School District of Edgar
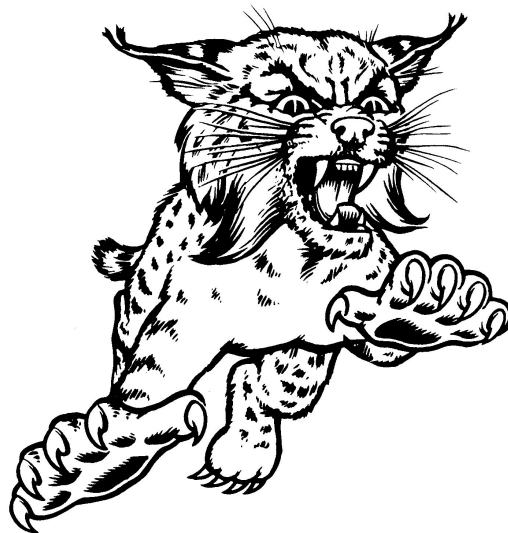# COMPREHENSIVE INFORMATION & TECHNOLOGY PLAN
Three Year Plan
2015-2018

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Cari Guden, District Administrator

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Board Approval

Contact Person:
Chris Trawicki
District Technology Coordinator
715-352-2352
ctrawicki@gapps.edgar.k12.wi.us

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Questions and concerns relating to this technology plan can be addressed to:
Christopher A. Trawicki
District Technology Coordinator
School District of Edgar
P.O. Box 196
Edgar, WI 54426
ctrawicki@gapps.edgar.k12.wi.us
715-352-2352

Section I

INTRODUCTION

A. District Information and Technology Vision Statement

Schools need to provide a nurturing environment where students and community members can learn to live and work in an increasingly knowledge-based society. Because of the rural nature of this community, the District believes that part of our mission must be to expose students and community members to the global community in as many ways as possible. Information and access to that information are becoming more important to the future success of students and citizens. The media and technology program should be an integral part of the curriculum and serve to facilitate instruction, meet individual needs, and support all disciplines. We firmly believe that the technology must be used and available at the point in time where it is most appropriate. Media centers must be well-staffed, inviting places where students, staff, and community can go to acquire and strengthen skills in reading, synthesizing, evaluating, and ultimately, in creatively organizing and communicating ideas. Both the media and technology programs must extend beyond the computer labs and library into the classrooms and the community.

Based on the above statement and information gained from research conducted by various groups, the Information/Technology Planning Committee created the following Vision Statement: *Students and faculty will become technologically literate, lifelong learners. Students and faculty will be able to interact successfully in a knowledge-based society to achieve their personal, educational, and career goals. They will be able to access, retrieve, evaluate and use information from a variety of media to learn, solve problems, communicate, and make informed decisions.*

District Vision Statements

The District Vision Statement was developed in 2002 as part of the Board of Education's strategic planning process: *The School District of Edgar, in partnership with families and the community, is committed to providing a safe, nurturing environment. We will provide equal opportunities for a quality education that will challenge each student to reach their maximum potential in life and become productive members of our global society.*

The visions of both the District and the Information/Technology Committee stress the need for a partnership between community and school to provide an environment where all learners can access the resources they need to succeed in their personal, community, and working lives.

B. District Information Technology Mission Statement

It is the mission of this committee and district to improve student achievement through the integration of technology into the curriculum. Establishing a cohesive district focus related to technology use ensures efficient and effective use of district resources, relevant and progressive experiences for students, and maximum productivity by staff members. Combining educational technology with clear, measurable objectives, parental and community involvement, increased time spent on task, frequent feedback, and teacher expertise has been shown to improve student achievement.

In addition to a technology rich environment, students in schools with well-equipped library media centers staffed by professional library media specialists perform better on assessments of reading comprehension and basic research skills. In school districts where library media programs are better staffed, better stocked and better funded, academic achievement tends to be higher.

