School District of Chilton



Information and Technology Plan

2012-2015

Dr. Claire Martin, *Superintendent*

Contact Person:
Dr. Claire Martin
920-849-8109
martinc@chilton.k12.wi.us

School Board Approved Plan on June 25, 2012

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Executive Summary

The School District of Chilton is viewed locally, regionally and nationally as a district to emulate because of its high student performance history. An integral part of the district's success is our dependence upon the use of informational literacy and educational technology. The School District of Chilton has been contacted by school districts from across the country asking us to share resources, instructional programming, staff development, testing practices, and data-driven instructional strategies. We are always willing to share what we do with other districts and have even been sought out to give presentations at regional and national conventions.

Goal #1: *Increase technology and information proficiencies for administrators, staff and students*. We will help staff integrate web 2.0 technologies, use Gmail and Google Apps for Education, continue to use Atomic Learning to increase technology proficiencies, and yearly assess technology proficiencies of all stakeholders.

Goal #2: *Improve effective teaching practices and student learning activities*. Integrating 21st century learning skills into core curricular courses will enable us to extensively monitor student competency. We are currently using Learning.com's suite of programs, Easy Tech and 21st Century Skills Assessment to coordinate the teaching of technology skills, so all K-7 students at each grade level receive the same training. We encourage teachers to use My Big Campus as their learning management system and experiment with blended learning and flipped classrooms.

Goal #3: *Provide access to information resources and learning tools to support effective teaching and learning*. The focus of this goal is to provide all district stakeholders with the tools they need to effectively teach and learn. This includes implementing a 1:1 initiative, providing students and staff with a model for collaborative learning by adopting Google Apps for Education, district acquisition of Apple applications, and maintaining the current level of information and technology services.

Goal #4: *Provide support systems and leadership in information and technology throughout the district*. The technology committee meets regularly to update and inform each other about technology opportunities. We systematically review existing technology policies and create new policies, such as the Bring Your Own Device policy as circumstances dictate. We provide teachers with the opportunity to acquire new and innovative technologies to increase student learning through the mini-grant program. We will keep parents informed of new technologies being used in the classroom.

This plan does not detail all of the activities and initiatives of the Information and Technology departments for the next three years. Rather, it provides a framework to ensure that budgets, staffing and initiatives all focus on making the School District of Chilton a better place for students to acquire 21st Century Skills and become contributing members of society. This plan will assist us in focusing on improvement rather than maintaining the status quo.

Analysis of research and best practices

A review of research about the impact of information technology on positive student achievement suggests these four elements are needed: a strong school library media program; sustained systematic professional development; effective use of technology by students that fosters 21st Century Skills; and staff adoption and use of technology.

A strong library media program is the most crucial element of successful information and technology programs. Library media specialists empower both students and teachers in their efforts toward increasing student achievement by direct teaching of information and technology skills in individual and large group settings. Recent studies conducted in many states have shown that students at schools with strong media centers score significantly higher on standardized tests than students at schools with less-equipped and staffed libraries.

A second element essential to the success of information technology programs is a sustained systematic approach to professional development. A professional development program that is designed to help teachers be more productive and integrate technology within their existing curriculums is vital. Teachers need to be provided with time, resources, and in-depth, sustained support in order to effectively integrate 21st century information and technology skills into the classroom and into instruction. All district staff must attain basic technology and information literacy skills in order to be efficient and effective workers in the educational environment.

The research has shown that effective use of technology can teach higher-order thinking skills and a variety of other skills students need to be successful. Technology can help by engaging students and igniting their imaginations in ways that make a profound and lasting difference. Technology is a tool allowing students to collaborate in authentic, engaging, and real-world problem-solving situations. The workplace of today and tomorrow has higher expectations of its workers than ever before. Students must learn responsible and ethical use of information and technology resources. They must also understand the risks associated with online interactions, take preventative measures, and exhibit safe practices. Educators must understand how to prepare students for an ever-changing, technology infused work place. The effective integration of information and technology standards provide the opportunity for students to develop these 21st Century Skills.

