

## EXECUTIVE SUMMARY

The School District of Bayfield Information Library Media and Technology Plan has been developed by a committee of educators, community/business members, parents, and students to provide guidance for district focus and decisions regarding library media and technology services and resources for 2010-2013. It has also been written to fulfill state and national guidelines and funding requirements. This document may also be found online at <http://www.bayfield.k12.wi.us/docs/techplan.pdf>.

The plan reflects the vision and mission of the School District of Bayfield and was based on relevant research and best practices and various types of surveys currently available concerning library media and technology in education. Goals of the expiring District Library Media Plan and Technology Plan were analyzed to determine needs remaining from that plan. The current status of the Bayfield District's student proficiency, educator proficiency, teaching and learning practices, access to information resources and learning tools, and support systems and leadership was analyzed, and needs derived from the assessment were identified.

Three goals which address the four Wisconsin Information and Technology Focus Areas were developed based on the current status and needs assessment of the District library media and technology programs. They include:

Goal 1: Demonstrate and take responsibility for the safe, legal, and ethical use of technology.

Goal 2: Enhance student learning through the use of technological tools.

Goal 3: Quality support systems and ready access to resources.

The Technology Planning Team will continue to meet to assess the achievements and timelines of this plan. Changes may be added as deemed appropriate to ensure the success of goals. As is true with all Wisconsin districts, budgetary constraints will have an impact on this plan, however, the District is confident that through shared thinking and diligence, it will be able to execute the goals outlined in this plan.

# **School District Of Bayfield**

## ***Combined Information and Technology Plan***

*This is a three-year, combined comprehensive  
information and technology plan.*

Bayfield School District

300 North 4<sup>th</sup> Street

Bayfield, WI 54814

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*Linda Kunelius, District Administrator*

***Approved by the Board of Education on <June 10, 2010>***

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# 1. INTRODUCTION

## 1.1. Evidence of Relevant Research and Best Practices Review

In the summer of 2009 at the Gitche Gumee Academy in Ashland, the planning committee met to review research that guides the planning process. Most of the team is aware of Best Practices in the use and integration of information and technology. The following is a synopsis of the research findings the team identified to guide continued planning process.

Key Research Findings:

- The CEO Forum article, “Key Building Blocks for Student Achievement in the 21st Century”, looks at the integration of technology (digital) skills we teach. Too often teachers can teach the skills but fail to integrate them into the curriculum they teach. Our goal is to look at student outcomes employing the skills across the curriculum.
- “Reinvent Your School’s Library and Watch Student Academic Achievement Increase” describes how a quality school library media program makes a difference in academic achievement. The library media specialist is a staple to a successful library. When staffed by certified professionals, library media centers greatly increase the outcome of student learners. Library media centers are expensive and when administrators have a clear vision of their function the programs should be held accountable. There are four simple ways to monitor the investment of transforming an outdated library program into a modern one versus its effect.
  - 1- Measure the amount of collaboration among library media specialists and teachers to plan, execute, and evaluate joint learning experiences.
  - 2- Ascertain the effect of information literacy taught by the library media specialist during a collaboratively taught unit of instruction.
  - 3- Ascertain the effect of technology on collaboratively taught units of instruction.
  - 4- Ascertain the amount of reading being stimulated through the library media program.

The library media center should be the hub of the school, and it will contribute to the school’s achievement. We need library media specialists who are trained to be technology gurus, learning consultants, and collaborative partners focused on making a difference in learning.

- “Standards for the 21<sup>st</sup> Century Learner” by the American Association of School Libraries focused on four standards: 1) Inquire, think critically and gain knowledge; 2) draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge; 3) share knowledge and participate ethically and productively as members of our democratic society; and 4) pursue personal and aesthetic growth. Under each of these major standards, the article lists sub-standards that break down the

expectations into more specific skills, dispositions in action, responsibilities and self-assessment strategies. These standards stem from nine common beliefs about the definition and teaching of literacy, and the school library's role in literacy standards for the 21<sup>st</sup> Century learner.

- Thirty years after the introduction of computers into classrooms, an evaluation of the impact of that event is the topic of the paper *Technology in Schools: What the Research Says*, put out by the Metiri Group, copyright 1992-2006 Cisco Systems, Inc.

Just introducing technology into schools is not enough to promote change. It involves combining curriculum content with best practices in teaching and understanding student learning, aligned with assessment and accountability.

