Iowa-Grant School District

Information and Technology Literacy Plan

June 30, 2009 – June 30, 2012

District Contact:
Terrance Slack, Superintendent
608.943.6311 Ext. 3018
tslack@igs.k12.wi.us

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Plan Contact:
Stephanie Dirks
Information Systems Manager
608.943.6313 Ext. 3010
dirks@igs.12.wi.us

<u>**Executive Summary**</u>

The Iowa-Grant School District has always been the hub between the five main communities that comprise the District. School events are important social activities for students, parents, and community members. The mission of the Iowa-Grant School District is to provide a challenging and goal-oriented atmosphere in which all students can achieve their fullest potential. This will include social and academic achievement, which will enable students to have a positive impact on their communities, their country, and the world. The current areas of focus in the district include 1) improved test scores and student attendance, 2) pedagogy of student-centered instruction 3) professional development. With these areas of emphasis in mind, the combined information and technology literacy planning committee established goals within the framework of the school district's mission and areas of focus.

Since spring of 2008, the planning committee has worked to analyze the previous goals of the library media and technology programs within the District. The committee compiled data to evaluate student and educator proficiency, effective teaching and learning practices, access to information resources and learning tools, and library and technology support staffing.

Evaluating the data helped to assess our current library media and technology programs and determine areas of need. Research was used to substantiate the goals that were developed based upon these needs. Eventually, two overall goals evolved.

Goal #1 - Administrators will implement pedagogy of a 3-T (thinking-problem solving, teamwork, technology) approach instead of a traditional 3-R (reading, writing, arithmetic) approach to improve student achievement in a competitive, global world.

Goal #2 – Provide high quality professional development opportunities along with the implementation of new and existing classroom technology tools to create a more constructive learning environment that will support student achievement.

Actions to accomplish the goals and objectives were established. These included timelines for implementation and guidelines for those responsible for overseeing these actions to completion.

Stakeholders include the entire community the District serves. They will become informed of the plan via school board meetings, District newsletters, District website, District information and technology literacy committee meetings, and building faculty meetings.

Numerous monitoring and evaluating processes are included in the plan. These include web-based and in-house surveys, an annual review of library collection analysis by the library media specialist, and quarterly reviews by the District information and technology literacy committee. The appendices include an extensive list of supporting documentation including library collection analysis data from each school and library and technology inventories.

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D. Introduction

This document serves as an overview for the effective use of information (library media) and technological resources within the Iowa-Grant School District. This document adheres to the guidelines set forth in the Wisconsin Education Technology Plan PK-12 and the No Child Left Behind Act to further student achievement and provide high-quality professional development.

Relevant Research Base

The District Technology Committee meets and plans on a quarterly basis. During the 2007-08 and 2008-09 school years the information and technology plan subcommittee held several meetings to work on the review and creation of the combined library media and technology plan. Members of the committee have attended many relevant DPI- and CESA-sponsored conferences and workshops, which included research and best practices. This information was then shared with the larger committee.

In the writing of this plan, a multitude of resources fostered the development of goals and objectives. Emphasis was given to utilizing the libraries, teaching information technology literacy and incorporating 21st century skills to increase student achievement at all grade levels.

State and Federal Resources for Technology Planning and Implementation
The following print and electronic resources have been used in the planning process:
- Wisconsin's Model Academic Standards
- Wisconsin Student Assessment System
- Wisconsin Guides to Curriculum Planning
- Wisconsin Guides to Technology Design and Implementation
- Department of Public Instruction, Division of Libraries and Community Learning
  - DPI web site: http://www.dpi.state.wi.us
  - Wisconsin Educational Instructional Technology Plan PK-12, DPI
- STNA – School Technology Needs Assessment
- American Library Association (ALA)
- ISTE: www.iste.org
- IGHS Handbook, http://www.igs.k12.wi.us/PDFs_Forms/HS_HANDBOOK.pdf, pgs. 9- 10.
- IGEMS Information and Technology Literacy Benchmarks, http://www.igs.k12.wi.us/PDFs_Forms/Benchmarks.pdf
- Iowa-Grant School District Strategic Plan: http://www.igs.k12.wi.us/PDFs_Forms/Stratgetic.pdf