Staff adoption of technology in the classroom has helped students master reading, writing, math, and science inquiry skills that provide a foundation for future learning. Students, especially those with few advantages in life, learn fundamental skills better and faster if they have a chance to practice those skills using technology. Educators can also individualize lessons by integrating technology into their curriculum and differentiating instruction to meet the needs of individual students so all children can achieve their potential.

Information and technology literacy affects students' ability to write better, to express themselves more clearly with digital media tools, and to understand presented material more quickly and with greater recall. By giving students access to a broader range of

resources and technologies, students can use a variety of media to communicate their ideas more clearly and powerfully.

The effective use of technology in PK-12 classrooms prepares students with the skills to succeed in college and in the workforce at large. Students who regularly use technology also take more pride in their work, have greater confidence in their abilities, and develop higher levels of self-esteem. Use of 21st Century Skills, along with the Common Core Standards, is recognized as a critical component in education today.

Teachers are the key to determining the impact technology has on student learning. Staff adoption of effective instructional technology strategies is essential to increase student achievement. Traditional teaching methods should be replaced with engaging, student-oriented activities, moving from competitive to collaborative work patterns. In these environments, technology is a tool to actively engage learners with resources and to learn context to construct new knowledge and skills.

Mission and Vision Statements

Information and Technology Vision Statement

The vision of the School District of Chilton's Information and Technology Plan is to promote lifelong learning by guiding and coordinating the use of information and technology in support of education.

Information and Technology Mission Statement

This plan empowers all stakeholders to improve student performance and enhance the teaching and learning process, student by student, through the use of information and technology literacy thereby developing productive citizens in a global society.

School District of Chilton Vision Statement

Our vision is to:

- be an innovative school system recognized for every student's demonstration of the skills necessary to succeed in a rapidly changing world.
- demonstrate continuous improvement through the delivery of a challenging educational program that fosters student achievement, accommodates individual learning styles, and values personal integrity.
- develop an interactive partnership between the school district and the community that is mutually beneficial.

School District of Chilton Mission Statement

We, the School District of Chilton, believe that preparing students to achieve their potential is our highest priority. In partnership with all members of our community, we are committed to inspiring our students to be life-long learners and responsible, contributing members in a global society.

School District of Chilton Core Values

We Value: Honesty, Integrity, Community Service, Respect for all, School facilities that support safe learning environments, Financial stability, The teaching and learning process: they are the core business of our schools, Continuous improvement in delivering an excellent educational program, A highly trained, professional staff, Our reputation as a high performing school district, All students succeeding at high levels.

School District of Chilton Belief Statements

1. We believe that all students can learn at high levels.
2. We believe that all students are entitled to a rigorous curriculum that challenges each student's capacity to learn.
3. We believe that teacher effectiveness and expertise have a significant impact on student learning.
4. We believe that our financial and human resources must directly support student learning.
5. We believe that the success of every student is critical to the future of our schools, our community, our nation and the global marketplace in which they will work.

Background Information

Community

Located in the heart of Calumet County, Chilton offers the emergence of small-town Wisconsin while within a thirty mile radius you are in the midst of a population of over 400,000 people. Within this short driving distance you can reach cities like Appleton, Green Bay, Sheboygan, Manitowoc, and Fond du Lac. Tree-lined streets, a church steeple skyline, brat fries, parades, high school football games, a county fair, concerts in the park, and its central location to many larger markets make the community of Chilton a great place to live, work and play.

Chilton is the Calumet County seat and lies between Lake Winnebago and Lake Michigan. The scenic south branch of the Manitowoc River winds through the city. City parks overlook Lake Chilton in the center of town. Just outside of town, the county operated Ledge View Nature Center features caves for spelunkers, trails for summer and winter activities, a sixty foot observation tower, and an extensive educational center with naturalists on staff.

A ten minute drive to Lake Winnebago makes fishing and boating easily accessible activities. Sturgeon spearing is a popular winter sport, while county and state parks on the east shore of Lake Winnebago offer camping, hiking, and other year-round activities.

