in the school and community are not familiar with the vision for technology in learning.
- The vision has not been communicated to most stakeholders.
- Stakeholders do not have opportunities to discuss the vision in the context of school-community sessions.

**Recommendations to Improve Forward-Thinking, Shared Vision:**

- All stakeholders in the school community must become aware of the skills and dispositions children might need to be successful as they live, learn, and work in a digital age. Documents describing these conditions (e.g., the SCANS Report) should be disseminated to all participants in the visioning process.
- Members of the planning team need access to powerful examples of what these skills look like in practice and how they might be related to a child's academic work. This can be accomplished through visits to model sites (if resources allow) or through presentations, using video if possible.
- All stakeholders should be exposed to the research base that underlies the assumptions in the vision. Plenty of information should be provided, in a digestible format, about research related to learning, technology, and digital-age skills.
- Community members should be included on the team responsible for crafting the vision. The district's vision for technology should specifically address the role of and benefits to the community.
- As the school defines the visioning process, it is important that it includes all stakeholders in the community. This can be accomplished through a variety of mechanisms such as Delphi surveys, town meetings, principal/parent coffees etc. The stakeholders' participation should be broadly reported to ensure that the vision is known to be broadly supported.
- A communications committee should be established to work with public relations staff at the school to ensure that the vision and the district's implementation of that vision is communicated effectively. The school's progress with technology should be included in every appropriate media opportunity.

**3.3.2. Effective Teaching and Learning Practices**

*Are learning environments characterized by powerful, research-based strategies that effectively use technologies?*

**Effective Teaching Using Technology** —Truly effective teachers are actively engaged in an ongoing process of inquiry into research and best practices surrounding both teaching and learning. The range of technology use should be broad and selective, ensuring added value and alignment across curriculum, instruction, and assessment.

**Effective Learning Using Technology** —Learning is most effective when it is relevant in personal, professional, or societal ways. In addition, learning environments must be supportive, technology-rich, and conducive to meaningful student engagement.

Research suggests that under the right conditions, technology does enrich and improve student learning.

Respondents were asked questions about Indicators related to Practice. The combined answers across the Indicators places your project as follows in the Condition:

Mean = 3.14    Variation = 0.21    Database Average = 3.03

Scores for each Indicator in the Condition follow.

**Condition: Effective Teaching/Learning Practice**

**Indicator: Learning Environment**

*Do the school and classroom cultures engage and motivate students, honor individual differences, support innovation, and endeavor to meet the learning needs of all students?*

Mean = 2.91    Variation = 0.27    Database Average = 2.84

Adoption

- At this level, technology is used to motivate students within the context of traditional learning activities.
- While the teacher is still at the center of most learning activity, technology in the classroom may be encouraging student independence.
- Much of student learning with technology is still done by individuals, but opportunities for collaboration are beginning to appear.
- Students have opportunities to work outside of traditional grouping structures.
- Teachers at this level often notice that students are becoming more independent in their learning although this has not been a goal of the teacher.
- Assessment is still viewed as primarily a summary judgment activity, but new student products and learning modes enabled by technology are beginning to require new modes of assessment.

**Condition: Effective Teaching/Learning Practice**

**Indicator: Sound Base in Research and Best Practices**

*Is technology use based on both high-impact, research-based practice and field-based, best practices shown to add value to learning?*

Mean = 3.06    Variation = 0.01    Database Average = 2.89

Exploration

- Schools have access to and make use of research in instructional planning.
- Significant effort has been made at the district and school level to ensure that a careful review process has been employed in selecting technology for classroom use, but this process may not include consideration of research.
- Individual educators and/or teams of educators may have initiated review processes for technology use that consider research and best practice, and the school is usually supportive of such efforts.
- Schools typically do not systematically pilot technology-supported classroom practices or gather data on the use of those practices in the local context.
- Processes for assessing the effectiveness of teaching and learning strategies may be used on a limited basis for specific initiatives.

**Condition: Effective Teaching/Learning Practice**

**Indicator: Alignment To the Vision**

*Are content, instruction, vision, and assessment aligned to take full advantage of technology for learning?*

Mean = 3.64    Variation = 0.27    Database Average = 3.41

Exploration

- Standards are present, and technology and digital-age skills are referenced in some fashion, though often as a separate set of standards.
- Assessments are usually aligned to the standards.
- Technology is used in some assessment processes, particularly in less formal classroom assessments, and the school is beginning to include thinking, reasoning, and life and workplace skills.
- Instructional strategies are usually aligned with standards, and there is a formal process that has been developed for ensuring this alignment that is used by most staff.
- A process has been designed for the periodic review of alignment and is employed by most staff.
- Technology has been included as a design factor within the alignment and review processes, and most educators honor those processes.

**Condition: Effective Teaching/Learning Practice**

**Indicator: Relevance**

*Are students working on substantive projects addressing issues that have meaning, reaching out beyond the classroom to real-world practice?*

Mean = 3.00    Variation = 0.26    Database Average = 2.95

Adoption

- Educators use technology to support instructional strategies that were in place prior to the arrival of the technology.
- Most schools are still primarily teacher-directed featuring work that is exercise-based, though increasingly this work is supported by education technology.
- The products of student work are usually shared only between the student, the teacher, and perhaps an interested parent.
- There may be first efforts to increase relevance through participation in online projects, experimental use of professional tools such as science "probeware," or simulation software.
- Structures are typically not in place to support regular access to outside experts or participation in community-based projects.

**Condition: Effective Teaching/Learning Practice****Indicator: Range of Use**

*Do students have opportunities to use a range of technologies (e.g., learning, productivity, visualization, research, and communication tools) to support their learning?*

Mean = 3.08    Variation = 0.25    Database Average = 3.06

Exploration

- Technology is used for a range of purposes across the school, but the range is inconsistent. Some educators, for example, may make extensive use of e-communication and simulations, while others use primarily online research and visualization tools.

**Recommendations to Improve Effective Teaching/Learning Practice:**

- Using technology provides teachers the opportunity to better meet the learning needs of individual students.
  - Research suggests that students learn better when they are actively engaged in relevant, meaningful activities that bridge the gap between conceptual and applied learning.
  - Improving learning through technology requires not only technology, but also requires the right combination of technology, teacher proficiencies, instructional design, and updated curriculum.
  - A school or district can build the capacity of teachers to use technology by providing compelling models of effective uses of technology.
  - Models enable teachers to experience immediate success both for their students and themselves.
  - Until teachers and administrators are immersed in the culture of technology, they will need such models along with advice on the context, content, instructional design, curriculum, and assessment that together shape effective teaching and learning with students.
- As teachers in the district and schools become more sophisticated users of technology, it will be important to document and verify the impact of their work on student learning.
  - One of the best ways in which to do so, beyond literature reviews of others' work, is action research conducted at local sites by local educators.
  - It will be important for the district to track research and emerging best practices with technology and report the findings periodically to teachers and administrators.
- As a school begins to redesign and align curricula, instruction, and assessment to the vision, the pioneers lead the charge.
  - The real impact on learning will be accomplished only when the other 80 percent of the teaching staff are involved.
  - The careful alignment and documentation of impact will be the key to drawing others into this process. Educators need both the reason for the change and the roadmap to get there. The alignment process can provide both.
- In moving from the exploration of online, real-world applications to the incorporation of such experiences into the formal structure of students' learning, districts and schools will need to develop guidelines, selection criteria, and funding structures for Web experiences and access to digital content.

- The school should create linkages with community groups to explore local possibilities in addition to the Web-based resources.
- The range-of-use model outlined in *enGauge* could be used as a reference point for analyzing both a school's offerings as well as a student's experience with technology.

### 3.3.3. Educator Proficiency

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

In districts across the country, teachers have been trained in operating systems and office software suites, only to discover that it's really "not about technology." The real skills needed by teachers revolve around new modes of teaching and learning— *supported* by technology. Such application of technology in the context of standards-based learning requires a continuum of high-level proficiencies on the part of educators.

Respondents were asked questions about Indicators related to Proficiency. The combined answers across the Indicators place the Neenah IT project as follows in the Condition:

Mean = 3.03    Variation = 0.05    Database Average = 2.99

Scores for each Indicator in the Condition follow.

#### Condition: Educator Proficiency

##### Indicator: Cultivation of Digital-Age Skills and Processes

*Do educators understand the span of skills and processes that students need to succeed in the Digital-Age? Do they have the strategies for implementing and assessing those skills?*

Mean = 3.06    Variation = 0.05    Database Average = 3.03

##### Exploration

- The teacher is beginning to experiment with instructional strategies for developing digital-age skills.
- Efforts are confined to specific units of instruction, often directly attached to professional development experience.
- The teacher does not have a generalizable set of skills that can be applied in different content areas.

#### Condition: Educator Proficiency

##### Indicator: Planning and Design

*Are educators skilled in designing teaching strategies and learning environments that maximize the impact that technology has on learning?*

Mean = 2.86    Variation = 0    Database Average = 2.84

##### Adoption

- At this level, the educator begins to include technology-based learning as an option in support of the lesson planning and curriculum design process that was in place prior to the availability of that technology.
- Technology use may be somewhat mechanical, as the educator does not have a solid grasp of research or best practice to guide that use.
- The teacher has a limited repertoire of organizational strategies for using technology and tends to rely on uses that match previous practice.
- Educators who previously instructed exclusively in whole groups, for example, may only be comfortable in a lab setting where all students can be working on the same thing at the same time.
- The educator is aware that technology can help to better meet the needs of special needs students, but lacks strategies for doing so.

#### Condition: Educator Proficiency

##### Indicator: Implementing Technology-Supported Learning

*Are educators prepared to use a variety of technology-supported strategies for teaching and learning to meet the needs of students?*

Mean = 3.21    Variation = 0.06    Database Average = 3.18

##### Exploration

- The educator is comfortable with technology in the classroom and is beginning to experiment with new implementation strategies that might be considered more active or constructivist.

- These new practices may tend to be implemented only in selected units or lessons and may be related to a specific professional development activity.
- The educator is broadening the variety of management strategies that they have available and are more comfortable using technology to improve learning for special needs students.

**Condition: Educator Proficiency**

**Indicator: Assessment Literacy**

*Are educators prepared to apply technology in support of the assessment process? Are they prepared to apply new forms of assessment to the products of technology-supported learning?*

Mean = 2.62    Variation = 0.05    Database Average = 2.62

Adoption

- The educator may use technology to automate existing assessment practices. One of the most common examples of this automation is the use of a gradebook program in lieu of a paper gradebook.
- This educator may have difficulty in developing assessment strategies for evaluating student products when technology is involved or when the products are the result of the more collaborative, active learning that technology often engenders.