    Professional Journals/Newspapers
    - District Administration: www.DistrictAdministration.com
    - School Library Journal: www.slj.com
    - School Planning and Management: www.webSPM.com
    - The Journal: www.thejournal.com
    - Scholastic Administrator: www.scholastic.com/administrator
    - eSchoolNews: www.eschoolnews.com

The District's mission, "in partnership with the community, the Iowa-Grant School District will challenge each student to reach his or her full potential in order to compete in a global society", and the District's Strategic Plan have been crucial components in the development of the mission and vision of the Information and Technology Literacy Plan.

The Information and Technology Literacy Plan's mission will guide active learning to ensure all members of the learning community are prepared to succeed in a growing technological society.

Students and Teachers will:
- Use existing and emerging technologies to identify, access, synthesize, organize, analyze, communicate, evaluate, and act upon information related to both personal and academic questions
- Choose appropriate technologies to complete project-based tasks rooted in real-world situations
- Use technologies to collaborate and communicate locally and globally
- Work with one another to use educational technologies for learning tasks that are authentic, engaging, challenging and cross-curricular
- Work with one another to use technologies within assessments that are performance-based and produced for authentic audiences
- Experience a variety of instructional models that allow their use of technology to be interactive and engaging
- Work with one another to use technologies for analyzing and constructing meaning from a variety of information sources

Administrators and staff will use technology to:
- Communicate with students, peers, parents, and the community at-large in support of student achievement
- Access information and data to make informed decisions
- Promote and support the learning community

E. Background Information

Background

The Iowa-Grant School District is located in western Iowa and eastern Grant Counties in Southwestern Wisconsin. The District, formed in 1958, is a consolidation of 26 former rural and village school districts. At the time of the consolidation, it was the largest consolidation in the state (in terms of the number of districts involved). Geographically, the District contains slightly less than 200 square miles consisting primarily of agricultural lands and undeveloped woodlands. There are five incorporated villages within the boundaries of the District: Cobb, Linden, Livingston, Montfort, and Rewey. The population of these villages ranges from 210 to 650. The total population of the District is estimated to be approximately 3,450 people.

The Iowa-Grant School System serves as the social and entertainment hub for the District. High School athletic and music events draw near-capacity crowds. Most other organizations in the community consult the school district calendar before planning large-scale events. The community is also involved with the schools through a variety of other means. These include, but are not limited to, the Iowa-Grant Elementary/Middle School Parent Club, the Iowa-Grant Booster Club, and the Iowa-Grant Music Parents' Club and the student LEO Club. Parents and other community members serve or have served in a variety of capacities over the years, including several facilities study committees, the calendar advisory committee, various vocational education advisory committees, the North Central/SEC steering committee, the emergency plan development committee, and several personnel search committees.

The economic basis of the community is purely agricultural, although many citizens are employed outside of the District in areas as far away as Madison and Dubuque. Within the District, the school system is the largest employer and the only non-agricultural employer except for some local entrepreneurial establishments. Trelay Inc, Rural Route One and Biddick's Inc. are major seed, popcorn, and beef producing operation located in Livingston and Montfort. The largest single employer of District residents is undoubtedly Lands' End Direct Merchants in Dodgeville. Between seasonal and regular employees, approximately one-third of the district's population has some affiliation with this firm. However, the attitude and ethics of the community remain firmly rooted in the American agricultural tradition.

District Information and Technology Team

The District Information and Technology Committee is a representation of the District. The elementary and middle and high school representatives serve a three-year term, Board representatives serve a one-year term, and the principals, information systems manager, along with the computer science instructor and library media specialist are permanent members.