To succeed in meeting this mission it will be necessary for library media, technology, classroom, and administrative areas to work together as a team. There will need to be time for collaboration among peers, among students, and with higher educational institutions. Students and teachers will need to have ready access to resources from a great variety of sources, and they will need to know how to search for and evaluate the information that they find. The expertise to be gained from the library media specialists in analyzing information and designing curriculum will be invaluable. The ability to use technology for teaching and learning, and to incorporate its use into a problem-based learning environment, requires the help of the instructional technology professional.

C. Link to District Vision and Mission

The vision and mission of both the District and the Information and Technology team both clearly state that the desired outcome is to have individuals and communities that can succeed in the 21st Century. For this to happen we must create a community of lifelong learners who can access, evaluate, and use information and technology. The focus in education has shifted from the learning of facts to the learning of how to learn.

It is with these thoughts in mind that the Information and Technology Planning Committee created this long-range plan. It is our hope that through clearly defined goals and objectives, and a well-charted path to meeting those goals we will succeed in helping our students and community members succeed in an increasingly competitive global economy.

Section II

Background

A. School/District and Community Demographics

The School District of Edgar is a small school system located in central Wisconsin. Encompassing 92 square miles, the District is located at the intersection of Wisconsin State Highway 29 and County Highway H. It includes the villages of Edgar and Fenwood, and the townships of Wien, Rietbrock, Cassel, Cleveland, Emmet, Frankfort, and Rib Falls.

The economic base of Edgar is a mix of commercial, industrial, professional, and agricultural enterprises. Many of the community's members work outside of the district in places such as Wausau, Schofield and Marshfield.

The School District of Edgar provides educational opportunities to approximately 650 students who attend one PreK-12 school. The advantages of a PreK-12 school show in the closeness of students, the high-level of communications between the upper-grade level staff and elementary staff, and in the rich learning environment students are able to enjoy. The ratio of students-to-teacher at the secondary level is 12:1 at the middle school and elementary levels the ratio is 15:1.

The student population of the School District of Edgar is 98% White, <1% Asian, <1% other minority.

The Edgar School District stresses quality instruction. It has worked diligently to keep a professional staff that is certified in the areas in which they are teaching, and that are dedicated to providing an equal educational opportunity for all students. Most recently, all teachers have worked aggressively to map the curriculum and align it with the Wisconsin Standards and Benchmarks including the WI ITLS and the Common Core Standards where applicable. The middle school curriculum for required technology and information literacy classes was updated during the summer of 2013. An annual curriculum rotation ensures that staff updates their resources to include the integration of technology in their classrooms. The teachers and support staff have been encouraged to embrace technology as a powerful classroom tool, and have been given assistance whenever possible in the integration of the information and technology standards.

B. District Information and Technology Team

Chris Trawicki	District Technology Coordinator
Cari Guden	District Administrator
Jordan Sinz	Middle School/High School Principal
Lisa Witt	Elementary Principal
Tiffany Braunel	Library Media Director
Kris Federwitz	High School Teacher/Technology Mentor
Louise Hornung	Elementary Teacher/Technology Mentor

Section III

2012-2015 Goal Assessment

A. Assessment of Progress Toward Previous Plan's Goals

The School District of Edgar has always been a leader in the use of technology in its classrooms. The overarching belief in the previous plan and the current plan will be that every teacher and student must have the technology tools and information they need as well as the knowledge of how to use them. This meant we needed to focus on many areas of technology, including hardware, staff development, and support.

We have tried to accomplish this and as a result have made significant progress toward achieving several of the goals from the previous district technology plan.

Progress Includes:
- 21st Century tools in each classroom district-wide
- An online presence for each classroom
- Progress toward personalized learning (increase in mobile devices)
- Increased staff technology training
- Updated LMC facilities and increased collaboration
- Student management software migrated to hosted solution
- Planned network update (summer 2015)
- Staff efficiency increased (forms available/submitted online)

Section IV

District Technology Goals & Implementation Plans

PROGRAM GOALS AND OBJECTIVES

The Edgar School District strives to integrate technology into the learning process. It is our belief that technology infusion in the classroom increases student engagement and is beneficial to developing the skills for technologically literate, life-long learners.