**Condition: Educator Proficiency**

**Indicator: Professional Practice and Productivity**

*Are educators prepared to use technology to increase professional productivity and gain enriched access to professional resources?*

Mean = 3.28    Variation = 0.07    Database Average = 3.25

Exploration

- The educator uses technology on a daily basis.
- Technology is beginning to change the way in which the educator learns and communicates as he gains the confidence to begin to experiment with new applications.
- The educator participates in decision making regarding the selection and deployment of classroom technologies.

**Condition: Educator Proficiency**

**Indicator: Social, Ethical, and Legal Issues**

*Are educators prepared to guide students as they deal with the social, ethical, and legal issues related to life in a technological world?*

Mean = 3.15    Variation = 0.07    Database Average = 3.05

Exploration

- Many educators are sufficiently experienced with technology and aware of its social, ethical, and legal implications to guide students in this area.
- Most educators have strategies for guiding students to self-regulation and awareness of social and ethical issues.
- Schools have clear policies and training to helping educators in this area.

**Recommendations to Improve Educator Proficiency:**

- A school or district can provide an excellent training ground for educators to learn about 21st century skills by treating them like a "knowledge worker."
  - Management approaches incorporate technology into the daily lives of teachers, requiring that they use 21st century tools in their work.
  - It also requires delegation of authority and responsibility to teams of teachers as they seek solutions to challenges and problems.
  - Such experiences would contribute greatly to the depth of a teacher's understanding of 21st century skills.
- Schools should provide models, structure, and design sessions.
  - Focus on specific curricular areas could draw teams of teachers, instructional designers, technology specialists, and curriculum specialists into a collaborative design process, resulting in a new, high-quality model.
  - Ongoing support and team interactions as these designs are implemented, these district/school actions could build teachers' capacities to maximize the positive impact of technology on learning across content areas.
- Implementing technology-supported strategies requires educators to innovate and take risks.

- Schools should provide teachers with a great deal of support through this process. In many cases the best forms of support are 'teacher coaches' who can team teach with them, model lessons and provide sideline assistance.
- Develop cohorts of teachers who jump into such experiences together-with the school providing formal opportunities for the participants to interact, exchange ideas and share experiences throughout the initial implementation period.
- Schools should consider video taping excellent models for use by other teachers, supporting teachers from past cohorts to mentor the new cohorts; and online mentoring, debriefing and advice sessions to provide ongoing support for these risk takers.
- As students have become more engaged in the learning process, teachers have found it necessary to use alternative forms of assessment to capture the full extent of the students' performance and progress in acquiring skills and attitudes and meeting standards.
  - Teachers must learn to "recognize what they are seeing," to develop rubrics, and to be able to consistently score students based on those rubrics.
  - They also will be faced with assessing technology-based student products.
- The isolation of the professional educator is rapidly diminishing as more and more educators get online.
  - Teachers need advice and counsel on how to join this virtual, online professional community.
  - Districts and schools should provide teachers with the time, opportunity, and mentors necessary to get them actively engaged in meaningful online professional interactions.
  - Schools can encourage this by providing time and support as well as inservice credit for such activities.
- As educators (and school systems) become more expert in dealing with the legal, social, and ethical issues, formal policies should be published (text and Web-based) along with examples of what that means in practice.

### 3.3.4. Digital Age Equity

*Do resources and strategies address the digital divide by ensuring that all students are engaging in an educational program aligned to the vision?*

Computers and Internet access often are portrayed as great equalizers. Equitable, high-quality uses of technology can enable students disadvantaged by gender, race, socioeconomic status, and various disabilities to become just as viable in this Digital Age as their peers.

Respondents were asked questions about Indicators related to Equity. The combined answers across the Indicators places the Neenah IT project as follows in the Condition:

Mean = 3.44    Variation = 0.52    Database Average = 3.50

Scores for each Indicator in the Condition follow.

#### **Condition: Digital Age Equity**

##### **Indicator: Socioeconomic**

*Have the school and district ensured that socioeconomic status is not a barrier to readiness for the Digital Age?*

Mean = 2.87    Variation = 0.72    Database Average = 3.05

##### Adoption

- Schools are somewhat aware of socioeconomic equity issues and are seeking strategies for addressing them within the school.

#### **Condition: Digital Age Equity**

##### **Indicator: Gender**

*Have the school and district ensured that male and female students are equally well prepared to live and work in the Digital Age?*

Mean = 4.04    Variation = 0.43    Database Average = 3.89

##### Transformation

- Schools have achieved substantial equity among boys' and girls' use of technology or have in place a vigorous set of projects addressing the problem.

**Condition: Digital Age Equity****Indicator: Race**

*Have the school and district ensured that students of all races are equally well prepared to live and work in the Digital Age?*

Mean = 3.54    Variation = 0.62    Database Average = 3.73

Exploration

- Schools are aware of racial equity issues and are actively seeking to address them through curricular changes and projects aimed at achieving parity among students from different racial backgrounds.

**Condition: Digital Age Equity****Indicator: Special Needs**

*Are school and district staff familiar with assistive technologies? Are they prepared to identify and use these technologies where appropriate?*

Mean = 3.49    Variation = 0.33    Database Average = 3.52

Exploration

- Schools are aware of special needs equity issues and are actively seeking to address them through training and acquiring technology resources.

**Condition: Digital Age Equity****Indicator: Systemwide**

*Do all students have access to a range of high-quality technology uses within the curriculum, regardless of the school or classroom they attend?*

Mean = 3.27    Variation = 0.52    Database Average = 3.33

Exploration

- The district has achieved some measure of equity in technology use and access among schools and have a set of strategies for addressing the issue.
- Students have roughly similar technology experiences as students in other schools across the district.

**Recommendations for Improvement of Digital Age Equity:**

- Schools should work with community groups and local businesses to provide access to technology during and outside the school day through such means as community centers, libraries, check-out programs, and low-cost purchasing of computers for low-income families, as well as school-based after/before school programs and open labs during the school day.
- As metrics for judging the impact of technology with students are refined, data should be disaggregated and reported by socioeconomic status, gender, race, and building.
- Strategies should be devised to address inequities.

**3.3.5. Access to Information Resources and Learning Tools**

*Do students and school staff have robust access to technology—anytime, anywhere—to support effective designs for teaching and learning?*

Contemporary schools and districts are in a position to exploit technology for lifelong learning. Technology can facilitate change, empower users, multiply access, and expand possibilities rather than minimize options. If access is truly robust, the full exploitation of technology's promise is likely. If it is not, that promise may be an empty one.

Respondents were asked questions about Indicators related to Access. The combined answers across the Indicators places the Neenah IT project as follows in the Condition:

Mean = 3.39    Variation = 0.30    Database Average = 3.39

Scores for each Indicator in the Condition follow.

**Condition: Access Anywhere, Anytime****Indicator: Technology Resources**

*Are equipment and digital resources strategically deployed and sufficient to meet the needs of learners and educators?*

Mean = 4.21    Variation = 0.10    Database Average = 3.44

Transformation

- The school has an installed base of multimedia, Internet-compatible computers and other technologies selected and purchased to meet learning and administrative requirements.
- The installed base is strategically deployed to meet the diverse needs of learners, staff, and community, and to fully utilize the district's connectivity.
- Software purchases are reviewed to ensure compatibility across the system and among and between applications where possible. However, such standardization does not prevent the district from purchasing software and online resources outside that scope provided they meet the specific learning needs of students.
- Deployment of high-tech resources is strategic and comprehensive to purposefully ensure that students, teachers, administrators, and community have everything needed — when it is needed — to ensure success.

**Condition: Access Anywhere, Anytime****Indicator: Administrative Processes and Operations**

*Is technology used strategically to improve administrative processes and operations?*

Mean = 4.57    Variation = 0.34    Database Average = 3.95

Transformation

- Just as business and industry is improving efficiency and productivity, so are schools using technology to streamline their administrative processes.
- Electronic messaging systems have replaced less efficient communication, and administrative processes that lend themselves to paperless processes have been converted and readily adopted.
- Information in this area is easily accessed, easy to use, and provided in a usable form that is real-time and provides organizational efficiencies.
- Information about students is readily available to every person who needs it.
- Such information moves beyond basic demographics to characterize issues of student performance, needs, and interventions in real-time (e.g., Fiscal, Human Resources, Transportation, Food Services, Library Systems).
- The electronic systems in the school district are integrated in that each system informs the other, so repetitive data entry and information analysis has been eliminated.
- Rich instructional content is electronically available throughout the organization including library holdings, periodical databases, organized Internet content, and distance learning content.

**Condition: Access Anywhere, Anytime****Indicator: Connectivity**

*Does the telecommunications infrastructure provide appropriate, robust communication from every learning setting? Does that access extend beyond the school day and outside the school facility?*

Mean = 3.63    Variation = 0.11    Database Average = 4.05

Exploration

- There is appropriate connectivity in most learning and all administrative environments.
- The local area network (LAN) is constantly upgraded to maintain sufficient bandwidth for existing applications and access.
- Planning processes are underway to anticipate growth as online access increases.
- The wide area network is equipped to match or exceed the capacity of the LAN.
- Personnel are just now beginning to consider scalability to manage future applications such as video.
- Robust Internet access is provided to all locations with adequate bandwidth, filtering, and caching.
- Access to Internet and intranet resources is provided inside the school day for students, and outside the school environment for educators, with plans underway to provide appropriate access 24/7 for parents, students, and the community.

**Condition: Access Anywhere, Anytime****Indicator: Technical Support**

*Do the school and/or district provide adequate and timely support for hardware, software, and instructional application?*

Mean = 3.22    Variation = 0.19    Database Average = 3.29

Exploration

- The school provides adequate support for the wide area, but local area network support is not adequately addressed.

- The system's support extends to the design, management, monitoring, maintenance, and security of the network.
- Current support for technology hardware includes configuration, troubleshooting, maintenance, repair, upgrades, and replacement for the wide area network, but not necessarily for the end user at the local area network level.
- The school system is making efforts to provide adequate support for end users including workstation software installation, configuration, upkeep, user training, help desk, and troubleshooting.
- The school or district provides support for telephone, satellite, and broadcast services, and plans are underway to address the creation and management of Web content, digital video delivery, and video conferencing.
- The technical support system does not yet proactively assess and redesign itself to better anticipate and meet users' needs.