Day to day living in Chilton offers many amenities. Calumet Medical Center is an accredited hospital with fully certified paramedics and ambulance service, clinics and a therapy center. Chilton is home to award-winning schools, a superior park system and is

centrally-located in eastern Wisconsin, which allows residents the opportunities found in larger cities but also the benefits of living in a hometown community. There are many community events and activities occurring year round, making Chilton a fun place to live and visit. Chilton is also the home to several businesses and industries, making the community a great place to work and shop.

Community resources and adult literacy providers include the Chilton Public Library and Fox Valley Technical College. The Chilton Public Library is affiliated with the Manitowoc-Calumet Library System and is utilized by 6,117 city and county residents. It provides 14 computers with access to the Internet, as well as 15 circulating e-readers. Technology and computer classes are held periodically. The Chilton Regional Center of Fox Valley Technical College offers a wide variety of technology courses. Chilton High School works with FVTC to provide an alternative high school through the Quest program, where students can earn a GED or HSED. The School District of Chilton provides a home to the Calumet County Community Theatre at the Engler Center for Performing Arts. The school district provides access to NWEA testing for the Chilton Area Catholic School. Chilton belongs to a distance learning network that is available to students and adults as needed.

Chilton, a city of 3,708, is a place where people strive for improvement and stability; yet still remember their traditions and family values. The School District of Chilton brings past and present together with state of the art facilities and a second-to-none educational program. Various groups within the community utilize school facilities for instruction and recreation. The district continually ranks among the top schools in the state of Wisconsin. According to the Chilton Public School website, students not only learn, but they are taught how to learn.

The School District of Chilton boasts the distinction of offering four-year renewable Theodore Baker Memorial Scholarships to most graduates who go on to college. Baker, a life-long resident of Chilton, never graduated from high school nor earned much more than minimum wage most of his life. He was a shrewd investor who recognized the value of a good education, and left a multimillion dollar endowment for generations of Chilton High School graduates.

The School District of Chilton is dedicated to improving student achievement for all students. We follow a data-driven philosophy which seamlessly integrates with this Information and Technology Plan. Teachers and students alike use every resource available to them to improve. The district implements a technology grant process, where teachers are able to acquire new, innovative technologies to improve student learning.

As school districts across the country continue to face structural deficits (costs continue to rise while funding does not increase), we have now been forced to decrease our teaching staff and administration. While none of these budgetary cuts are easy to make, Chilton painfully contemplates each and every one of those decisions and considers the ramifications of each decision and its impact on student achievement. While we remain committed to providing an exemplary educational program for all of our students, that does not come without every single employee having to do more with less.

School District Demographics

		2009-10	2010-11	2011-12
Chilton Elementary	**Asian**		1	2
	Black	4	7	5
	Hispanic	36	39	43
	Indian	1	2	2
	Pacific Islander	1		
	White	421	416	393
	All	463	465	445
Chilton Middle School	**Asian**		1	2
	Black	4	3	5
	Hispanic	18	23	23
	Indian	3	2	2
	White	304	300	315
	All	329	329	347
Chilton High School	**Asian**	1	3	4
	Black	6	4	2
	Filipino	1		
	Hispanic	4	12	14
	Indian	1	2	2
	Pacific Islander	2		
	White	396	366	341
	All	411	387	363
DISTRICT TOTALS	**Asian**	1	5	8
	Black	14	14	12
	Filipino	1		
	Hispanic	58	74	80
	Indian	5	6	6
	Pacific Islander	3		
	White	1121	1082	1049
	All	1203	1181	1155

Chilton Information Technology Plan Writing Team

Sue Salzsieder, District Library Media Specialist
Christine Saukel, Library Media Specialist
David Endres, Director of Technology