After reviewing the previous Comprehensive District Technology Plan, the planning committee decided to revise the existing goal criteria to better align our technology vision and plan with our current district initiatives and progress.

These are the decided upon goal categories:
1. Student Proficiency
2. Educator Proficiency
3. Effective Teaching and Learning Practices
4. Access to Resources and Tools
5. Support Systems and Leadership
6. Analysis of Resources/Fixed Assets

These goal categories are focused on not solely the acquisition of technology and digital devices but the expectation that the technology be effectively utilized to enhance our curriculum and learning environment for students and staff. It is the planning committee's belief that given the increased use of technology in our society and school that infrastructure improvements are constantly required to maintain the effectiveness technology has in our classrooms. By communicating these goals to our students and staff and collaboratively working toward them we believe the Edgar School District can be a leader of technology implementation.

From the district technology planning committee the following goals and objectives were identified as the key components of this Comprehensive Information and Technology Plan. The goals and objectives are reviewed yearly and budget planning is based on these priorities.

A. Student Proficiency Goal & Action Plan

Need: According to the 2014 Clarity BrightBytes data 76% of students say their #2 source for digital citizenship knowledge and skills (online presence, legally using web content, cyberbullying & Internet safety) come from their teachers. Therefore, we feel it is essential that we begin to infuse digital citizenship curriculum into our classrooms on a regular basis.

Goal	Action Plan
1. Student will gain an understanding of digital citizenship skills (online presence, legally using web content, cyberbullying & Internet safety) and how it applies to their life.	1.1 Students will participate in classroom instruction and activities that focus on digital citizenship.
2. Students will be able to demonstrate their understanding of digital citizenship skills (online presence, legally using web content, cyberbullying & Internet safety).	2.1 Students will produce evidence to demonstrate their comprehension of digital citizenship skills.

B. Educator Proficiency Goal & Action Plan

Need: According to the 2014 Clarity BrightBytes data 76% of students say their #2 source for digital citizenship knowledge and skills (online presence, legally using web content & Internet safety) come from their teachers. Therefore, we feel it is essential that we begin to infuse digital citizenship curriculum into our classrooms on a regular basis.

Goal	Action Plan
1. Teachers will gain an understanding of digital citizenship skills (online presence, legally using web content, cyberbullying & Internet safety) and how it applies to their grade level.	1.1 Staff development regarding digital citizenship.
2. Teachers will develop digital citizenship curriculum appropriate for their grade level.	2.1 Provide staff with sample curriculum and lesson ideas. 2.2 In-service and curriculum writing time devoted to developing and aligning district digital citizenship curriculum.
3. Teachers will implement the designed curriculum into their lesson plans.	3.1 Teachers will provide evidence that lessons are infused into their classroom.

C. Effective Teaching & Learning Practices Goal & Action Plan

Need: Based on our District Vision statement "Students and faculty will become technologically literate, lifelong learners. Students and faculty will be able to interact successfully in a knowledge-based society to achieve their personal, educational, and career goals. They will be able to access, retrieve, evaluate and use information from a variety of media to learn, solve problems, communicate, and make informed decisions." However, according to the 2014 Clarity BrightBytes data both students and staff felt that the 4Cs (Communication, Collaboration, Critical Thinking, & Creativity), which directly support our vision statement, were not focused on in the district. Therefore, we feel a district-wide common language regarding technology literacy skills would help us achieve our district vision.

Goal	Action Plan
1. Introduce and use common language of the "4Cs" throughout the district with students and staff.	1.1 Provide staff development on 4Cs terminology and application. 1.2 Provide classroom visuals.
2. Center instruction and assessments around this common language.	2.1 Provide staff with time to align current curriculum with 4Cs language.

D. Access to Resources & Tools Goal & Action Plan

Need: Given the district's current focus on Personalized Learning for each student, we feel there is a need to expand the accessibility of mobile devices for each student. We also feel there is a need to continue to develop educational best practices that will support the use of these individual devices in the classroom.