**Condition: Access Anywhere, Anytime**

**Indicator: Technology-Ready Facilities**

*Do school facilities support connectivity and intensive technology use for learning? Does consideration of such use guide all facilities renovation and new construction?*

Mean = 2.78    Variation = 0.44    Database Average = 3.29

Adoption

- The school facilities support the current connectivity requirements of the district, but have limited capacity for expansion.
- Few of the facilities in the district were constructed with technology requirements in mind.
- Both the current limited capacity of the facility's connectivity and ongoing capacity limitations are barriers to expand the use of technology for instruction and administration.
- The facility was not designed for community use, but modifications may have been made to enable the community to use the computer labs.
- Little thought has been given to permanent technology-enabling furniture.

**Condition: Access Anywhere, Anytime**

**Indicator: Virtual Learning Opportunities**

*Does the district address unmet learning needs of students by providing high-quality, technology-enriched learning opportunities and online access to digital content for students and teachers during and beyond the school day/environment?*

Mean = 1.91    Variation = 0.61    Database Average = 2.13

Awareness

- Virtual learning is limited to traditional courses delivered via technology (e.g., interactive video, broadcast, or satellite).
- The school has yet to investigate and leverage online courses.

**Recommendations for Improvement of Access Anywhere, Anytime:**

- As aggregation of buying power and federal/state subsidies bring the costs down, schools should work to provide consistent, reliable 24-hour connectivity to all students and staff members.
  - The schools should build the costs of these services into the operating budget of the district.
- Technical support issues must be addressed in upfront planning and cost analysis in the design phases.
  - The total cost of ownership must be addressed to ensure that technical assistance is planned, budgeted, and managed effectively through a combination of strategies (e.g., equipment standardization, technical certification programs for students, special compensation packages for information technology personnel, and onsite training programs for entry-level workers.)
- School facilities should support connectivity and intensive technology use for learning.
  - The district should investigate and apply for E-rate and other funds available for inside wiring and electrical upgrades to accommodate the new technologies.
  - New construction projects should incorporate current and future connectivity and learning space requirements.
  - If no remodeling or replacement is expected, schools can address challenges through, for example, wireless systems to accommodate buildings that are difficult to wire, laptops, or thin clients to be used in learning environments that have limited floor space, or other accommodations.
- Virtual learning opportunities are rapidly becoming available to K–12 students and educators.

- As they become available, schools should match their offerings with student learning needs.
- To do so will require increased understanding of what type of learner works best in virtual learning situations and what skill development is necessary prior to placing students in such situations.
- Schools should develop a review process for judging the value of virtual learning opportunities in comparison to alternatives and in light of the costs.

### 3.3.6. Support Systems and Leadership

*Has the education system reengineered itself into a high-performance learning organization?*

The typical school is not able to keep pace with the tremendous depth, breadth, and rate of this change. Educational leaders are expected to make multimillion-dollar decisions about online/virtual learning, telecommunications infrastructures, training programs, student Internet access, intranets, and software in volatile times of shorter and shorter obsolescence cycles, short-lived "dot-com" service providers, and a lack of clarity as to the real impact of technology on learning. Schools can become high-tech, high-performance systems only if they become organizations of people, guided by common principles, who learn, reflect, and change daily.

Respondents were asked questions about Indicators related to Systems. The combined answers across the Indicators places the Neenah IT project as follows in the Condition:

Mean = 2.82    Variation = 0.38    Database Average = 3.20

Scores for each Indicator in the Condition follow.

#### **Condition: Systems and Leadership**

##### **Indicator: Digital-Age Standards and Assessments**

*Do student standards reflect Digital-Age proficiencies? Are curricula, instruction, and assessments aligned to these standards?*

Mean = 2.78    Variation = 0.67    Database Average = 3.10

##### Adoption

- The curriculum includes a separate strand for digital-age proficiencies.
- The school includes 21st century proficiencies in student standards as supplemental to content standards.
- While teachers use the full range of approaches, most of their teaching leans toward the didactic.
- The school is intent in developing digital-age proficiencies among learners.
- The development of teacher and system capacity to design and use appropriate curriculum, learn new instructional strategies, and gain assessment literacy is not aligned or coordinated.
- Schools use technology to record and report student assessment.

#### **Condition: Systems and Leadership**

##### **Indicator: Comprehensive, Prioritized Funding**

*Do the school and the district address the full cost of technology as a regular part of district/school budgeting? Is funding prioritized to promote equity across and within schools to establish high-impact, student-centered uses of technology and to provide the support systems necessary to sustain them?*

Mean = 2.96    Variation = 0.17    Database Average = 3.38

##### Adoption

- Funding for technology is ad hoc, rewarding those who show interest, vision, and ability.
- Due to limited resources, funds are often targeted to specific programs for specific target populations. Often there are long-term plans to eventually impact all areas.
- Some attention is paid to research and best practice in learning technologies, but most funding for technology is secured through grants for special projects.
- Few filters are provided to screen applications for rigor or adherence to this knowledge base.
- Support is provided for specific projects on an ad hoc basis, but the school system has yet to recognize the new type of support required if the system is to use technology effectively.
- While infrastructure and professional development are line items in the school system's budget, there is no recognition of the total cost of ownership.

#### **Condition: Systems and Leadership**

**Indicator: Systems Thinking and Process Reengineering**

*Is the school or district transforming itself into a high performance system driven by the digital-age learning needs of all students? Do the school and/or district have formal and informal processes to revise administrative policies and practices accordingly?*

Mean = 2.96    Variation = 0.49    Database Average = 3.14

Adoption

- The school is aware of what constitutes effective technology use.
- There are expectations that every staff member will use technology, but it is not obvious that such expectations will advance the vision, nor are the staff members held accountable to achieve expectations.
- School leaders use inservice days and staff meetings to develop awareness of emergent ideas related to the vision.
- The school has a formal process in place to identify and remove the barriers that prevent the systematic use of technology.
- New leadership based on the vision is encouraged, but only within the same traditional rules and regulations — and without the aid of emerging technologies.

**Condition: Systems and Leadership****Indicator: Culture of Learning and Innovation**

*Is innovation—with and without technology—supported, encouraged, and actively developed through policies and informal action? Do policy makers use funding, perks, waivers, and special opportunities to provide incentives for schools and educators to innovate?*

Mean = 3.35    Variation = 0.20    Database Average = 3.45

Exploration

- Innovation and creativity with technology is considered only within special programs—to be piloted and scaled—and added to the curriculum if deemed successful. But it is beginning to spill over into the core curriculum.
- The school has committed to reform measures that would open the school culture to ideas generated from emerging research on the brain, learning, teaching, and technology.
- Such innovations are systematically encouraged and supported by the school. They are seen as pilots with assessments designed to determine which will be scaled.

**Condition: Systems and Leadership****Indicator: Community Connections**

*Do formal technology-related structures and processes engage parents, community members, school faculty, and learners in meaningful exchanges, interactions, and partnerships that advance the vision?*

Mean = 2.06    Variation = 0.66    Database Average = 2.79

Adoption

- The school is actively reaching out to community members using push technologies—the intent being information dissemination.
- Limited use of interactive technologies is occurring, most often in the continuation of old practices—but in new ways.
- Technology connections with the community do exist and are viewed as important in terms of information dissemination—not exchanges of information.
- The school and community leaders are exploring telecommunications and technology needs.
- The school is beginning to interact electronically with the community but considers the community secondarily.

**Condition: Systems and Leadership****Indicator: Administrator Proficiency**

*Are administrators prepared to use technology effectively? Are they prepared to work with colleagues to guide their school system toward more effective uses of technology in teaching, learning, and managing?*

Mean = 2.90    Variation = 0.00    Database Average = 3.10

Adoption

- The administrator has access to technology as a result of their position.
- While they may use it peripherally, it is not yet mission critical.
- Administrators are not fully aware of what effective technology use is.

- There are general expectations that every staff member will use technology, but such expectations are not tied to advancing the vision, nor are staff members held accountable by administrators to achieve expectations.
- Administrators actively support and encourage their staff and colleagues to learn more about effective technology uses and then apply it to practice. This is done on an ad hoc basis, often supporting the pioneers.
- Administrators are taking classes to build proficiencies.

**Condition: Systems and Leadership**

**Indicator: Professional Development**

*Do the school and the district provide comprehensive professional growth opportunities for teachers, administrators, and other staff that build their capacity to advance the vision? Is the effectiveness of professional development linked to student performance?*

Mean = 2.75    Variation = 0.58    Database Average = 3.37

Adoption

- While some effort has been made to link professional development to the vision for digital-age learners and student performance, this linkage is not really evident. There are some opportunities for professional development.

**Condition: Systems and Leadership**

**Indicator: Data-Driven Decision Making and Accountability**

*Has the school and the district established the metrics and benchmarks for effective uses of technology at the student, educator, and systems levels? Does the school or district collect and analyze data to track progress and correlate findings? Is decision making at all levels informed and influenced by the results?*

Mean = 2.80    Variation = 0.23    Database Average = 3.28

Adoption

- The vision has been translated into goals for effective practice at the “learning” level.
- While educators are aware that the infrastructure must be put into place and teachers must be provided training, they have not yet fully established metrics for any of the levels.
- Typically, quantitative data is being collected documenting the building of infrastructure and the professional development opportunities accessed by staff.
- Metrics for students, educators, and the system have yet to be reviewed and revised to incorporate technology.
- Decisions on infrastructure and professional development for technology are influenced by qualitative data limited to those areas and by anecdotal information.
- The decisions influenced by the vision are limited to infrastructure and training.
- The vision is a driver for decision-making in grant-funded and other supplementary programs but not in the core services.

**Recommendations for Improvement of Systems and Leadership:**

- Schools should identify (or develop) a list of the 21st century skills and goals for technology use that are important to their community.
  - Those skills should be incorporated into the district vision.
  - The district/schools should then conduct a review process to assess whether these skills are being addressed at any level (e.g., included in the written standards, addressed within the curriculum of specific teachers).
  - Once identified, they should investigate how (or if) the skills are being assessed.
  - Schools should create teams to design and implement programs within the content areas that would effectively address the 21st century skills and the goals for technology use.
  - These teams should be asked to assess the impact of the interventions on learning.
- Districts should establish roles and responsibilities for various aspects of the technology infrastructure, associated professional development, digital content, virtual learning, technical assistance, and other key areas.
  - A review of technology funding, including the total cost of ownership, should be conducted periodically to ensure that priority items are funded.
- Success in process reengineering lies in replacing barriers to effective use of technology with a strong support system that encourages and rewards educators for making the changes necessary to use technology effectively.