The current Information and Technology Committee includes the following members:

- Stephanie Dirks, Information Systems Manager
- Mitch Munson, High School Principal, Community Member
- Terrance Slack, Superintendent & Middle School Principal
- Michael Hefty, Middle and High School Computer Science Instructor
- Sharon Olson, District Library Media Specialist
- Dan Prochaska, 7th Grade Middle School Instructor
- Brenda Wasley, 1st Grade Elementary School Instructor
- Brad Gillitzer, Middle and High School Technology Education Instructor
- Phillip Welsh, Iowa-Grant School Board, Community Member and Parent
- Shannon Straka, Iowa-Grant School Board, Community Member and Parent

District Information and Technology Planning Committee

- Stephanie Dirks, Information Systems Manager
- Sharon Olson, District Library Media Specialist
- Terrance Slack, Superintendent, Community Member, and Parent

- Mitchell Munson, HS Principal, Community Member
- Aaron Zimmer, HS Science, Community Member, and Parent
- Michael Hefty, District Technology Instructor

Overview of Planning Process

In 1994, a District Technology Committee was formed to develop guidelines for the continuing use and integration of new technology into the District. This 14-person panel developed the original technological mission statement of the District and now makes recommendations as to the best way to fully utilize the tools available in a manner consistent with regional, state, and federal educational goals and standards.

The Iowa-Grant School District recognizes the important role that the library media program plays in helping to realize the technology vision. The IMC staff has been involved in the development of previous technology plans and continues to play an integral part in the use of technology and information to increase student achievement. The technology and information literacy committee meets to address information and technology issues and provide leadership for maximizing the impact of 21st century education.

The plan was developed by focusing on the District strategic plan and the School Technology Needs Assessment (STNA) and local surveys, to determine areas of strength and need in regard to student achievement and teacher practices. The Information and Technology Literacy Committee reviewed the existing plan, incorporated the District and technology vision and mission statements, and developed a plan to meet the Wisconsin Department of Public Instruction Guidelines for a Combined Information and Technology Plan.

Adult Literacy

The District provides the community, including, but not limited to, students, staff, parents, a variety of resources to assist them with their information and technology literacy needs. Given our unique school and community setting, we are fully aware that this is an area that needs further development. However, the District is using and have used the resources below:

*Iowa-Grant's Reading Specialist: A Trustee on the Library Board for the Allen-Dietzman Public Library in Livingston. In this capacity, she works with the village board to obtain adequate financial support, to plan program activities and develops library policies. Furthermore, she assists in determining staff salaries/benefits, hiring of personnel, supervising and evaluating the library director, acting as an advocate for the library through contacts with civic groups, and helps with long-range planning.

*School-to-work: Iowa-Grant High School offers School to Work opportunities for junior and senior students, who meet the program requirements for participation, through the Youth Apprenticeship program, State Skill COOP program, and Employability Skills Certificate (ESC) program.

*Southwest Wisconsin Technical College and University of Wisconsin-Platteville: Iowa-Grant offers course-work in which students can receive dual-credit with the vocational and 4-year-college.

*Family Nights

> **Family Reading Fest** supports and celebrates the importance of reading, fiction and non-fiction, for pleasure between child and parent. The event emphasizes that the library is an integral part of our school.

> **Freshman Orientation** provides an opportunity for parents to experience the I-safe curriculum, including, but not limited to cyber-bullying, on-line predators, social networking and identity theft. Furthermore, discussion is held on safe guards, warning signs and safe practices at home.

*Lego First: First Lego League is a national afterschool program which was funded by a local business. The program empowers students to cooperatively solve a specific problem. They must program a robot to complete specific tasks to solve a problem and then create a 5-minute skit describing the process and outcome.