Goal	Action Plan
1. Provide access to individualized tools and supporting resources to all students.	1.1 Expansion of the middle school 1:1 initiative into the high school. 1.2 Increased access and use of devices in the elementary school.
2. Provide staff development regarding practices that best utilize individual student devices and personalized learning.	2.1 Administration and Tech Mentors will develop opportunities for staff training regarding the use of technology for personalized learning. 2.2 Administration and Tech Mentors will notify staff of available professional development regarding this topic offered by outside agencies.

E. Support Systems & Leadership Goal & Action Plan

Need: According to the 2014 Clarity BrightBytes data 72% of teachers strongly agreed that "My school encourages technology use for teaching and learning". According to the same data, only 24% of students strongly agreed that "My school encourages technology use for teaching and learning". Therefore, an obvious disconnect exists in the importance placed on using technology in the classroom for instructional purposes as opposed to technology being used for the students to demonstrate their learning. Also concerning is that 53% of teachers don't feel rewarded for implementing technology in their classroom. This leads to a lack of incentive or recognition for staff to use technology appropriately in their classrooms.

Goal	Action Plan
1. Make the connection between teachers using technology to deliver content to the students and student then using technology to demonstrate their understanding.	1.1 Staff development—no longer teaching staff functionality rather integration into curriculum. 1.2 Using common terminology among staff; possibly adaption of the 4C's. 1.3 Making student aware of the terminology.
2. Recognize and encourage staff to continue to implement technology into all aspects of their lesson plans (delivery, assessment, etc.)	2.1 Administration continue to recognize those staff implementing technology into their classrooms. 2.2 Administration find a positive way to encourage staff who are not using technology to begin implementing it into classroom.

F. Analysis of Resources/Fixed Assets Goal & Action Plan

Need: Novell is an outdated system that is very difficult for one technology person to be able to maintain. With the discontinuation of Novell, we need to put as much of our technology on one platform as possible.

Goal	Action Plan
1. Migrate our current Novell network to a Microsoft Windows platform.	1.1 Plan & schedule network maintenance summer of 2015. 1.2 Convert existing infrastructure from Novell to Windows.
2. Migrate GroupWise e-mail to Google.	2.1 Consult with outside vendor to migrate and backup current GroupWise e-mail. 2.2 Communicate with staff that GroupWise will no longer exist.
3. Assess and plan for future systems updates.	

Section V

MONITORING, EVALUATION, AND REVISION OF PLAN

A. Monitoring and Evaluation

The nature of technology requires an ongoing monitoring and evaluation process. Monitoring and evaluating the performance of the technology plan will ensure that the resources invested in technology are improving student learning. Monitoring and evaluation efforts must be designed to keep the implementation on course and to allow flexibility and adaptability as educational technology changes occur. Monitoring and evaluation must be done often enough to have a real impact on the technology implementation process and to keep up with the rapidly changing world of technology.

The evaluation of the plan will occur in many ways at many levels, but the plan will be formally evaluated in the spring of each year of its existence. The staff will be surveyed each spring. In addition, students at the Middle and High School levels will be surveyed each spring to determine how students and teachers are using technology in the learning process. The results will be tabulated and used to assess the overall impact of the plan each year. The results will also be used to give a picture of the state of technology integration at each level. The Technology Committee will evaluate the survey results and make recommendations and changes to the Technology Plan.

Other criteria that will be used to evaluate the technology plan each spring will include input from administrators, staff, community members, technicians, students, and technology committee members on the following questions.

Were the goals met?
Was the plan fully implemented?
Is the hardware and software being used?
What has been the staff response?
Where are we on the timeline of implementation?
What new areas need to be added?
What areas need to be modified?

The information gathered from the questions above is used as the basis for updating the technology plan. This update takes place on an annual basis, but the review of all issues related to technology is a fluid process that constantly evolves.