The article included topics such as:

- media/video/television—multimedia can visually, cognitively, emotionally, socially, and civically engage students and improve academic performance.
- calculators—effective for middle schoolers and high schoolers when used for long-term, fully integrated, and not just used for computation.
- engagement devices such as whiteboards—still too early for solid research, but evidence of good practice and positive outcomes.
- portable devices such as handhelds—no significant differences between groups who used and did not use, although improvements seen in motivation and technology transfer.
- virtual learning—same results in student achievement as in face-to-face learning. One study showed web-based learning slightly better than videoconferencing.
- in-school computing—particular areas see positive results: simulations in the natural sciences; productivity tools such as word processing produced students who were more engaged and motivated in their writing; visualization tools (graphic organizers) lead to more complex thinking; geometry software helped students score higher.
- ratio of computers to students—increase student engagement in learning, shift instruction from teacher-directed to more student-centered and problem-based work. While studies show positive academic learning results, educators need to focus on their particular situations, school community, and course content before comparing with another control group.

## **1.2. District Information and Technology Vision Statement**

The Bayfield School District's vision is to prepare our students and faculty with the knowledge, skills and confidence to compete in a global society rich with information and technology.

Research shows that when teachers and students use technology and information services to support authentic learning activities, students not only meet the state content standards, but

also develop their higher level thinking skills. Additionally, students' attitudes and attendance at school improves.

Our district's K – 12 information and technology education program will foster an awareness of the capabilities and limitations of technology and provide students with opportunities to develop the operational skills needed to use technology as a tool both in and out of school. In addition, the program will reinforce technology across the curriculum. The program has the responsibility to provide students with an understanding of technological functions, terminology, and information retrieval from the Internet and/or library and the manipulation of that information.

In addition, the information and technology program will provide students with an understanding of the background of technology, proper use of ethics, and the ever-expanding and changing role of information and technology in today's culture. Students will learn to acquire, analyze, synthesize, interpret, evaluate and create information for use during their lifetimes.

### **1.3. District Information and Technology Mission Statement**

The Bayfield School District recognizes that technology and information literacy have a tremendous impact on our lives. An understanding of its role and potential is therefore of the utmost importance to our students and staff as they look to the future. Our mission is to ensure that students and staff have the opportunity to become effective users of ideas and information.

The students and staff should have the opportunity to use technology and information services in a multidisciplinary environment. The development of the library and technology service for the Bayfield School District has one overall purpose: to promote the effective use of information and ideas by students, administrators, and instructional staff so that educational objectives of the school district's curriculum can be developed.

In order to effectively integrate Wisconsin's Model Academic Standards for Information & Technology Literacy, technology and media professionals will need to collaborate with classroom teachers. Currently, teachers' design and implement lessons largely on their own. Time, lack of self-confidence to learn and use new skills, and ever-increasing content demands have become obstacles for teachers to maximize the use of the information and technology resources currently found in the school.

In the next three years our mission will be to improve information and technology literacy by providing opportunity for collaboration among the faculty and with the technology and media professionals. Classroom teachers will identify areas in their curriculum, which should be enhanced with technology, and/or media use. Media and technology personnel will provide support through collaborative brainstorming with teachers to design authentic lessons using information and technology skills to address real-world applications of content standards. These designated personnel will provide skills training and assistance during the implementation of the lessons in order to build teacher confidence in the use of technology and media in the classroom.

Students and faculty learn to use information and technology on an “as needed” basis. Therefore, education and training need to be accessible “just-in-time.” Information and technology support the core curriculum. Teachers use library and technological resources to enhance their curriculum. Students learn the value of these resources as they use them in their regular classroom setting.

#### **1.4. Indication of Relationship between Plan and Vision and Mission Statements**

The School District of Bayfield will use available resources to provide a robust library media and technology program that uses research-based information to prepare students and staff to become effective users of information and ideas in a digital, information-based, global society. The District Information and Technology Vision and Mission Statements support the Information and Technology Strategic Plan, which focuses on preparing students and staff for 21<sup>st</sup> Century skills by:

- Integrating the Wisconsin Model Academic Standards for Information and Technology Literacy in to the K-12 district curriculum.
- Helping students, teachers, and administrators learn to access and use information effectively.
- Encouraging continued collaboration among information and technology specialists, educators, and students.
- Involve all stakeholders in the decision-making process.
- Ensure a greater level of accountability for students, staff and administrators.