F. Needs Assessment/Current Status

Previous Plan Goals

Previous Goal/Objective	Outcome
Goal #1 – Administrators will be the driving force to implement the changes necessary for all staff to have access to training in using District owned information resources and learning tools for integrating technology effectively into classroom instruction to improve learning.	
Objective #1 – Non-mandatory technology trainings will be offered after school on a regular basis. Topics will range from literacy to effective learning practices.	Continued/Modified Not offered on regular schedule.
Objective #2 – Each grade level in the elementary/middle school and selected classes in the high school will be required to have at least one (1) collaborative unit with the IMC or technology specialist.	Achieved in elementary & middle school. Not achieved in high school.
Objective #3 – At least one staff development day will be devoted to information and technology.	Modified. Portions of in-service days as time permits.
Objective #4 – Each classroom teacher, starting with grades 1 through 4, will team with the technology specialist to create and facilitate projects that will move from drill and practice toward real-world, problem-solving experiences.	Modified – meet to discuss integrated unit.
Goal #2 – All students and staff will focus on student learning by integrated, innovative use, and implementation of state of the art technologies maintained by trained technical support staff. All students and staff will become literate in the 21st Century Skills as outlined in the Wisconsin Model Academic Standards for Information and Technology Literacy.	
Objective #1 – Inform/train staff on the 21st Century Skills thereby fostering greater student achievement.	Not achieved.
Objective #2 – Expand the existing technology benchmarks beyond grades 1 through 4.	Continually updating.

Objective #3 – Implement collaborative projects that incorporate ITLS.	Achieved.
Goal #3 – All students and staff will have secure access to a high speed Internet connection. Furthermore, a reliable telecommunication source(s) will be available for timely communication and safety.	
Objective #1 – Contract with an ISP provider to provide broadband Internet access.	Achieved
Objective #2 - Contract for firewall service to maintain security of the network.	Achieved
Objective #3 – Contract with local/long-distance telephone companies for reliable telecommunication services.	Achieved
Objective #4 – Contract with a cellular company for cellular service.	Achieved.
Objective #5 – Upgrade the current telephone systems to one single District-wide system.	Achieved.
Goal #4 – All students and staff will have reliable, regular, and equitable access to a current balanced collection of library media resources, technology resources, and professional library and technology staff.	
Objective #1 – Evaluate collection and teacher surveys to determine what print and non-print materials need to be updated/replaced/purchased.	Continued.
Objective #2 – Maintain current level of technical support.	Continued.
Objective #3 – Evaluate the placement, use and reliability of software and hardware and peripherals on a yearly basis.	Continued.
Objective #4 – Design and implement a software and hardware replacement plan that will operate within the confines of the budget.	Continued. Delay due to fiscal constraints.

Student Proficiency

Students are assessed on grade level information and technology literacy skills as a routine part of the regular curriculum. Students are asked to demonstrate their information and technology literacy skills by completing a wide variety of projects. Wisconsin's Model Academic Standards for Information & Technology Literacy provide the framework for classroom teachers as well as the IMC Specialist and technology instructors to know what students should achieve at each grade level, first through eighth. In addition, the District has implemented information and technology literacy benchmarks that provide robust, yet realistic, guidelines for student achievement.

All third graders complete required keyboarding instruction. All sixth through eighth graders complete a required nine week course in computer applications that integrates their computer skills into real-world activities.

In order to assure that the skills are achieved, for every student at each grade level, a benchmark check-list was developed. The check-list is completed by the classroom teachers, the IMC Specialist and the technology instructors at the end of each school year. Furthermore,

assessments are given periodically throughout the required courses. The District is planning to use Taglit at the end of each school year to monitor our student progress.

Iowa-Grant High School students are currently required, as freshmen, to take a semester-long technology applications course. A variety of courses that incorporate information and technology literacy skills are offered as electives.

Identification of Underserved Populations

Iowa-Grant strives to meet the needs of all of its population. Therefore, when a student is identified – whether special education, temporary medical condition, or family hardship – the District utilizes all of its resources, technical and non-technical, to ensure continued academic success. For students with special education needs, assistive technology is addressed and reviewed, at a minimum, annually. Furthermore, the District pilots many assistive technologies, personnel and equipment, to further service any specialized needs.