	2015-2016	2016-2017	2017-2018
A. Student Proficiency: Digital Citizenship	X	- Students are able to correctly identify and define various aspects of digital citizenship.	- Students will have an age appropriate understanding of digital citizenship per their classroom instruction. Students will produce evidence to demonstrate their learning.
B. Educator Proficiency: Digital Citizenship	- 4K-12 Digital Citizenship Curriculum Outline - Compile Resources - Educators familiarize themselves with the outlined K-12 curriculum and how it applies to their grade level	- Educators prepare at least four age appropriate Digital Citizenship lessons (one per quarter) aligned with K-12 Digital Citizenship curriculum	- Educators implement with fidelity their Digital Citizenship lessons at least once per quarter
C. Effective Teaching & Learning Practices: Common Language (4Cs)	- Display age appropriate posters of 4Cs language in each classroom - Staff familiarizes themselves with 4Cs language - Center staff technology professional development on the 4Cs language	- Staff integrates 4Cs language into their classroom instruction as applicable - Students are able to identify the 4Cs	- Educators evaluate students technology learning using 4Cs framework where applicable. - Students are able to demonstrate their technology learning using the 4Cs framework.
D. Access to Resources & Tools: Personalized Learning	- Expansion of 1:1 initiative; devices grades 4-10	- Expansion of 1:1 initiative; devices grades 3-11	- Expansion of 1:1 initiative; devices grades 2-12

	- Staff will continue to participate in the CESA network's "Personalized Learning" courses. - Staff will continue to visit other districts utilizing Personalized Learning. - Administration will host Personalized Learning experts to train staff members.	- Ongoing professional development opportunities provided by colleagues. - Educators will begin to implement personalized learning strategies within their classroom instruction.	- Educators will implement personalized learning strategies within their classrooms. - District assessment of personalized learning implementation through surveys, staff/student feedback, etc.
E. Support Systems & Leadership: Purposeful Technology Integration	- Introduction of 4Cs Framework and language to staff during inservice. - Narrow focus of 4Cs, divided quarterly. - Staff analyzes technology use as functional tool vs. purposeful learning.	- Staff integrates 4Cs language into their classroom instruction as applicable - Staff transition from functionality to student innovation - Staff share out of technology integrated into lessons/innovative learning activities.	- Technology becomes a fluid and purposeful part of daily classroom instruction. - Students are regularly using technology to demonstrate their comprehension of identified learning targets. - Recognition/incentives for staff integrating technology purposefully in classroom instruction.
F. Analysis of Resources/Fixed Assets: Novell Network	- Transition from Groupwise into Google Mail (Spring 2015) - Migrate from Novell to Windows network (Summer 2015)	X	X

B. Process and Timeline for Ongoing, Long-Term Planning

The District Technology Committee meets as needed, but not less than three times per year, to review current projects and to plan for the next year. Between meetings, the committee members engage in readings and conduct discussions with their appropriate constituents in order to be aware of needs across the district. Outside consultants are called upon to give additional advice when the district feels it is necessary for an outside opinion. There is always a current plan from which to work.

During the 2016-2017 school year the committee will begin the process of developing the next three-year Comprehensive Information and Technology Plan for the District. This new plan will fully incorporate both the Information and Technology Standards and media services.

C. Procedures and Policies

The School District of Edgar is in compliance with all state and federal regulations relative to technology needs of special education students. The District ensures that assistive technology devices or services, or both, are made available to a child with a disability if required as a part of the child's special education services.

There are policies relative to Internet filtering, student and staff acceptable use, hardware and software purchasing and installation, web page creation, and materials selection and reconsideration.

CONCLUSION

The School District of Edgar strongly believes that for technology to be effective the teacher is the core element. The teachers need to be provided with the tools, training, and resources they need to be able to integrate technology successfully into the curriculum. If any one of these three are missing the use of technology will not meet its full potential. To this end, we strive to allocate the financial resources needed to be successful. As a district we aim to be innovative educational leaders in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

This plan is revised yearly and represents current thinking and research on the use of administrative, instructional, and assistive technology. Priorities are revised yearly, and funds are allocated based on those priorities.