Chilton Information Technology Committee Members 2011-2012

Claire	Martin	Superintendent
Tim	Schaid	Administration
Sue	Salzsieder	Information
Chris	Saukel	Information
Dave	Endres	Technology
Amie	Lisowe	K
Marna	Winkel	1
Brianna	Yrjanainen	2
Jill	Mueller	3
Dave	Beres	4
Roberta	Nelson	5
Jeff	Horn	6
Amy	Downham	7
Jeff	Ferge	8
Ann	Bartel	Physical Education
Vicki	Olson	Special Education
Jane	Schmitz	Art
Aaron	Juhl	Music
Karen	Van Offeren	Reading
Brad	Bowman	Guidance
Jessica	Miller	Business Education
Robert	Boenisch	Technology Education
Zach	Platner	English
Dave	Holze	Math
Robin	Kanitz	Foreign Language
Stephanie	Bartels	Science
Doug	Kliment	Social Studies
Joanne	Kolbe	Parent
Dodie	Darnell	Parent
Steve	Thiry	Chilton Public Library
Robert	Holden	Chilton Area Catholic School
Colleen	Schnell	Fox Valley Technical College

Overview/Description of Planning Process

The Chilton Information Technology Committee was formed in spring of 2004 to fulfill the requirement for a combined information/technology plan. Members were solicited from parent organizations, staff, administration, and school board. Each grade level and content area is represented by staff. We meet regularly to discuss technology issues and to assess the progress of the technology plan. We are committed to updating this plan every three years.

Current Status and Needs Assessment

Analysis of Previous Plan's Goals

Objectives Achieved

2. A. Review computer applications curriculum taught at middle and high school.

2. B. Coordinate ITL curriculum with Chilton Catholic School so their students have the same skills as ours when reaching the 7th grade.
This was reviewed at a meeting between the high school business education teacher, CE&MS library media specialist/5-6th grade technology teacher, and the Chilton Area Catholic School technology teacher.

2. E. Devise curriculum for new 5th and 6th grade technology class.
The elementary/middle LMS teaches a wide range of technology skills.

3. B Improve access to technology by installing more projectors in classrooms, as determined by use.
Projectors are an integral part of 21st century instruction and will be installed in all classrooms.

3. C Update educational software offered on the network as well as hardware throughout the district as needed.
Software and hardware are being updated both on a scheduled basis and as needs arise.

3. D. Update library materials based on curriculum needs and collection-mapping data.
Updating curriculum resources is ongoing and constant as Common School Funds allow.

3. E. Compare video on-demand systems Discovery Streaming and Safari Montage.
Safari Montage was previewed on a trial basis and compared with Discovery Streaming. At this time our budget cannot support both. We chose to stay with Discovery Streaming. If funds become available, teachers would appreciate the addition of Safari Montage resources.

3. G. Provide enough computers in each lab in each building to accommodate largest class size.
One lab in each building received additional computers.

4. A. Create student handbook permission form for using photographs of students on school district web pages, and other publications.
Student handbooks have been updated to include this form.

4. B. Review and update Acceptable Use Policy at each building level.
A new AUP for the district was created and approved by the school board.

4. C. Implement new student information system.
PowerSchool was adopted as our new Student Information System in 2010.

Objectives Delayed

2. C. Monitor Information and Technology Literacy Skills in the curriculum using horizontals and verticals.
2. D. Monitor consistent use of K-8 Easy Tech curriculum.
Time constraints and other priorities prevented full evaluation of these objectives.

Objectives Continued

1. B. Encourage and train teachers to use web pages to communicate further with parents.
Teachers are using PowerSchool, Moodle, My Big Campus, Edmodo and wikispaces, as well as their own web pages connected to the staff directory on the district website, to keep parents informed.
1. C. Implement web 2.0 tools including blogging, wikis, podcasting, and Moodle
Teachers are requested to use new web 2.0 technologies every term.
1. D. Implement student e-mail system, E-pals
Some teachers have used E-pals in the classroom to communicate with each other and other classrooms. Gmail is available for all high school students.
1. E. Encourage staff, students and parents to use Atomic Learning as a professional development tool for developing and improving technology skills.
Continue to promote Atomic Learning as a way of increasing technology skills for all stakeholders in the district.