Educator Proficiency

Data was compiled from a STNA survey taken by District staff in fall of the 2008-2009 school year. The graphs below represent a prominent trend of an essential need for professional development with a focus on teaching practices with an emphasis on student learning. Charts below all begin with "I would benefit from professional development on…"
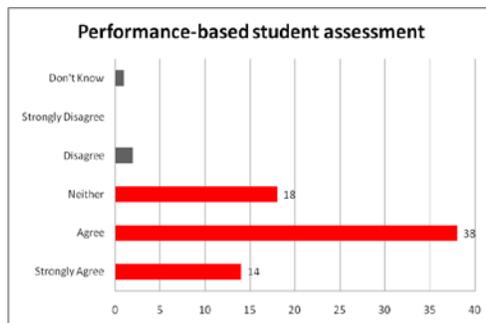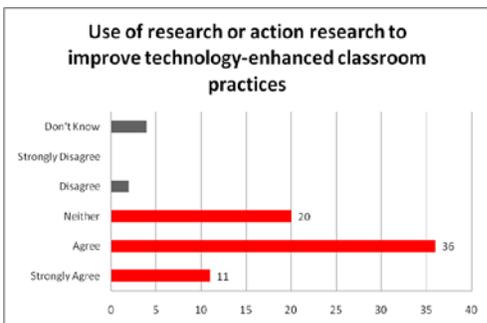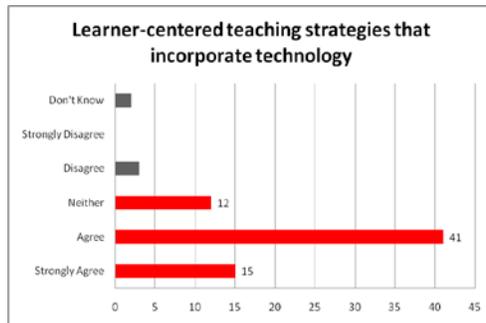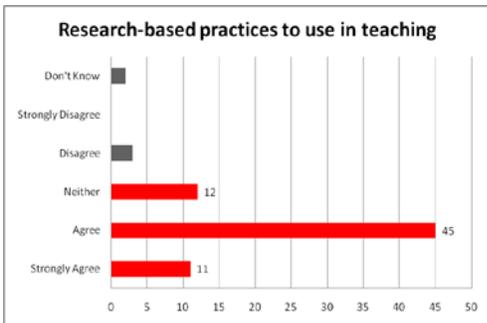
Effective Teaching and Learning Practices

Effective teaching and learning practice levels have been measured through utilization of STNA. The process gathered data regarding effective teaching and learning through instruction. Based on the results of the STNA, a majority of our staff do not use technology-enhanced instruction on a regular basis. Areas that were identified as needing improvement were creating a student-centered learning environment that incorporates differentiated instruction and project based learning. This is anticipated to be the hardest area to change due to staff comfort levels, access to resources, and lack of training opportunities.

My Lessons include technology-enhanced, learner-centered teaching strategies
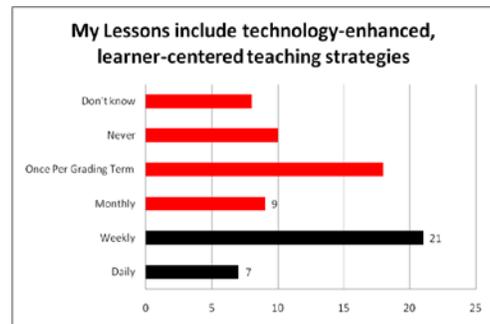
Access to Information Resources and Learning Tools

Access to information resources and learning tools levels have been measured through the utilization of STNA. The survey gathered data regarding access to technology and information facilities. Furthermore, information regarding the District's collection of learning materials, and the media program were collected. The results showed that the teachers are satisfied with the availability and quality of resources (print, multimedia and electronic). The District Media Specialist utilizes Titlewave to analyze each building's library collection yearly (see appendix).

The High School IMC has an aide available throughout the school day. However, the Media Specialist is only available every morning and by appointment. The Elementary/Middle School IMC has an aide available throughout the school day. However, the Media Specialist is only available in the afternoons and by appointment. Elementary classes are scheduled with the Media Specialist on a rotating schedule (see appendix).