- Process reengineering means changing the rules and culture to encourage, guide, reward, and support teachers to bring effective uses of technology into learning.
  - Focus on what you are trying to accomplish with technology and then track it back to see what barriers are preventing it from happening.
- The school culture should encourage technology-based innovations provided they are grounded in sound theory, research, and emerging practice.
  - Persons in influential positions within the district should be encouraged to lead, rather than manage, focusing on capacity building and pushing decision making to building-based personnel.
  - The district should establish a long-term leadership program for teams of administrators and teacher leaders linking their work to existing school improvement efforts.
  - The leadership program should be grounded research and best practices focusing on team approaches to solving school-based challenges through innovative uses of technology.
  - Team assessments should be incorporated into the performance review of individuals.
- Districts should invite existing community outreach programs to engage in a "community scan" to identify the potential for mutually beneficial high-tech partnerships.
  - It will be important to establish the criteria for such partnership within a formal process through which partnership proposals are encouraged and solicited.
  - The process should be seeded with information from an assessment of school and community needs, providing a link between community members and teachers to see the possible connections.
- District administrators should be vested in the district's vision for technology and learning.
  - They should be familiar with the technology standards/guidelines for administrators and be actively working with a district leadership team to coordinate technology initiatives across the district.
  - Their professional growth plan should be focused on the ways in which their leadership can build the capacity of teachers and students to use technology effectively.
  - It should incorporate management techniques that use technology to increase administrative efficiency and productivity.
  - They should be accountable through performance reviews.
- Design a professional development program that has meaning and relevance to the participants.
  - Ground it in research and best practice, but ensure enough flexibility to enable teachers and administrators to make it meaningful to them.
- The district should establish school-based and district-based teams to capture profiles of effective uses of technology at the student, classroom, school, and school system levels.
  - Using video, testimonials, and anecdotes to tell those stories and link them to a base of research and best practice grounds the district's and school's work in sound educational experiences.

#### 4. Goals and Objectives

A draft of this plan completed up to this point was distributed to the Planning Committee prior to an all day workshop held at the administration building. The purpose of the workshop was to develop objectives based on the current status/needs addressed in section 3. Each of the objectives is related to one of the following goals, which in turn, are directly related to our vision and mission statements.

##### 4.1 Goal 1: Student Achievement

All students will have equal opportunities to acquire 21st century information literacy and technology skills and to use those skills to enhance their educational experiences and attain their maximum potential.

Objective	Responsibility	Timeline	Resources	Assessment
1. Students will use technology to demonstrate and present knowledge.	Classroom Teachers Computer Education teachers Library/Media Specialists	Ongoing through the cycle of this plan.	Appropriate hardware and software to demonstrate skills and trained staff.	Classroom assessments, ITLC 8 <sup>th</sup> grade technology literacy assessment.
2. Students will manage and process data using databases, spreadsheets, and graphics.	Classroom Teachers Computer Education teachers Library/Media Specialists	Ongoing through the cycle of this plan.	Appropriate hardware and software to demonstrate skills and trained staff.	Classroom assessments, ITLC 8 <sup>th</sup> grade technology literacy assessment.
3. Students will use technology to engage in a range of creative expressions.	Classroom Teachers Computer Education teachers Library/Media Specialists	Ongoing through the cycle of this plan.	Appropriate hardware and software to demonstrate skills and trained staff.	Classroom assessments, ITLC 8 <sup>th</sup> grade technology literacy assessment.
4. Students will use technology to access, evaluate, process, and synthesize knowledge.	Classroom Teachers Computer Education teachers Library/Media Specialists	Ongoing through the cycle of this plan.	Appropriate hardware and software to demonstrate skills and trained staff.	Classroom assessments, ITLC 8 <sup>th</sup> grade technology literacy assessment.
5. Students will use technology to share knowledge, facilitate communication, and collaborate with diverse communities and across both PC and Mac platforms.	Classroom Teachers Computer Education teachers Library/Media Specialists	Ongoing through the cycle of this plan.	Appropriate hardware and software to demonstrate skills and trained staff.	Classroom assessments, ITLC 8 <sup>th</sup> grade technology literacy assessment.
6. Students will demonstrate their understanding of the legal, social and ethical implications of the use of technology.	Classroom Teachers Computer Education teachers Library/Media Specialists	Ongoing through the cycle of this plan.	Appropriate hardware and software to demonstrate skills and trained staff.	Classroom assessments, ITLC 8 <sup>th</sup> grade technology literacy assessment.

**4.2. Goal 2: Staff Proficiency**

All Staff will undergo training and receive support on 21st century information skills, enabling them to use current technology efficiently and effectively to plan and implement technology integrated lessons, and assess student performances.

Objective	Responsibility	Timeline	Resources	Assessment
7. Expectations at a basic, proficient, and advanced level of technology skills will be developed and implemented.	K-12 Technology Comm. Curriculum Director IT Consultant/Coordinator	Sept. 1, 2007	Curriculum writing monies, training technology coaches	Staff proficiency of technology skills will be reflected in the teacher’s annual assessment
8. Virtual learning opportunities for students will continually be investigated, piloted and implemented within the NJSD.	IT Consultant/Coordinator	Ongoing through the cycle of this plan	Adequate infrastructure training	Report on virtual learning opportunities to the Board of Education
9. The establishment of teacher technology coaches at elementary, middle and high school will occur. Sample Model: NHS/1 person/department MS/1 person/team grade level Elem/3 designated/K-1, 2-3, 4-5	Curriculum Director IT Consultant/Coordinator Board of Education	Ongoing through the cycle of this plan	Staffing and training costs Collaborative planning time	Board of Education approval of coaching positions
10. Technology coaches will meet monthly to review technology integration into the curriculum.	Technology Coaches Curriculum Director IT Consultant/Coordinator	Ongoing through the cycle of this plan	Collaborative planning and meeting time	Meeting agendas and minutes of monthly meetings
11. Teachers will have the opportunity to attend conferences and/or training regarding the integration of technology utilizing staff development funds.	Curriculum Director IT Consultant/Coordinator Building-based Administrator	Ongoing through the cycle of this plan	Staff development funds	<ul style="list-style-type: none"> <li>• Written/oral feedback to technology planning committee on conference highlights</li> <li>• Number of opportunities teachers participate in technology-related staff development conferences and/or training</li> </ul>

### 4.3. Goal 3: Systems and Leadership

The district will provide appropriate learning, productivity, and management tools, information resources, staffing, communication systems, leadership, and infrastructure needed to integrate information literacy and technology effectively into the learning environment.

Objective	Responsibility	Timeline	Resources	Assessment
12. A process for communicating the district's IT Plan and progress being made on the established objectives will be developed.	Curriculum Director IT Consultant/Coordinator	June 2007	Time commitment on the part of those responsible	Board minutes and articles in the district newsletter
13. An IT Coordinator position will be established.	Superintendent Board of Education	June 2010	Funding in the budget	Board approval of the position
14. Appropriate improvements in the speed, reliability, and security of the district's technology infrastructure will be developed and implemented.	IT Consultant/Coordinator	Ongoing through the cycle of this plan	Technology referendum	Successful referendum
15. Computer stations, labs, and other technology related equipment in all instructional and presentation areas will be upgraded on a regular basis.	IT Consultant/Coordinator Business Director Board of Education	Annually	Funding in the budget	Final budget
16. Adequate funds will be made available to purchase, maintain, upgrade, and support software needed for classroom instruction, library resources, communication, network management, and administrative functions.	IT Consultant/Coordinator Business Director Board of Education	Annually	Funding in the budget	Final budget
17. Staff will be informed of their responsibility to use information and technology in an ethical manner.	Curriculum Director Building Administrators	Each Fall	Familiarity with Acceptable Use Procedures	Confirmation by building administrators
18. Procedures for keeping "enrollments" in student information system, the e-mail database, and the authentication servers up-to-date on a daily basis will be improved.	Curriculum Director IT Consultant/Coordinator	Fall 2007	Cooperation of staff responsible for the accuracy of this data	Absence of problems related to access to technology
19. Voice over Internet Protocol (VoIP) phone service to all classrooms and offices will be planned.	IT Consultant/Coordinator Business Director Board of Education	June 2010	Adequate improvements to the WAN and funding	Board of Education minutes

## 5. Implementation Action Plan and Additional Information

### Goal 1: Student Achievement

All students will have equal opportunities to acquire 21st century information literacy and technology skills and to use those skills to enhance their educational experiences and attain their maximum potential.

Objectives 1 through 6 – A library curriculum has been developed at each level (elementary, middle, and secondary) to teach information literacy and technology skills collaboratively with the classroom teachers. Library/Media Specialists work with teachers to create projects to teach and evaluate these skills. At the middle level, all sixth and seventh grade students will have the opportunity to further develop these skills in required computer classes. The possibilities of a curriculum-mapping project will be explored to ensure that all students receive instruction in all of these skills, not just those who have certain teachers or take specific courses.

### Goal 2: Staff Proficiency

All staff will have access to appropriate training and support, enabling them to use current technology efficiently and effectively to plan lessons, deliver technology integrated content, and assess student performance.

The NJSD, under the direction of the Curriculum Director, will continue to work with CESA 6 each year to pursue any funds that might be available to finance appropriate integration of technology into the curriculum.

Objective 7 – The K-12 Technology Steering Committee will develop criteria to be used to assess various levels of technology skills of the teaching, support, and administrative staff. A curriculum writing project during the summer of 2007 will identify the technology skills deemed appropriate for staff, and those skills will be taught to those in need of additional training. The skills attained will be reflected in the annual assessment.

Objective 8 – The K-12 Technology Committee will meet in the spring of 2007 to review the IT Plan, focusing on their charge for the coming school year. A sub-committee will be formed to investigate virtual learning opportunities that may be available to enhance student learning experiences. They will also determine what successful and effective practice looks like at each level and then share this information at staff meetings and district inservice sessions during the 2007–2008 school year. Substitute teachers will be provided to facilitate the sharing of these best practices. A report of the findings and experiences of the sub-committee will be given to the K-12 Technology Committee in the spring of 2008. Similar reports will be given each spring.

Objectives 9 and 10 – Computer coaching positions at the secondary level were cut in the 2003–2004 budget process. The Curriculum Director will examine options to provide the secondary staff with the type of services that were lost with the elimination of the coaching positions. Possible models include one person per department at NHS, one person per team or grade level in the middle schools, and one person each from grades K–1, 2–3, and 4–5 at the elementary schools. These coaches will meet monthly for collaborative planning.