Objectives Terminated

1. A. Train teachers to use Microsoft Office for teaching.
Atomic Learning provides tutorials on all the Office programs that teachers can use at their convenience.
3. A. Provide necessary hardware/software to create a foreign language lab at the high school.
Rosetta Stone has been adopted as a K-8 solution for foreign language and is available for the high school if needed.
3. F. Provide full time aide to CE & MS library to restore services to previous levels.
Funding is not available for this. Services have been eliminated and tasks have been left undone due to decreases in staffing.

Analyses Overview

Students, staff, and administrators were surveyed in the Fall of 2011 to determine how the program meets the needs of students and staff and how well the program addresses 21st Century Skills, the Standards for 21st Century Learners (AASL), and the National Educational Technology Standards (ISTE). Middle school students are assessed with Learning.com's 21st Century Skills Assessment. Staff will be assessed with Atomic Learning's 21st Century Skills Teacher Assessment beginning with the 2012-13 school year.

Analysis of Student Proficiency

Based on survey results for students in grades 2-12:

- the top four technologies used are: cell phone, television, computer, and mp3 music player
- most time spent on technology involves cell phones, computers, and mp3 players
- 60% have a social networking profile
- 55% posted a picture of themselves on the internet
- 50% use personally identifying information in their profile
- 43% take pictures at school
- 33% chat with people they've never met
- 17% text during class time
- 29% would like schools to intervene in social conflicts that arise out of the use of technology outside of school

Students, parents, staff and administration also participated in the Speak Up 2011 survey, sponsored by Project Tomorrow. This is an annual national survey about key educational technology issues.

- 80% of students have fast Internet access, while 12% have no Internet access
- Younger students tend to play more educational games, while older students look for their grades or teacher notes, etc.
- The majority of students would like to have greater access to the websites they need
- Students with mobile devices check grades, look up information on the internet, and play educational games
- Students would like their ideal school to have: a computer for every student, ability to access the Internet anywhere, ability to use their own mobile devices, collaboration tools to work with others, and use tablet computers such as iPads.

Seventh and eighth grade students are assessed with Learning.com's 21st Century Skills Assessment. 74% of students met or exceeded the middle school proficiency levels. They are tested in systems and fundamentals, social and ethical issues, word processing, spreadsheets, multimedia and presentations, telecommunications and internet, databases, and collaboration skills.

Appendix A: Surveys and Assessments

Analysis of Educator Proficiency

Based on survey results of all teachers:

- 86% can find information on the Internet to help prepare or deliver a lesson

- 59% would like the district to partner with universities to provide graduate level courses
- 50% have taken a class on online/blended learning for professional development
- 45% have attended face to face conferences on their own
- 42% do not think they know how to integrate mobile devices into instruction

Appendix A: Surveys and Assessments

Analysis of Effective Teaching and Learning Practices

Based on survey results of all teachers:

- Continuing professional development is crucial in preparing students for the 21st century.
- 79% believe using mobile devices would increase student engagement in school and learning
- 67% are using interactive software to help students develop skills
- 63% believe access to online textbooks would improve student achievement
- 63% think mobile devices will extend learning beyond the school day
- 60% are creating more interactive lessons
- 50% of staff think students are more motivated to learn with digital content
- 53% are facilitating student centered learning
- 46% do not have the curriculum to support the use of mobile devices
- 32% encourage students to be self-directed learners

Appendix A: Surveys and Assessments

Analysis of Access to Information Resources and Learning Tools

Our school district is comprised of two libraries, currently holding 43,477 materials. All materials are cataloged in each individual building. Each building maintains professional and audiovisual collections, and an equipment inventory. Our district libraries use Destiny Library Manager as their automation software and Discovery Education for digital media content.