Systems Support/Leadership

The District employs each of the following: District Media Specialist, Information Systems Manager, and Information Systems Technician. Furthermore, each building's IMC has a full-time aide. However, the aide positions are filled by three different part-time IMC aides.

The District Media Specialist has a master's degree in library science and a one-nine teacher certification. The Information Systems Manager has a master's degree in middle school and high school mathematics with an emphasis in computer technology. The Information Systems Technician has a two-year degree as a computer network specialist.

Resources/Fixed Assets

Alignment:
The District has completed course matrices – elementary, middle and high school -- which identify the degree the various ITL standards have been addressed (see appendix). Furthermore, all grade level/course curriculum maps are aligned to the state core and information literacy standards. We are in the process of transferring and updating all course material to an online curriculum management system, CurriculumTrak.

Learning Tools:
The District has a variety of learning tools, including but not limited to workstations, printers, projectors, digital presenters and cameras, and SmartBoards, are available for staff and students. Furthermore, all core area elementary, middle and high school classrooms have mounted projectors along with digital presenters. See appendices for inventories of resources.

Instructional Resources:
The District has a variety of instructional resources, including but not limited to video-on-demand (Safari Montage), on-line databases, print and non-print resources, which are available for staff and students. See appendices for a listing.

Telecommunications/Infrastructure:
The District has a Nortel BCM 400 Phone system that includes phones for professional staff and office personnel. The infrastructure is composed of CAT 5 and CAT 5E cabling with Nortel and HP ProCurve switches. Fiber connects the wiring closets and buildings.

G. Goals and Objectives

Goal #1 - Administrators will implement pedagogy of a 3-T (thinking-problem solving, teamwork, technology) approach instead of a traditional 3-R (reading, writing, arithmetic) approach to improve student achievement in a competitive, global world.

Objective #1a – Yearly, a minimum of six-hours of professional development will be devoted to the exploration and/or implementation of the 3-T pedagogy.

Objective #1b – By the end of the 2011-2012 school year, each grade level (first through eighth) in the elementary/middle school will be required to have at least two (2) collaborative units with the IMC and/or technology specialist. These units will use curriculum framing questions and focus upon project-based learning incorporating higher-levels of Bloom's Taxonomy.

Objective #1c – By the end of the 2011-2012 school year, specific departments in the high school will be required to have at least one (1) collaborative units with the IMC and/or technology specialist. These units will use curriculum framing questions and focus upon project-based learning incorporating higher-levels of Bloom's Taxonomy.

Goal #2 – Provide high-quality professional development opportunities along with the implementation of new and existing classroom technology tools to create a more constructive learning environment that will support student achievement.

Objective #2a – Instructional staff will show growth in facilitating lessons that include technology-enhanced, learner centered teaching strategies (e.g. project-based learning) throughout their curriculum.

Objective #2b – By the end of the 2012 school year, instructional staff will have shown growth in at least three areas of the learning environment on the Technology Integration Matrix.

H. Implementation Action Plan

Goal #1 - Administrators will implement pedagogy of a 3-T (thinking-problem solving, teamwork, technology) approach instead of a traditional 3-R (reading, writing, arithmetic) approach to improve student achievement in a competitive, global world.

Objective #1a – Yearly, a minimum of six-hours of professional development will be devoted to the exploration and/or implementation of the 3-T pedagogy.

Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Change	Evidence of Progress
Provide professional development on constructivist learning (project-based learning, hands-on activities, and real-world simulations).	Curriculum Coordinator, Library Media Specialist, Technology Coordinator Integration Specialist	Bloom's Taxonomy Background Information Model Sample Questions Presentation on PBL.	None	Early releases throughout the school year.	None	Increase in project-based lessons and units.

Objective #1b – By the end of the 2011-2012 school year, each grade level (first through eighth) in the elementary/middle school will be required to have at least two (2) collaborative units with the IMC and/or technology specialist. These units will use Curriculum Framing Questions and focus upon project-based learning incorporating higher-levels of Bloom's Taxonomy.

Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Change	Evidence of Progress
Informational session on the expectations and outcomes of integrated units.	Administration, Information Systems Manger, Library Media Specialist	Integrated Unit: Guidelines and Planning Sheet	Fund 10	Beginning of the year staff meeting. Needs to be repeated periodically.	Possible staff evaluations.	Topic listed on agenda of staff meetings.
Facilitate group meeting by discipline/grade level team/ LMS/curriculum coordinator to modify existing curriculum to incorporate ITL standards through resources such as Intel and Thinkfinity.	Curriculum Coordinator, Administration, Library Media Specialist Technology Coordinator	Integrated Unit Plan State Standards Intel Website Thinkfinity Website Computers with broadband Internet Access.	Fund 10 Federal Funding E-Rate Funding	Specific schedule for individual teams/disciplines throughout the year.	None	More complete and robust integrated units with standards and outcomes clearly stated.

| Share and collaborate on best practices for new and/or existing units and lessons. | Curriculum Coordinator, IMC Specialist, Information Systems Manager, | Sample projects
Wiki & blog posts
Presentations at meetings
IMC resources
Internet Access | Fund 10

Federal Funding

E-Rate Funding | Throughout the school year | None | Completed Information Literacy Problem Form
Completed Unit Plans |

Objective #1c – By the end of the 2011-2012 school year, specific departments in the high school will be required to have at least one (1) collaborative units with the IMC and/or technology specialist. These units will use Curriculum Framing Questions and focus upon project-based learning incorporating higher-levels of Bloom's Taxonomy.

Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Change	Evidence of Progress
Informational session on the expectations and outcomes of integrated units.	Administration Information Systems Manger Library Media Specialist	Integrated Unit: Guidelines and Planning Sheet	Fund 10	Beginning of the year staff meeting. Needs to be repeated periodically.	Possible staff evaluatio ns.	Topic listed on agenda of staff meetings.
Facilitate group meeting by discipline/grade level team/ LMS/curriculum coordinator to modify existing curriculum to incorporate ITL standards through resources such as Intel and Thinkfinity.	Curriculum Coordinator, Administration, Library Media Specialist Technology Coordinator	Integrated Unit Plan State Standards Intel Website Thinkfinity Website Computers with broadband Internet Access.	Fund 10 Federal Funding E-Rate Funding	Specific schedule for individual teams/disciplin es throughout the year.	None	More complete and robust integrated units with standards and outcomes clearly stated.
Share and collaborate on best practices for new and/or existing units and lessons.	Curriculum Coordinator, IMC Specialist, Information Systems Manager,	Sample projects Wiki & blog posts Presentations at meetings IMC resources Internet Access	Fund 10 Federal Funding E-Rate Funding	Throughout the school year	None	Completed Information Literacy Problem Form Completed Unit Plans

Goal #2 – Provide high quality professional development opportunities along with the implementation of new and existing classroom technology tools to create a more constructive learning environment that will support student achievement.

Objective #2a – Instructional staff will show growth in facilitating lessons that include technology-enhanced, learner centered teaching strategies (e.g. project-based learning) throughout their curriculum.

Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Change	Evidence of Progress
Provide Web 2.0 tools training	Integration Specialist	Lab with broadband Internet access	Fund 10	Beginning of 2009-2010 school year. Follow up throughout the year.	Possible Acceptable Use Policy	Lesson plans that reflect technology integration.
Instructional staff model how differentiated instruction is used effectively used in their classroom.	Administration Instructional Staff Technology Coordinator	Substitute teachers Technology projects Lesson plans Student work	Fund 10 Federal Funding	Throughout the school year	None	New teaching strategies implemented into lessons
Provide on-going training and/or modeling of implementation strategies for existing classroom technology tools. (SmartBoards, Classroom Presentation Systems, digital/visual presenters, video on-demand services, and other technology tools as they become available)	Instructional Staff LMS Technology Coordinator	On-site trainings Off-site trainings Substitute teachers Technology Equipment Internet access with broadband service	Fund 10 Federal Funding	Throughout the school year	None	New teaching strategies implemented into lessons
Provide awareness and implementation strategies on how classroom technology tools can be used as assistive technologies.	LMS Technology Coordinator School Psychologist	On-site trainings Off-site trainings Substitute teachers Technology Equipment Internet access with broadband service	Fund 10 Federal Funding E-Rate Funding	Throughout the school year	None	IEP inclusion
Provide opportunities for staff to participate in Intel's Essentials and Thinking with Technology Courses.	Administration Intel Master Trainers	Lab with broadband Internet Access	Fund 10 Federal & E-Rate Funding	Various times through life of Plan	None	Completion of course(s) by staff members