## **2. BACKGROUND**

### **2.1. Community/School District Demographics**

The School District of Bayfield, located in an area on the south shore of Lake Superior, serves 420 students who are spread out over 250 square miles and five different communities. The Community of Bayfield is noted for its scenic beauty and the grandeur of Lake Superior’s Chequamegon Bay. Historically, commercial fishing, logging, dairy farming and fruit growing were notable economic facets of the community. Today, attractive additional features of the area include the Apostle Islands National Lakeshore, the nearby Chequamegon National Forest, Madeline Island Historical Museum and the Northern Great Lakes Visitor Center.

The City of Bayfield population stands at just over 600 today, while the entire county population was just above 15,000 residents ranking it 65<sup>th</sup> among Wisconsin counties according to US Census Bureau data. The majority of the county’s 1,400 native Americans live in Red Cliff, which is served by the School District of Bayfield.

Total PreK-12 student enrollment of the school district is currently 420 students and approximately 75 percent are Native American individuals. Additionally, this school district has high poverty rates among families. Over 70 percent of students enrolled were eligible for free or reduced-price lunches during the 08/09 school term. Serving our student body are 53 certified teachers, nine special education aides, three teacher aides, 18 support staff including cooks and

secretaries, three administrators and four managers. The district organization includes elementary, middle and high schools at one K-12 building in the City of Bayfield and an elementary school for grades K-5 on Madeline Island located in Lake Superior's Chequamegon Bay. Preschool handicapped programs are staffed at the Red Cliff Head Start Early Childhood Center and at the Bayfield Family Forum Head Start Center. The student/area ratio in the district is about two students per square mile. Boundaries of the school district span two counties. Four rural townships, the city of Bayfield, and the Red Cliff Ojibwa Reservation are in Bayfield County and the Town of La Pointe on Madeline Island is a part of Ashland County. Given the isolated nature of our district, and the fact that we operate two elementary schools, one of which is located on an island, our per-pupil costs are significant. The District has a significant portion of the school district area under Federal government ownership.

The School District of Bayfield pursues collaboration with other agencies and organizations in our area to facilitate educational depth and quality for the students and families served. Within the district boundaries are three public libraries, one located on Madeline Island and two on the mainland. Public libraries within the district are part of the Northern Waters Regional Library System. There is a long history of collaboration among these organizations and the school district beginning in the 1990's when the school provided Internet access and computers to the three public libraries. One seat on the Bayfield Public Library Board of Trustees is continuously reserved for an employee of the school district. Bayfield School is a member of CESA #12 which is based in Ashland.

School leaders place a high value and emphasis on incorporating both the multi-cultural and natural resource aspects of this region into the school's curriculum making the Bayfield School District one of the most unique educational entities in the State of Wisconsin. Bayfield has significantly invested financially over the past decade to equip classrooms and train teachers in the use of instructional technology at all grade levels. This investment was guided by the District's previous three year approved Technology Plan.

## **2.2. District Information and Technology Team**

Members of this committee are volunteers. An effort is made to encourage a wide range of representation among different grade levels, educational roles and levels of responsibility within the school.

Ms. Linda Kunelius; Bayfield School District, Superintendent

Ms. Shellie Swanson; Bayfield School District; Library Media Specialist, K-12

Ms. Mary Maderich; CESA #12; Technology Specialist

Ms. Karen DePerry; Bayfield School Teacher, Middle School Math

Ms. Missy Eid; Bayfield School Teacher, Art, K-12

Ms. Sheila Everhart; Bayfield School District; Principal, K-6

Mr. David Roseth; Bayfield School District; Technology Coordinator

Mr. Dave Doering; Teacher, Bayfield Technology Education

Ms. Carol Sowl; Teacher, La Pointe Elementary

Mr. Tom Steckling, Counselor, K-12 Bayfield Schools

### **2.3. District Technology Planning Committee**

Members of this committee are also on the larger district information and technology team. Staff members of small schools often need to fill a number of roles given the extensive sets of requirements currently levied on schools.

Ms. Shellie Swanson; Bayfield School Library Media Specialist

Ms. Mary Maderich; Technology Specialist, CESA #12

Ms. Karen DePerry; Bayfield School Teacher, Middle School Math

Mr. David Roseth; Bayfield District Technology Coordinator

Ms. Melissa Eid; Bayfield School Teacher, K-12 Art

Ms. Allison Nyara; Bayfield School Teacher, Second Grade

### **2.4. Overview of planning process**

Technology Planning Team activities included meetings, review of research, visioning activities, formulation of mission statements, telephone calls, and attending state and regional training meetings. This process, begun in July of 2009, produced this plan.