CHS Library

On the high school level, physical access to information resources and learning tools is available from 7:30 to 4:00 each school day. Individual students needing materials, equipment or computers or a place to study or read quietly have unlimited access to the library. A variety of learning tools, both print and non-print, is available for in-library use and check-out. The library has 12 Nook e-readers available to students. The library has two computer labs available to students and staff. There are two additional computer labs available for classroom use. There is also one computer lab for business/technology classes, 4 laptop/netbook carts, and an iPad cart. Art, agriculture and technology

education also have mini-labs in their classrooms. Every classroom has one computer designated for teacher use. All facilities are available for community use.

CE&MS Library

At the elementary and middle school level, physical access to information resources and learning tools is available from 7:50 to 4:00 each school day. Individual students needing materials, equipment or computers or a place to study or read quietly, have access to the library throughout the school day. Kindergarteners through second grade students have scheduled information skills classes weekly. Fifth-seventh graders have weekly three-quarter hour technology classes. Third graders through eighth graders have flexible access to the library as needed. Grades PK-6 have scheduled weekly check-outs. A variety of learning tools, both print and non-print is available for in-library use and check-out.

The library has 34 computers in the library available to students and staff. There are four additional computer labs available for classroom use, plus four laptop carts, and one iPad cart. Elementary classes are scheduled for thirty-ninety minutes each week in the lab. Middle school classes use the labs on an as needed basis, though two labs are scheduled for spelling, foreign language, and technology programs daily. The kindergarten suite and middle school art room have mini-labs. Every classroom has one computer designated for teacher use. Some classrooms have an additional computer, iPods and iPads for student use. All facilities are available for community use.

Appendix B: Collection Maps (Titlewave Collection Analysis)
Appendix C: Library Schedules
Appendix D: Usage Statistics
Appendix E: Inventory of Hardware and Software
Appendix F: Information/Technology Policies

Analysis of Support Systems and Leadership

- Administrators model the effective use of technology when communicating with staff, students, and community
- Administrators expect high levels of technology use and integration into instruction
- Administrators facilitate the implementation of information/technology skills in the Common Core Standards.
- Teachers are encouraged to participate in district in-services, classes for credit, professional conferences, and workshops
- Staffing for library media and technology services
  CHS Library - 1 certified library media specialist
  CE&MS Library - 1 certified library media specialist and 1 FTE aide
  District - 1 FTE technology director

Appendix E: Inventory of Hardware and Software

Appendix F: Information/Technology Policies
Appendix G: Chilton Information and Technology Literacy Standards
Appendix H: Budgets

Goals, Objectives, and Action Plan

All goals, objectives, and actions are contingent upon funding availability.

Goal #1: Increase technology and information proficiencies for administrators, staff and students
A. Implement more web 2.0 tools into the curriculum
B. Investigate district-wide use of Gmail for all students and staff
C. Encourage staff, students and parents to use Atomic Learning to develop & improve technology skills
D. Assess technology proficiencies of staff and administrators

Goal #2: Improve effective teaching practices & student learning activities
A. Integrate 21st Century Skills with Common Core Standards
B. Monitor consistent use of K-8 Easy Tech curriculum
C. Evaluate use of new digital learning tools in the classroom
D. Encourage staff to use blended learning in their classrooms
E. Devise curriculum for new 7th Grade technology class

Goal #3: Provide access to information resources & learning tools to support effective teaching and learning
A. Implement 1:1 initiative with combination BYOD and district devices
B. Adopt Google Apps as one of the district's collaboration tools
C. Coordinate acquisitions of Apple applications for iPads and iPods district-wide
D. Maintain information (library media)/technology services

Goal #4: Provide support systems and leadership in information and technology throughout the district
A. Provide at least one in-service per year devoted to technology
B. Review and update Acceptable Use Policy
C. Offer technology mini-grants
D. Create a BYOD policy and evaluate its implementation
E. Communicate with parents about student technology use

Goal #1: Increase technology and information proficiencies for administrators, staff and students