Objective 11 – Training and conference opportunities will be available to staff with funding provided for staff development through local funding, special ed flow through funds, and ESEA programs. The district will provide time for teachers to plan collaboratively for technology integration, using time during inservices, time built into the daily schedule at the middle level, and through release time. Teachers attending conferences or workshops out of the district will report back to the K-12 Technology Steering Committee.

### Goal 3: Systems and Leadership

The district will provide appropriate learning, productivity, and management tools, information resources, staffing, communication systems, leadership, and infrastructure needed to integrate information literacy and technology effectively into the learning environment.

Objective 12 – In addition to the normal process for the dissemination of this plan as outlined in section 6, the Curriculum Director and IT Consultant/Coordinator will make additional efforts to make the existence of the plan as well as its contents well known to the Board of Education and the community at least on an annual basis. The district newsletter will be used as a communication tool to meet this objective.

Objective 13 – The Curriculum Director will work with the Superintendent in requesting that the Board of Education create an IT Coordinator position before June 2010.

Objective 14 – The district is currently leasing a Virtual Private Network from Time Warner. The recent switch to the VPN is more reliable than the previous situation, but performance is simply too slow. Plans are currently underway to improve the bandwidth to three of the buildings in most need of an upgrade. It has been suggested that long-term plans by the Board of Education should include a district-owned fiber network. An alternative to the high cost of fiber would be a wireless network, or a combination of fiber and wireless. As financial resources become available, the IT Consultant/Coordinator will work with the board to implement WAN improvements.

Objectives 15 and 16 – The IT Consultant/Coordinator will be responsible for coordinating all budget requests for infrastructure improvements, purchase of software upgrades, license maintenance and support; and purchase of all hardware upgrades. In particular, the request for data projectors has been ever increasing. Additional projectors will be purchased as funding allows, and they will be ceiling mounted wherever appropriate. Every effort will be made to replace hardware on a regular schedule of between four and six years, depending on need and financial resources.

Objective 17 – The district’s Acceptable Use Procedures (Appendix B) will continue to be stressed to staff during the fall inservice sessions. Student and staff responsibilities to use information and technology in an ethical manner will be stressed, and staff will be expected to reinforce these ideals with their students throughout the year, especially issues regarding copyright and plagiarism.

Objective 18 – As student enrollment changes and staff changes occur throughout the year, it is important that the student information system, the e-mail database, and the authentication servers be kept up-to-date on a daily basis. An examination of the efficiency of current procedures will take place and any changes to those procedures will take effect with the start of the 2007–08 school year,

Objective 19 – As the WAN improves (Objective #14), existing phone service will be replaced with VoIP phone service to all classrooms and offices.

## 6. Dissemination

### 6.1 Process for Reporting to Stakeholders

The following methods will be used to share this IT Plan with stakeholders.

- Principals will be briefed by the Curriculum Director, and report back to staff and students.
- Principals will report to parents through their weekly newsletter and to PTO members at their meetings.
- The Curriculum Director and IT Consultant/Coordinator will present this plan to the Board of Education and to the team of computer technicians.
- Information regarding the plan will be included in the District Newsletter that is mailed to all households in the school district.
- This plan will be available at the Neenah Public Library, and it will be linked to the NJSD web site.

### 6.2 Adult Literacy Opportunities

#### Current and Future Activities to Promote Adult Literacy for Technology:

- Efforts are made at the elementary level, through the weekly newsletter, to alert parents to helpful and informative web sites.
- The district web site offers parents a variety of information about their children's instructional programs.
- Middle school houses encourage parents to visit their child’s “house” web site for current information including homework assignments.
- The NJSD web site encourages community involvement in issues like budget, long range planning, and school enrollment boundaries.

- District computer labs will continue to be used for classes and workshops for Neenah staff, including staff from other districts, as grants and courses offered through local colleges become available.
- Middle schools will use funds from ESEA programs to bring parents into the schools to provide opportunities to learn more about the Internet and how their children are using technology.

## **7. Monitoring, Evaluation and Revision of the Educational Technology Plan**

### **7.1 Monitoring and Evaluation Process**

- The K-12 Technology Committee and K-12 Library/Media Curriculum Steering Committees are responsible for monitoring the general implementation of the technology plan and evaluating its success. Members of these committees represent all schools and gather input from faculty and staff as needed. They will meet at least two times per school year.
- The Library/Media Department also provides valuable information regarding implementation and its success in improving learning. Since media specialists work with all teachers, they also bring a wide variety of viewpoints to the meetings.
- The technicians will have the opportunity to review information gathered by the committees mentioned above, and their viewpoints will contribute to the monitoring and evaluation process.
- The NJSD web site will be used to report the plan's progress to the community.

### **7.2 Process and Timeline for Ongoing Planning**

- It is the responsibility of the Curriculum Director to assimilate all information gathered in the monitoring and evaluation process. Appropriate reports will be given to the steering committees referred to in section 7.1 above.
- If either of the steering committees recommend changes in the plan or improved methods of implementing the plan, the recommendations will go to the principals and the district administrative team for approval.

## **Appendix A**

TO: Members of All K-12 Curriculum Steering Committees  
 FROM: Jeffrey Zdrale, Ph.D., Director of Curriculum and Instructional Support Services  
 DATE: October 18, 2005  
 SUBJECT: **Invitation to Talk with the Board's Curriculum Committee About Needs for Instructional Technology Support**

You may know that the Board's Curriculum Committee (Todd Leak, Chris Grunwald, Ruth Mansukhani and Candy Adams) has adopted, as its main focus area this year, the examination of how the District can be more supportive of technology support to instruction.

The Committee has already reviewed the results of the March 2003 **Engage** survey and the District's **Information and Technology Plan** (adopted for July 1, 2004 through June 30, 2007) and has identified what it feels are the most important needs in this area. (This list is included as part of the minutes from the Committee's October 13, 2005 meeting.)

The committee would like to solicit additional input from faculty and administrators by inviting the K-12 Curriculum Steering Committees to one of three meetings. The purpose is to have discussions about other ways District support for the instructional use of technology can be strengthened.

Your attending one of these meetings is not mandatory. If any K-12 Curriculum Steering Committee feels that the enclosed list of needs already covers its thinking on this issue, it is not necessary to attend. No formal presentations are needed; the Committee is just looking more for more dialogue about this topic.

If your committee would like to attend, I'm asking the point person (names noted below) of each to let me know by **Friday, November 4, 2005**.

The invitation schedule:

1. **November 9, 2005 (Wednesday at 4:30 pm)**
  - a. Art: Phil Johnson
  - b. Business Education: Brian Wunderlich
  - c. Computer Education: John Zwirchitz
  - d. Family/Consumer Education: Brian Wunderlich
  - e. World Languages: Jon Fleming
2. **December 8, 2005 (Thursday at 4:30 pm)**
  - a. Health: Art Prosek
  - b. Reading/Language Arts/English: Mary Lofy
  - c. Library/Media: Matt Smith
  - d. Mathematics: Mary Renning
  - e. Music: Diane Galow
3. **January 12, 2005 (Thursday at 4:30 pm)**
  - a. Physical Education: Kelley Hood
  - b. Science: Steve Dreger
  - c. Social Studies: Bill Pokel
  - d. Technology Education: Brian Wunderlich

We would anticipate that these discussions would take up no more than one hour of each meeting.

Thanks very much for any help you'll be able to lend to this project. Call me (x110) with any questions about what we're trying to do.

copies: Todd Leak, Chair  
 Chris Grunwald, Vice-Chair  
 Jim Wiswall  
 Claire Martin  
 Vicky Holt  
 Anne Lang  
 Mark Duerwaechter

**NEENAH JOINT SCHOOL DISTRICT  
CURRICULUM AND PROGRAM DEVELOPMENT COMMITTEE  
MINUTES**

October 13, 2005

In attendance were Chris Grunwald, Candy Adams, Dr. Jeff Zdrake and Dr. Claire Martin. Vice-Chair Chris Grunwald called the meeting to order at 4:40 p.m.

**Increasing Support for Instructional Technology**

- A. The **Engage** Survey (3/03) and the District **Information and Technology Plan** (7-1-04 to 6-30-07) were reviewed to identify the key needs faculty and administration have already identified. The committee narrowed this list to the following:
1. The importance of an academic focus – the need to use technology more effectively to “strengthen and deepen students understanding of academic disciplines.” (3/03 **Engage** Survey)
  2. **Needs Regarding Shared Vision; Looking to The Future** (p.22 of District Plan)
    - a. People involved with planning need access to good examples of what technology integration skills look like and how they can be related to students’ academic work.
    - b. The need for understandable summaries of research related to learning, technology and digital-age skills;
    - c. A committee (Sharon Krueger, Doug Forslund, Claire Martin and others) needs to promote these efforts with faculty and the community at large.
  3. **Needs Regarding Effective Teaching and Learning Practice** (p. 24, of District Plan)
    - a. Need for technology to interact properly with teacher skills, instructional design and curriculum content;
    - b. Need to document the impact of technology use on student learning;
    - c. Need for 80% of the faculty to understand the reasons for technology changes and the plans to implement them; and the
    - d. Need to focus on real-world applications of technology skills; to use data in solving real world problems.
  4. **Needs Regarding The Skills of Educators** (p. 26, District Plan)
    - a. Need for teams of teachers to have authority delegated to them as they learn about technology solutions;
    - b. Needs for teachers representing multiple disciplines to collaborate in planning for technology use;
    - c. Need for faculty to have access to technology coaches again;
    - d. Need to share good “teaching with technology” practices via videotaping;
    - e. Need to develop rubrics to evaluate students’ progress with technology skills; and the
    - f. Need for the District to provide the time and the expertise to faculty; the need to consider giving “inservice credit” for skill development activities.
  5. **Needs Regarding More Universal Access** (p. 30, District Plan)
    - a. Need for the District’s infrastructure to provide consistent, reliable, 24-hour connectivity among all students and faculty;
    - b. Need to include the costs of all technology services in the District’s operating budget; and the
    - c. Need to examine all aspects of virtual or on-line learning opportunities for students.
  6. **Needs Regarding Systemic Issues and Leadership** (p. 34, District Plan)
    - a. Need to assess the current level of funding in all components of the District’s technology efforts and to consolidate them and their costs where possible;
    - b. Need to set high expectations for all involved and to reward all levels or progress;
    - c. Need to encourage technology innovations provided they are grounded in sound theory and practice;
    - d. Need to link technology efforts to the ongoing school improvement work of teachers and administrators;

- e. Need to seek out more mutually beneficial technology partnerships with the community; and the
- f. Need to provide sufficient professional development opportunities to faculty and administrators that link directly to our curriculum components: student learning, objectives, student learning assessment and the instructional activities that promote student learning.