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

Adult literacy is addressed through three major categories: Internal staff development and training, parent training in Infinite Campus and community access to District resources, including the Alexandria library catalog and access to resources linked to its website. Parents can access student grades, attendance, assignments and behavior on the website. Information to parents on how to do this is sent out each year.

Parents and community awareness of 21st Century Learning enables these constituencies to develop an appreciation for and understanding of the types of skills their children will need to develop and demonstrate as they move through their public education experience. As a result, there is greater involvement in the K-12 system as parent and community members advocate for up-to-date hardware and software along with adequate training for staff to ensure higher levels of student learning.

The District has an ITV lab available for UW and WITC classes for student and adult training when the need arises.

### 3. CURRENT STATUS AND NEEDS ASSESSMENT

#### 3.1. Assessment of Progress toward Previous Plan’s Goals

The district analyzed and assessed a variety of data concerning information literacy and computer technology to identify needs and incorporate initiatives into this plan to respond to them. The process included analysis of district goals, objectives, accomplishments and shortcomings for the past three years.

**Goal #1:** Expansion of educator proficiency.

Objective A for Goal	Staff meet ISTE NET-S for teachers
Activities for Goal	<ol style="list-style-type: none"> <li>1. Introduce standards to teachers</li> <li>2. Schedule professional development opportunities for staff.</li> <li>3. Conduct self evaluations for staff members.</li> </ol>
Measurement Tool/Evidence of Completion	Activity 1. Copy of NET-S standards Activity 2. Agendas of the professional development opportunities. Activity 3. Copy of self evaluations
Persons Responsible	Technology Coordinator, Administrative Team
Budget	Activity 1. No additional cost Activity 2. Cost of development opportunities. Activity 3. No additional cost
Timeline/Completion Date	Activity 1. 12/1/2007 Activity 2. Will be ever year with final date of evaluation being 05/01/2010 Activity 3. Yearly to assess progress.
2010 Assessment: Continue, Modify or Goal met and no need continue?	Modify and continue

**Goal #1:** Expansion of educator proficiency.

Objective B for Goal	Administrators meet ISTE NET-S for Administrators
Activities for Goal	<ol style="list-style-type: none"> <li>1. Introduce standards to administrators</li> <li>2. Schedule professional development opportunities for administrators.</li> </ol>

	3. Conduct self evaluations for administrators.
Measurement Tool/Evidence of Completion	Activity 1. Copy of NET-S for administrators. Activity 2. Agendas of the Professional Development opportunities. Activity 3. Copy of self evaluations
Persons Responsible	Technology Coordinator, Administrative Team
Budget	Activity 1. No additional cost Activity 2. Cost of development opportunities and cost for sub to cover the teacher, \$85/day. Activity 3. No additional cost
Timeline/Completion Date	Activity 1. 12/1/2007 Activity 2. Will be every year with final date of evaluation being 05/01/2010 Activity 3. Yearly to Asses progress.
2010 Assessment: Continue, Modify or Goal met and no need continue?	Continue; assess yearly

**Goal #1:** Expansion of educator proficiency.

Objective C for Goal	Provide training to new staff on local systems and procedures.
Activities for Goal	1. Provide training on student management system, email, and network resources. 2. Perform self evaluation of NET-S standards. 3. Explain local policy and procedures regarding the use of technology by students and staff.
Measurement Tool/Evidence of Completion	Activity 1. Copies of training agendas Activity 2. Copies of evaluations. Activity 3. Copies of policies.
Persons Responsible	Technology Coordinator, Administrative Team
Budget	Activity 1. No additional cost Activity 2. No additional cost Activity 3. No additional cost
Timeline/Completion Date	Activity 1. When needed before the start of each school year Activity 2. 10/01 of every year Activity 3. When needed before the start of every school year.

2010 Assessment: Continue, Modify or Goal met and no need continue?	Modify and continue
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**Goal #2** Enhance the teaching learning process for students across the curriculum using educational technology instruction and resources.