Objectives	Activities	Responsibility	Evaluation	Timeline	Funding Sources
A. Implement web 2.0 tools into the curriculum	Create PLNs and have expert staff share & demonstrate tools.	Teachers I&T staff	Administrators monitor technology use.	Ongoing	District budget and Common School Fund
B. Investigate district-wide use of Gmail for all students and staff	Survey other districts, formulate process, and implement.	I&T staff	Decide by end of 2012-2013 school year.	May 2013	Technology budget
C. Encourage staff, students and parents to use Atomic Learning to develop & improve technology skills	Give brief workshop of AL features. E-mail teachers reminders to use Atomic Learning for professional development. Promote parent and student use through district newsletter, school events, e-mail, and the curriculum.	Library Media Specialists Teachers	Analyze Atomic Learning usage reports. Surveys.	Ongoing	Common School Fund
D. Assess technology proficiencies of staff and administrators	Administer yearly technology assessment to staff.	Administration Staff	Analyze staff technology proficiencies.	Ongoing	Common School Fund

Goal #2: Improve effective teaching practices & student learning activities

Objectives	Activities	Responsibility	Evaluation	Timeline	Funding Sources
A. Integrate 21st Century Skills with Common Core Standards	Meetings are held to inform and implement CCS along with 21st Century Skills.	Superintendent/ C & I Principals Expert teachers	Analysis of curriculum reflects 21st Century Skills.	Ongoing	None
B. Monitor consistent use of K-4 Easy Tech curriculum	Coordinate each grade level during team planning time at least monthly.	Superintendent/ C & I Principal K-4 Teachers	Analyze Easy Tech usage reports.	Ongoing	District budget
C. Evaluate use of new digital learning tools in the classroom	Tech Grant application process for acquiring new tools Use new tools learned from courses, workshops, professional development	Superintendent/ C & I Principals	Surveys and teacher evaluations show increased use of new tools. Demonstrations at workshops and tech committee meetings.	Ongoing	Technology budget
D. Encourage staff to use blended learning in their classrooms	Courses, workshops on blended learning. Use expert teachers to promote My Big Campus or other LMS.	Superintendent/ C & I Principals Expert Teachers	Surveys and teacher evaluations show increased use of learning management systems.	Ongoing	None
E. Devise curriculum for new 7th Grade technology class	Meet with CACS and 5/6th Grade technology teacher.	Superintendent/ C & I 7th Grade Tech teacher 5/6th Grade Tech teacher	21st Century Skills Assessment scores will continue to improve.	Ongoing	None

Goal #3: Provide access to information resources & learning tools to support effective teaching and learning

Objectives	Activities	Responsibility	Evaluation	Timeline	Funding Sources
A. Implement 1:1 initiative with combination BYOD and district devices	Develop a plan for communication with parents, timeline for roll out, types of devices recommended to bring, how many and which type of devices to provide.	Administrators District technology experts Committee of teachers	Periodic meetings to discuss progress. Surveys of staff and students.	Ongoing	Technology budget
B. Adopt Google Apps for Education as one of the district's collaboration tools	Sign up and investigate systematic professional development through CESA 7 and other expert staff.	Technology expert Library media specialists CESA 7 Expert staff	Surveys of usage by students, staff and administration.	Conversion of email during summer 2013, training and use during 2013-2014	Technology budget
C. Coordinate acquisitions of Apple applications for iPads and iPods district-wide	District designates a coordinator for purchasing applications.	Technology Director	Apps are no longer purchased using personal accounts.	2012-2013	District budget
D. Maintain information (library media)/ technology services	Determine which library and technology services and classes would have to be eliminated if positions are reduced.	Library media specialists Administration	Information/technology services are maintained at 2011-12 levels.	Winter/Spring 2013 and ongoing	District budget

Goal #4: Provide support systems and leadership in information and technology throughout the district