**B. Plan for soliciting input from faculty and administrators**

1. **Over a three-month period (November-January, 2006) three groups of K-12 Curriculum Steering Committees will be invited to attend a Board of Education Curriculum Committee Meeting.**
2. The purpose: To offer, in addition to those already noted from surveys, additional ideas about how instructional technology can be better supported throughout the District.
3. Each group will get a copy of the key needs the Curriculum Committee gleaned from the survey data along with an invitation for a specific date and time.
4. The tentative schedule
  - a. **November 10:** Art, Business Education, Computer Education, Family/Consumer Education and World Languages
  - b. **December 8:** Health, Reading/Language Arts/English, Library/Media, Music, and Mathematics
  - c. **January 12:** Physical Education, Science, Social Studies and Technology Education
5. These information packets and invitation will be sent out during the week of October 17.

**C. Curriculum Committee Calendar Adjustments**

1. **The Middle School/Elementary Feeder School presentation schedule for the October 18 meeting will now be an FYI update only.**
2. The Middle School Talent Pool Magnet class FYI item set for the December 20, 2005 meeting will now be a presentation.

**D. Homework Issues**

1. **Candy Adams suggested that the article, “Enhancing Student Learning Through Homework,” in the August 2005 issues of WASB’s The Focus be shared with all principals. We agreed to do this.**

**E. Request for change in November meeting date**

1. 1. Chris Grunwald requested this and we agreed to move the date to Wednesday, November 9 instead of November 10, 2005.

The meeting was adjourned at 5:47 p.m.

Submitted by,

Jeffrey Zdrale, Ph. D., Recorder

TO: James Wiswall, Superintendent  
Larry Lewis, President, Board of Education

FROM: **Board of Education Curriculum Committee**  
Todd Leak, Chair  
Chris Grunwald, Vice-Chair  
Candy Adams  
Ruth Mansukhani  
Jeffrey Zdrate, Ph.D., Director of Curriculum and Instructional Support Services

DATE: April 17, 2006

SUBJECT: **The Curriculum Committee's Recommendations regarding District Support for Instructional Technology**

1. **The Committee's Vision**
  - a. Neenah Joint School District will be prepared to function successfully as adults in a world permeated with technology.
  - b. Neenah Joint School District faculty will maximize their instructional effectiveness by applying technology, where appropriate, to their work.
2. **The Committee's Goals**
  - a. To identify the components of a short-term action plan that lays out the recommendations that can come to fruition within one or two years.
  - b. To recommend to the Board a comprehensive instructional technology improvement plan that will realize the Committee's vision in the coming five years.
3. **The Committee's Work**
  - a. We began by reviewing the faculty needs information for the **Engage** survey (March 2003) and the District's **Information and Technology Plan for July 1, 2004 to June 30, 2007**. Key needs were selected. They provided a framework for discussion when faculty and administrative representatives of the K-12 curriculum Steering committees shared additional videos with the Curriculum committee during the months of November through January. The K-12 Curriculum committees that chose to attend one of the meetings were: Art, Business and Information Technology, Library/Media, World Languages, Computer Education, Mathematics, health, Reading/Language Arts/English (via a memo); Physical Education and Science. Special Education was also represented.
  - b. A summary of all ideas received in response to the question, "How can the District better support the instructional use of technology?" follows. The structure used in **Engage** survey can also serve as the format with which the additional information is presented.
4. **The Committee's Recommendations (NOTE: SIX OF THESE RECOMMENDATIONS WERE RATED BY THE COMMITTEE AS HAVING A PRIORITY OF 1 THROUGH 6. THE RATING APPEARS AFTER THOSE RECOMMENDATIONS.)**
  - a. **The district needs a long-term plan about how instructional technology resources, infrastructure, and skills are going to be secured, maintained and used by faculty.**
    - (1) A clear statement, based on current research, regarding the benefits to individual student learning and teaching that instructional technology can affect needs to be composed and disseminated.
    - (2) Good examples of what instruction, integrated with and supported by technology, can look like need to be collected and shared with faculty.
      - (a) Technology integration is more than giving good power point presentations.
      - (b) In Means's book **Technology and Education Reform** (1994), she lays out four main functions of technology.
        1. For **tutoring** and reinforcement of classroom-based instruction;
        2. For **exploring** and **discovering** new information;
        3. For **creating, composing, storing** and **analyzing** data; and
        4. For **communicating** in and out of the classroom.
    - (3) The expertise of certain faculty and administrators needs to be pulled together so as to coordinate the two efforts noted above.

- (4) The District’s administrative structure needs to include a Director’s position with the authority to coordinate and “de-fragment” all of the District’s technology infrastructure, equipment, software and procedures. **(THIS WAS THE CURRICULUM COMMITTEE’S PRIORITY #6)**

**b. The methodological and technical skills of educators in the use of instructional technology need to be strengthened.**

**Note:** This topic combines two headings from the initial outline of topics used by the Curriculum Committee – “Effective Teaching and Learning Practices” and “Skills of Educators.”

- (1) District leadership must expect instructional technology expertise from its faculty and to support the progress that they make, while recognizing that not all teaching needs to involve technology.
- (2) Educators need to understand how technology has changed to make it more amendable to classroom use.
- (3) Educators need to see the link between using technology and authentic teaching – applying learning and skills to “real world” problems.
- (4) As educators become better versed in instructional technology applications, they need to be given the discretion to actually use these skills in their classrooms and to share them (demonstrations; videos, etc.) with colleagues.
- (5) Educators need to be given the resources (time, space, equipment, materials) to collaborate with one another about the multi-disciplinary and intra-disciplinary applications of instructional technology, and to enhance their own technology skills. **(THIS WAS THE CURRICULUM COMMITTEE’S PRIORITY #5)**
- (6) Educators need rubrics and other ways to better assess the extent and quality of students’ learning and applications of technology skills.
- (7) Educators need school day access to technology “coaching” related to their grade levels and their student learning objectives, learning assessments and daily instructional techniques. **(THIS WAS THE CURRICULUM COMMITTEE’S PRIORITY #4)**
  - (a) This coaching must be provided by faculty with sufficient levels of expertise and interest in doing this. A background in both teaching methods and in technology is a must.
  - (b) Educators need to know how to use the software that they purchase.
  - (c) Might this coaching service be outsourced?
  - (d) Is it important enough to offer during the school day by bringing in subs to cover teachers’ classes?

**c. Faculty and student access to instructional technology needs to be broadened.**

- (1) The District’s infrastructure must improve to the point where consistent, reliable, 24-hour access and connectivity for all students and faculty is a reality. **(THIS WAS THE CURRICULUM COMMITTEE’S PRIORITY #3)**
- (2) All costs related to instructional technology need to become regular items in the District’s operating budget.
  - (a) The current levels of financial support from all sources need to be identified and consolidated before the consideration of additional support.
- (3) On-line and virtual education opportunities need to be better evaluated regarding their quality and appropriateness for students.
- (4) On-line courses and other technology-related means of offering academic content to students need to be funded as regular components of the District’s operating budget.
- (5) A plan for the equitable distribution of new and existing technology resources is needed.
- (6) The issue of more equitable and ready access to the schools’ computer labs needs to be addressed.
  - (a) Equipping the classrooms with their own lap tops would alleviate the demand on labs.
- (7) Technology is more than computers. Calculators, phones, and projectors are also items that are either in need of repair, replacement, or are in short supply. **(THIS WAS THE CURRICULUM COMMITTEE’S PRIORITY #2)**

- (a) In Physical Education, the challenge will be the maintenance of the technology items (non-computer) purchased with PEP grant funds.
    - (8) While Special Education programs do get supplemental assistance from federal entitlement grant funds, several technology needs are still to be addressed. Among them are
      - (a) Congruence between computers used by Special Education students in regular education classrooms and those in their special education classes,
      - (b) Acknowledgement of the fact that technology for handicapped needs can often require a technical capability higher than what is currently available.
    - (9) More access to and parity of support from technical staff is needed. The existing personnel may need to be reallocated across the grade levels to achieve this.
  - d. **The District needs to explore other innovative ways to support uses of instructional technology to address all other related issues. (THIS WAS THE CURRICULUM COMMITTEE'S PRIORITY #1)**
    - (1) The District needs to differentiate among those technology resources and uses grounded in sound theory and practice and those that are not.
    - (2) Instructional Technology enhancement efforts need to be integrated with and complimentary to all other district improvement efforts.
    - (3) Community-based technology partnerships of mutual benefit need to be identified and developed.
    - (4) The K-12 Library/Media faculty has prepared a K-12 "inventory" of all training, equipment and infrastructure needs at each level. This should be shared with all administrators and faculty.
5. **Concluding Note from NCREL/Learning Point, Using Technology to Improve Student Learning, 2004**
- a. It would be fair to say that, although much money has gone toward technology for education, not enough is known about its effects on student achievement and teacher effectiveness.
  - b. Gauging technology's impact on student learning is difficult for several reasons:
    - (1) The skills that technology can positively effect – higher order thinking and research skills – are more difficult to measure, quantitatively, than others.
    - (2) The rapid changes and improvements in technology have made it a "moving target" in terms of measuring any one effect over a period of time.
    - (3) Technology is not a solution or an end in itself. It is a tool, and one of many. Technology is a means to the attainment of learning goals for students.
  - c. These caveats, however, cannot negate the fact that technology in education is a fact of life. It now depends on the users – teachers and administrators – to know how and when to use it for the most appropriate purposes.

smj

copies: Claire Martin  
 Vicky Holt  
 Anne Lang  
 Jon Fleming  
 Mark Duerwaechter

## **Appendix B**

# **Acceptable Use Procedures for Computer Network/Internet Access in the Neenah Joint School District**

### **Intent**

The Neenah Joint School District (NJSD) provides access to computer and AV equipment as well as access to a local area network and the Internet for staff and students. This is done to promote educational excellence in schools by providing resource sharing, innovation, and communication. These procedures are intended to cover equipment, software, networks, Internet and other technologies owned or used by the Neenah Joint School District.