| Purchase up-to-date resources, including print, non-print and technology tools.

Maintain and up-date infrastructure, IT and Communication systems. | LMS
IT staff
Contracted personnel | Software
Servers
Hardware
Firewall
Network software
Automation system | Fund 10

Federal &
E-Rate
Funding | Throughout the school year | None | Resources and equipment installed and maintained. |

Objective #2b – By the end of the 2012 school year, instructional staff will have shown growth in at least three areas of the learning environment on the Technology Integration Matrix*. Technology Integration Matrix produced by the Florida center for Instructional Technology. College of Education, University of South Florida.						
Activities	**Person(s) Responsible**	**Resources Needed**	**Projected Budget**	**Timeline**	**Policy Change**	**Evidence of Progress**
Instructional staff will take pre-training self-assessment using the Technology Integration Matrix.	Administration Technology Coordinator	Lab with broadband Internet Access Technology Integration Matrix	Fund 10 Federal Funding E-Rate Funding	Beginning of 2009 school year.	None	Completion of assessment
Instructional staff will take self-assessment using the Technology Integration Matrix.	Administration Technology Coordinator	Lab with broadband Internet Access Technology Integration Matrix	Fund 10 Federal Funding E-Rate Funding	End of 3rd quarter and beginning of each year in the plan	None	Movement on the Technology Integration Matrix

I. Budget for Plan

A three year budget summary is included in the appendices. The summary includes monies needed for information (library media), technology, and telecommunication resources. This includes, but is not limited to, Internet access, firewall service, print and non-print resources, and various supportive materials.

J. Monitoring Progress & Evaluating the Plan

Monitoring and Evaluation Process

The Information and Technology Literacy Plan has goals and objectives clearly defined within an action plan. The action plan is comprised of objectives and activities designed to facilitate the completion of the goal. Furthermore, each activity has been assigned to appropriate personnel to ensure its completion. The information and technology literacy committee meets on a quarterly basis to examine any needed changes, monitor progress and recommend modifications to the action plan where necessary. The information systems manager and the information and technology literary committee will work closely with administration to complete the goals and objectives.

Dissemination to Stakeholders

The reporting process takes place through established channels in the District. Newsletters, District website, school board minutes, open houses at the schools, and teaming opportunities are all vehicles currently in use.

Currently, there are not many adult opportunities available. However, the District wishes to create an action plan to address these issues.

- Announce availability in the district newsletter, both electronically and via traditional means, of all programs of interest to the community
- Publish announcements and the daily lunch menu, both electronically and via traditional means
- Increase high school building hours to make resources more accessible to the community
- Train personnel to be able to facilitate the use of the hardware and facilities
- Provide community access to our IMC resources
- Offer adult education courses in the areas of computer applications and technology for the community, both as customized training for local industries as well as general interest courses for the community at large

Process and Timeline for Ongoing, Long-Term Planning

Long-range planning is done in three-year cycles, with the input of the evaluations and requirements of the evaluation and monitoring process on a quarterly basis throughout a school year. Each spring the information systems manager, in conjunction with the information and technology committee and the District superintendent, determines the budget available to implement requests. Priorities are established, and the bid process is invoked. Every effort is made for installation of any hardware or software to take place during the summer months and for all work to be completed by the beginning of the school year.