Objectives	Activities	Responsibility	Evaluation	Timeline	Funding Sources
A. Provide at least one in-service per year devoted to technology	Use local staff or outside experts to provide technology workshops for an in-service.	Technology Committee Director of Technology Administrators	Survey	Annually	District budget
B. Review Appropriate Use Policy as needed	Update policy as needed. Insert policy into all student handbooks.	Technology committee Administrators	AUP incorporated into student handbook and online.	Fall 2012	None
C. Offer technology mini-grants	Mini-grant applications due twice a year. Grant winners give reports to technology committee.	Superintendent/ C&I Technology Committee	Evaluate based on evidence of innovative technology usage in the classroom.	Ongoing	Technology budget
D. Create a BYOD policy for 1:1 initiative	Review policies from other districts. Consult with staff and administrators.	Technology committee Interested teachers Administrators	Survey of BYOD by staff and students and technology director. Administrator observation of BYOD in the classrooms.	2012-2013 school year	None
E. Communicate with parents about student technology use.	Use Open House, parent/teacher conferences, or other designated evening to present technology related information to parents. Send information home about technology related activities in the classroom.	Classroom teachers Library media specialists	Parent survey	2012-13 and ongoing	None

Dissemination

The Chilton Information and Technology Plan committee members kept their grade levels or departments informed at each stage of the plan's process. Each staff member was given an electronic copy of the plan via e-mail. Copies of the plan were distributed to the DPI, school board members, administration, technology staff, library media specialists, and the local public library. The committee presented the plan to the School Board for approval. Information about the plan was reported in the local papers. The plan will also be posted on the district website.

Monitoring, Evaluation and Revision of the Plan

Committees will be formed to carry out the objectives of the Chilton Information and Technology Plan. The Superintendent/Curriculum Coordinator, Library Media Specialists, and the Director of Technology will consult with the Chilton Information and Technology Committee quarterly to assess the new plan's progress and make any necessary revisions. Yearly assessments will be given to students and staff to monitor their information and technology skills. In the fall of 2014, new surveys will be disseminated to measure progress on the current plan and help begin the next planning cycle.

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Appendices

Appendix A: Surveys and Assessments
- Student Grades 2-4
- Student Grades 5-12
- Speak Up Survey 2011
  - Students, Staff, Administration, Parents
- 21st Century Skills Assessment

Appendix B: Collection Maps (Titlewave Collection Analysis)

Appendix C: Schedules
- CE&MS
- Computer labs

Appendix D: Usage Statistics

Appendix E: Inventory of Hardware and Software

Appendix F: Information/Technology Policies
- 2240-Controversial Issues in the Classroom
- 2416-Student Privacy and Parental Access to Information
- 2416.01-Parental/Police Access to Library Information
- 2521-Use and Care of Books and Materials
- 2531-Copyrighted Works
- 5780-Student/Parent Rights
- 7310-Disposition of Surplus Property
- 7510-Use of District Facilities
- 7530-Lending of District-Owned Equipment
- 7530.01-Wireless Communication Allowance and Staff Use of Wireless Communications Devices
- 7540-Computer Technology Network, and Internet Acceptable Use and Safety
- 7540.01-Technology Privacy
- 7540.02-District Web Page
- 7540.03-Internet/On-line Electronic Media Access Policy and Agreement
- 7540.04-E-mail Acceptable Use Policy
- 7540.05-Assistive Technology and Services
- 7540.06-Electronic Mail
- 7542-Network Access from Personally-Owned Computers and/or Other Web-Enabled Devices
- 7543-Remote Access to the District's Network (approved February 27, 2012)
- 7550-Joint Use of Facilities/Inter-Library Loans
- 9130-Public Requests, Suggestions or Complaints

Appendix G: Information/Technology Standards
- Wisconsin Department of Instruction – Chapter PI 8 - Standard H
- Standards for the 21st Century Learner – AASL
- National Educational Technology Standards for Students – ISTE
- National Educational Technology Standards for Teachers – ISTE
- National Educational Technology Standards for Administrators – ISTE
- Framework for 21st Century Learning
- The New Common Core State Standards Summary
- Common Core State Standards for English Language Arts
- Common Core State Standards for Mathematics

Appendix H: Budgets
- Information (Library Media) Budget
- Chilton Information/Technology Budget
- Information Technology Plan Funding Coordination Worksheet