### **Responsibility**

Some of the information that can be found on the Internet is inappropriate for access and use on a school network. By using technology protection measures, the Neenah Joint School District will strive to keep staff and students from accessing such information. The online activities of all users are monitored by staff members and/or the system administrators. It must be understood that the user is responsible for his/her own actions.

These guidelines are provided so users can be aware of their responsibilities. The use of NJSD computers and peripherals, and access to the computer network and Internet, is a privilege and not a right. Inappropriate use will result in cancellation of those privileges and may require additional disciplinary action.

Teachers and other staff members also have responsibilities and must exercise good judgment when assigning students to use the Internet. Teachers must provide specific objectives and search methods before the class begins the assignment. Close supervision of students by instructional staff is essential in classrooms, media centers and computer labs. A signed Acceptable Use Procedures Agreement must be on file with the district before any student is allowed access to the computer network / Internet. There should be no expectation of privacy for any use of the District network.

### **Terms and Conditions of Use**

The following procedures have been written to correspond with the state law governing computerized communication systems (1995 Wisconsin Act 353, effective June 7, 1996).

#### **1. Acceptable Use**

- 1.1. The computer network system is owned by and has been established by the Neenah Joint School District for limited educational purposes, which includes classroom activities, communication, resource sharing, professional development and self-discovery activities.
- 1.2. The Neenah Joint School District network and e-mail system were designed for educational use by staff and students. If personal messages are sent, there should be no expectation of privacy.
- 1.3. The use of any computer account must be in support of education and research and be consistent with the educational objectives of the Neenah Joint School District.

#### **2. Unacceptable Use**

##### **Unacceptable use includes but is not limited to**

- 2.1. transmitting of any material in violation of any national or state regulations.
- 2.2. illegal copying, downloading, and uploading of copyrighted material. This includes but is not limited to music, videos, and software.
- 2.3. using the computer network or NJSD equipment to operate a personal business.
- 2.4. using or sending harassing, abusive, threatening, obscene, profane or otherwise offensive messages or material.
- 2.5. sending, viewing, displaying or printing offensive messages, pictures or other media.
- 2.6. using the network to promote political, religious, or controversial viewpoints.
- 2.7. gaining unauthorized access to the documents or files of other users.
- 2.8. introducing software viruses, or gaining access to, or in any way disrupting file servers/network operating software.
- 2.9. using network/computer resources indiscriminately and/or excessively to do the following:
  - 2.9.1. printing
  - 2.9.2. loading personal recreational software on school computers
  - 2.9.3. loading any software not specifically authorized by a member of the NJSD computer staff

- 2.9.4. attaching of any personal computer or peripheral device to NJSD equipment without specific authorization to do so by an administrator and NJSD computer technician

### 3. E-mail Etiquette

**Staff and students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:**

- 3.1. Student e-mail usage is at the discretion of the building administrator.
- 3.2. Be polite.
- 3.3. Use appropriate language.
- 3.4. Use appropriate grammar and spelling.
- 3.5. For personal protection, staff members should use discretion before giving out their address or phone number. Students should never give out any personal information on the Internet, or via e-mail.
- 3.6. Use the network in ways that do not disrupt other users.
- 3.7. Do not send copyrighted material or intellectual property via e-mail unless permission is granted in advance.
- 3.8. Do not read, delete, forge, copy or modify the electronic mail of other users.

### 4. Security

**Security on any computer system is a high priority. The security of the NJSD computer network is dependent upon the cooperation of all users.**

- 4.1. Do not use another individual's account or password.
- 4.2. Do not give your password to anyone else.
- 4.3. Do not attempt to log onto the local network or any computer as a system administrator.
- 4.4. Do not allow another individual to use your computer account by logging in for them.
- 4.5. Log off of any computer that will be left unattended.
- 4.6. Any user identified as a security risk or having a history of problems may be denied access to the computer network and/or Internet.

### 5. Vandalism

**Vandalism will result in cancellation of privileges and may require additional disciplinary action.**

- 5.1. Vandalism is defined as any malicious attempt to modify, damage or destroy data, software, operating systems or equipment. This includes, but is not limited to, the loading or creation of computer viruses, and sending computer viruses via e-mail or other electronic means.
- 5.2. Creating files related to and/or documentation on computer hacking is strictly prohibited.

### 6. Administrative Procedures

- 6.1. Each building principal will provide students and staff members with a copy of these procedures and an explanation or discussion, as needed, to ensure their understanding.
- 6.2. Each student and parent/guardian will be required to acknowledge receipt and understanding of these guidelines by signing an appropriate form.
- 6.3.** School administrators reserve the right to terminate network access and to review such cases for reinstatement of user privileges.

### Disclaimer

The Neenah Joint School District provides no warranties of any kind, whether expressed or implied, for the service it is providing.

- The NJSD will not be responsible for any damages suffered by the user. This includes, but is not limited to, loss of data resulting from delays, non deliveries, mis-deliveries, or service interruptions caused by equipment failure or human error.
- The NJSD is not responsible for any costs, liabilities or damages caused by the user. Sending credit card, bank account or Social Security numbers on the Internet is done at the user's risk.
- Use of any information obtained via the Internet is done at the user's risk.
- The NJSD specifically denies any responsibility for the accuracy, appropriateness or quality of information obtained through its services.
- The NJSD is not responsible for any costs, liabilities or damages to any personally owned equipment connected to the district's network.

**Appendix C**

## Acceptable Use Procedures Agreement for Computer Network/Internet Access in the Neenah Joint School District

Read the accompanying Acceptable Use Procedures and complete the following agreement. This agreement must be signed by the student and parent or guardian in order to access the Internet in the Neenah Joint School District.

A computer account will not be granted until this  
completed form is returned to school.

Call the Principal if you have any questions.

I have read, understand and will abide by the Acceptable Use Procedures. I further understand that any violation of the accompanying regulations is unethical and may constitute a criminal offense. I give my consent to the Neenah Joint School District to monitor my e-mail, Internet, and other computer activities, and to access any records which are electronically stored. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

**Signature of Student** \_\_\_\_\_

Student's Name (PLEASE PRINT.) \_\_\_\_\_

Student's ID Number (Middle School and High School only) \_\_\_\_\_

Date \_\_\_\_\_ Grade Level \_\_\_\_\_

I have read and understand the Acceptable Use Procedures for Internet/Local Network Access. I hereby give permission to issue an account for my child. I also give my permission to have his/her e-mail, Internet and other computer activities monitored by the Neenah Joint School District.

**Signature of Parent/Guardian** \_\_\_\_\_

Date \_\_\_\_\_

In the event that a parent/guardian does **not** wish to have his/her child use the Internet or e-mail, a letter of explanation should be written, signed and sent to the principal. The child will still be expected to use computers on the local network for class-related assignments.

*Revised July 2003*

## Appendix D

# Software Purchasing Procedures

### Goal:

To ensure that all district software facilitates the curricular and instructional program, and that it is compatible with district hardware and infrastructure. Software must also be manageable in terms of technical support.

### Elementary (K-5):

The district is currently in the process of phasing elementary schools from Mac OS 9 to Mac OS X. The following chart indicates the software that is installed in the elementary schools. Some of this software is not installed on all computers due to the number of licenses owned. The (x) indicates software that is only on OS X computers. The (9) indicates software that is only on OS 9 computers.

3d Space	Acrobat Reader	Alexandria Patron Catalog	AppleWorks
At The Shore Disk <sup>9</sup>	Base Ten Disk <sup>9</sup>	BodyScope <sup>9</sup>	FirstClass
HyperStudio <sup>9</sup>	iMovie <sup>x</sup>	In The Kitchen <sup>9</sup>	Inspiration
Internet Explorer <sup>9</sup>	iPhoto <sup>x</sup>	iTunes <sup>x</sup>	Kid Pix Studio Deluxe
Kidspiration	Logic Blocks <sup>9</sup>	Mighty Math ZooZillions <sup>x</sup>	Mouse Practice <sup>9</sup>
Number Munchers <sup>9</sup>	Peg Board Disk <sup>9</sup>	QuickTime	RealPlayer
Safari, Camino, Firefox <sup>x</sup>	Shockwave Flash Player	Story Book Weaver Deluxe <sup>9</sup>	StuffIt Expander
Ten Thumbs Typing <sup>x</sup>	TesselMania! <sup>9</sup>	Think 'n Things 1 & 2 <sup>x</sup>	Type to Learn <sup>9</sup>
UltraKey	USA Geograph II <sup>9</sup>	Wagon Train 1848 <sup>9</sup>	

This list can potentially be modified by any faculty member desiring an addition, deletion, or substitution. The staff member must present their recommendation to the building principal. If the principal approves, he/she will submit the recommendation to the Curriculum Director. The Curriculum Director will make a decision based on the following factors.

- How the software facilitates the curriculum;
- How it performs better than a program currently on the list;
- How it promotes an area of the curriculum not currently covered;
- The extent to which it is compatible with district hardware and infrastructure; and
- How demanding the program is in terms of startup and maintenance efforts.

If the Curriculum Director approves, the software will be purchased for an appropriate number of computers in all elementary schools. The K-12 Library/Media chairperson will coordinate any training needed for the use of this software.

Each elementary school will also be able to request that software unique to its needs and programs be ordered, provided that the software does not require installation on the hard drive or server. The school's library/media specialist must review the desired software using the Software Purchasing Checklist which appears in this Appendix. If the library/media specialist approves, a Purchase Requisition must be forwarded to the building principal, and then to the Curriculum Director, for their approval.

### Secondary (6-12):

The table below lists software that is installed at each middle school. Some of this software is not installed on all computers due to the number of licenses owned. There are other programs that are specific to subject areas and textbook adoptions that are not listed here.

Acrobat Reader	Alexandria Patron Catalog	Appleworks	Camino
Dreamweaver	Excel	FileMaker Pro	Final Cut Express
Firefox	Fireworks	FirstClass	Flash
FreeHand	iMovie	Inspiration	iPhoto
iTunes	iWork	Microworlds EX	Photodhop Elements
Powerpoint	Print Explosion Deluxe	Quicktime	Safari
Stuffit Expander	Word	Zoombinis Logical Journey	

The high school computer inventory consists of approximately 60% PCs and 40% Macs. The software installed at the high school is listed below. The (<sup>M</sup>) indicates software that is only installed on the Mac computers

Acrobat Reader	Appleworks <sup>M</sup>	Camino <sup>M</sup>	Excel
FileMaker Pro	First Class	iDVD <sup>M</sup>	iMovie <sup>M</sup>
Internet Explorer	iPhoto <sup>M</sup>	iTunes <sup>M</sup>	iWeb <sup>M</sup>
Media Player	Powerpoint	Quicktime	Real Player
Safari <sup>M</sup>	Word		

These lists can be modified in the same way as described in the Elementary section above.

Any changes at the middle level will apply to both middle schools. (This may change if the structure of the middle level changes during the time this plan is in effect.)

### **Software Purchases for Individual Departments:**

No department has its own software account. Software purchases for a specific department are generally connected with a textbook adoption, the funds for which are under the control of the Curriculum Director. Any purchases for grades 6-8 will be installed for **all** students at that grade level.

If there is a department request for a software upgrade or additional software, that request must be channeled through and approved by the department chairperson, the library/media specialist, the building principal, and the Curriculum Director. Before a request is approved, the Software Purchasing Checklist, which appears in this Appendix, must be completed by the school faculty member making the request.

### **Pupil Services:**

Pupil Services personnel and special education faculty will follow these same basic procedures. There may be minor deviations from these procedures, when appropriate, as determined by the Curriculum Director.

Approval of any purchase requisitions must first be granted by the Director of Pupil Services and then by the Curriculum Director.

*Revised April 2007*

# Software Purchasing Checklist

School: \_\_\_\_\_

Software Title: \_\_\_\_\_

Publisher: \_\_\_\_\_ Copyright: \_\_\_\_\_

Curricular Area: \_\_\_\_\_

Age level: \_\_\_\_\_

Price for individual copy: \_\_\_\_\_

**Type of program: (check all that apply)**

- Drill & Practice                       Creativity (graph/draw)                       Educational Game
- Simulation                                       Reference/Research                       Teacher Utility
- Multimedia presentation                       Course Supplement                       Tutorial

**Software Evaluation and Recommendation (check all that apply)**

- I tested this program personally.
- Another Neenah library media specialist (K-5) or teacher (6-12) uses and recommends it.
- A library media specialist or teacher in another district uses and recommends it.
- The data in the program is accurate and free of bias.
- The intellectual/reading level and content are appropriate for the intended audience.
- A technician (*Initial*) \_\_\_\_\_ has tested the program for compatibility with the district's infrastructure.
- Technical documentation is provided.
- Educational documentation is provided.
- The program does not duplicate other programs being used.
- The program does duplicate other programs, but \_\_\_\_\_ .

**Number of computers involved:**

- 1                       2-5                       Whole Lab (CD only)                       Whole School (CD only)

Signature of Evaluator: \_\_\_\_\_

## **Appendix E**

# **Selection Policy for Library/Media Materials**

### **Philosophy of Selection**

The library/media centers in the Neenah Joint School District support the educational program and provide for the intellectual, social, and personal growth of their users. The District supports the principles of intellectual freedom affirmed in the Library Bill of Rights of the American Library Association. Ultimate responsibility for selection of instructional materials, both print and non-print, legally rests with the Board of Education. In actual practice, the Board has delegated this responsibility to the professional library/media staff. Final recommendation for additions to the collection, either by purchase or gift, is the responsibility of the professional library media staff.

### **Procedures for Selecting Library/Media Materials**

Professional librarians will evaluate available resources to meet curriculum and clientele needs within their buildings. Librarians will consult professionally recognized reviewing periodicals, standard catalogs, and other selection aids. Among sources to be consulted are:

- Booklist
- Library Journal
- School Library Journal
- Children's Catalog
- Junior High School Catalog
- Senior High School Catalog

Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.

Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

Once materials are selected, librarians fill out a requisition, which is signed by the building principal. The requisition is sent to the District IMC where the purchase order is processed.

### **Criteria for Materials Selection**

Library materials are chosen:

To support and enrich the curriculum

To provide a wide range of materials, including controversial issues, diverse appeal, and different points of view.

To provide materials appropriate for the reading level and understanding of students.

To provide materials representative of our multiculturally diverse society and are gender equitable.

To support varied interests, maturity levels, abilities, and learning styles

To provide materials in a variety of formats

To stimulate growth in literary appreciation and aesthetic values

To place selection principles above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library/media center

### **Weeding**

Selection is an ongoing process that should include the removal of materials no longer appropriate or useful and the replacement of lost and worn materials still of educational value. Weeding is the systematic removal from the collections of both print and non-print material which is no longer useful. The weeding process is necessary to maintain the library/media collection as a working collection of quality resources. Since weeding requires a great deal of judgment, it should only be done by the professional library/Media specialist in charge of a particular collection.

Considerations when weeding include but are not limited to:

- Material in poor physical condition;
- Duplications where the demand for use has disappeared;
- Material depicting inappropriate stereotypes;
- Material that has become obsolete in content, style or theme;
- Material inappropriate for age group served.

Disposal of weeded materials:

Clearly mark the materials as discards and box them. The weeded materials may be given to charitable organizations with district approval.

### **Inventory**

Due to the large number of material resources and equipment in each school it is imperative that accurate records be kept. An annual inventory of materials should be completed.

### **Policies on Controversial Materials**

The Neenah Joint School District subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association's Library Bill of Rights and the First Amendment to the United States Constitution, copies of which are appended to and made a part of this policy.

Procedures for handling complaints (Official Board Policy 450)

Initial contacts should be referred to the staff member concerned. All unresolved complaints are to be submitted in writing to the building principal on a "Request for Reconsideration of Instruction Material" form.

Review Committees

A standing committee whose primary function is to deal with complaints or questions concerning the use of instructional materials shall be established at the secondary building. Members shall be selected by the principal and should reflect as much as possible a cross section of the staff.

A single standing committee will serve for all elementary schools, performing identical functions as the secondary committees. The membership of the committee will be selected by the Director of Elementary Education and will include principals, teachers, and an elementary librarian.

A general district-wide committee will serve as the reviewing committee for appeals to the decisions of the secondary or elementary standing committees. The membership of this committee will be appointed by the Superintendent of Schools and consist of administrators, classroom teachers and lay citizens.

Complaints unresolved at the committee level may be referred to the Board of Education through the Superintendent of Schools.

### **Library Bill of Rights**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
  - II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
  - III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
  - IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
  - V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
  - VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- Adopted June 18, 1948. Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

### **The U.S. Constitution**

Amendment I - Freedom of Religion, Press, Expression. Ratified 12/15/1791.

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

### Citizen's Request for Reconsideration of a Book or Other Instructional Material

The Library/Media Centers in the Neenah Joint School District follow ALA guidelines and procedures regarding selection of materials. Demco form # 65-250 is used for Inter-Library Loan Requests. The following form is used to deal with Materials Reconsideration.

Author \_\_\_\_\_ Hardcover \_\_\_\_\_ Paperback \_\_\_\_\_ Date \_\_\_\_\_  
 Title \_\_\_\_\_ Publisher (if known) \_\_\_\_\_  
 Request initiated by \_\_\_\_\_  
 Address \_\_\_\_\_ Telephone \_\_\_\_\_  
 City \_\_\_\_\_  
 Complainant represents: \_\_\_\_\_ Self \_\_\_\_\_ (Name Organization)

1. To what in the book or material do you object? (Please be specific; cite pages.)

\_\_\_\_\_

2. What do you feel might be the result of reading this material? \_\_\_\_\_

\_\_\_\_\_

3. For what age group would you recommend this book (or material)?

\_\_\_\_\_

4. Is there anything good about this book (or material)? \_\_\_\_\_

\_\_\_\_\_

5. Did you read the entire book? \_\_\_\_\_ What parts? \_\_\_\_\_

\_\_\_\_\_

6. Are you aware of the judgment of this book by literary critics? \_\_\_\_\_

\_\_\_\_\_

7. What do you believe is the theme of this book? (or material)? \_\_\_\_\_

\_\_\_\_\_

8. What would you like your school to do about this book (or material)? \_\_\_\_\_

\_\_\_\_\_ Do not assign it to my child.

\_\_\_\_\_ Withdraw it from all students as well as from my child.

\_\_\_\_\_ Send it back to the appropriate department for re-evaluation.

9. In its place, what book of equal literary quality would you recommend, that would convey as valuable a picture and perspective of our civilization? \_\_\_\_\_

**Signature of Complainant** \_\_\_\_\_

**Appendix F**

**Proposed IT Budget**

<b>Object</b>	<b>Expenditure Description</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
290	Professional growth	\$12,500	\$12,500	\$12,500
310	Technical consulting services	\$3,000	\$3,000	\$3,000
320	Disposal of old computers	\$1,500	\$1,500	\$1,500
322	Internal connections and repair	\$27,000	\$3,000	\$3,000
326	Computer repair	\$15,000	\$15,000	\$15,000
328	AV repair	\$5,000	\$5,000	\$5,000
342	Mileage, food, lodging, registration	\$3,500	\$3,500	\$3,500
356	Internet access and WAN transport	\$71,000	\$71,000	\$71,000
357	Cell phones for technicians	\$3,000	\$3,000	\$3,000
360	Ongoing software licensing, maintenance, and support	\$119,000	\$119,000	\$119,000
410	Supplies for all libraries and IMC	\$21,310	\$21,310	\$21,310
411	Supplies for NHS printers	\$18,000	\$18,000	\$18,000
431	AV media	\$20,300	\$20,300	\$20,300
432	Library books	\$150,900	\$150,900	\$150,900
433	Newspapers	\$900	\$900	\$900
434	Periodicals	\$15,350	\$15,350	\$15,350
435	New software	\$12,000	\$12,000	\$12,000
439	Reference	\$63,050	\$63,050	\$63,050
440	Minor equipment	\$14,000	\$14,000	\$14,000
561	Replacement AV equipment	\$3,000	\$3,000	\$3,000
564	Replacement computer and network hardware	\$50,000	\$50,000	\$50,000
940	KSCADE dues and maintenance	\$6,150	\$6,150	\$6,150
	<b>Total</b>	<b>\$635,460</b>	<b>\$611,460</b>	<b>\$611,460</b>

	<b>Revenue Source</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
	ESEA Title II Part A: Educ. Train.	\$7,500	\$7,500	\$7,500
	ESEA Title II Part D: Ed Tech	\$7,000	\$7,000	\$7,000
	ESEA Title V	\$1,500	\$1,500	\$1,500
	Common School Fund	\$250,500	\$250,500	\$250,500
	Special Ed Flow Through	\$20,000	\$20,000	\$20,000
	Local Budget	\$348,960	\$324,960	\$324,960
	<b>Total</b>	<b>\$635,460</b>	<b>\$611,460</b>	<b>\$611,460</b>

## **Appendix G**

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