Objective A for Goal	Ensure all students are technology literate by eighth grade.
Activities for Goal	1. Ensure State ITLS Standards are aligned to curriculum. 2. Collect assessment pieces from teachers as evidence of proficiency.
Measurement Tool/Evidence of Completion	Activity 1. Copy of curriculum with standards aligned. Activity 2. Copies of assessment pieces.
Persons Responsible	Curriculum Director
Budget	Activity 1. No additional cost Activity 2. No additional cost
Timeline/Completion Date	Activity 1. 07/2009 Activity 2. 07/2010
2010 Assessment: Continue, Modify or Goal met and no need continue?	Binder for paper copies needs to be established to ensure all grade levels are providing evidence of proficiency. (Or an electronic folder established specifically for lesson plans that support this objective.)  Modify and continue

**Goal #2** Enhance the teaching learning process for students across the curriculum using educational technology instruction and resources.

Objective B for Goal	Provide teachers with resources to incorporate technology into the curriculum
Activities for Goal	1. Provide in class support for teachers during classroom instruction using technology. 2. Meet with teachers to ensure resources and software are in place to meet instructional objectives
Measurement Tool/Evidence of Completion	Activity 1. Copy of work schedule for technology coordinator. Activity 2. Copies of meeting notes.
Persons Responsible	Technology Coordinator
Budget	Activity 1. No additional cost Activity 2. No additional cost

Timeline/Completion Date	Activity 1. When needed before the start of each activity. Activity 2. When needed before the start of each activity.
2010 Assessment: Continue, Modify or Goal met and no need continue?	Modify, ongoing...needs specific scheduling to provide evidence of this goal being met. Person responsible~ add Media Specialist

**Goal #2** Enhance the teaching learning process for students across the curriculum using educational technology instruction and resources.

Objective C for Goal	Improve the Library Media Center to meet the needs of students and teachers.
Activities for Goal	1. Develop collection development plan. 2. Weed and Update library resources with consideration given to: a. District Selection Policy b. Titlewise Collection Analysis c. District curriculum needs and state ITLS standards 3. Hire full time Library Media Specialist.
Measurement Tool/Evidence of Completion	Activity 1. Copy of plan. Activity 2. New materials in the Media Center. Activity 3. Media center specialist hired
Persons Responsible	Activity 1. Media center specialist, Library selection committee. Activity 2. Library Committee, Media Center Specialist Activity 2. Superintendant, School Board
Budget	Activity 1. No additional cost Activity 2. \$17,000 Activity 2. \$50,000
Timeline/Completion Date	Activity 1. 03/08 Activity 2. A ongoing activity reviewed annually. Activity 2. 02/08

**Goal #3** Ensure support systems are in place and all users have ready access to technology.

Objective A for Goal	Develop and Implement plans for upgrades of equipment and software.
Activities for Goal	1. Construct plan for future hardware upgrades. 2. Construct plans for future software upgrades.

	3. Implement plans for upgrade.
Measurement Tool/Evidence of Completion	Activity 1. Copy of plan. Activity 2. Copy of plan Activity 3. New equipment and software in place.
Persons Responsible	Technology Coordinator, Technology Committee
Budget	Activity 1. No additional cost to develop plan. Activity 2. No additional cost to develop plan. Activity 3. \$62,000, \$58,500, \$58,000
Timeline/Completion Date	Activity 1. 12/07 Activity 2. 06/08 Activity 3. 06/10
2010 Assessment: Continue, Modify or Goal met and no need continue?	??? Ongoing??? Modify

**Goal #3** Ensure support systems are in place and all users have ready access to technology.

Objective B for Goal	Use technology to enhance communications within the District.
Activities for Goal	1. Advertise and expand use of Infinite Campus Parent Portal. 2. Use electronic grading and report cards for elementary grades. 3. Collect email addresses of parents and community members. 4. Use District website to communicate school events, meetings, and activities.
Measurement Tool/Evidence of Completion	Activity 1. Copy of District newsletter. Activity 2. Copy of report cards. Activity 3. Email addresses stored in Infinite Campus. Activity 4. Information posted of District website.
Persons Responsible	Technology Coordinator, School Administrators
Budget	Activity 1. Cost of District Mailing Activity 2. No cost. Activity 3. No additional cost to develop budget. Activity 4. No additional cost
Timeline/Completion Date	Activity 1. Continual process. Activity 2. 10/07 Activity 3. Continual process.

	Activity 4. Continual process.
2010 Assessment: Continue, Modify or Goal met and no need continue?	Modify and continue

### **3.2. Reflections on the Wisconsin Information and Technology Planning Focus Areas**

Assessments include the use of the Taking A Good Look At Technology (TAGLIT) surveys, WKCE test results, and curriculum reviews of the Information and Technology Literacy Standards. Results of these assessments has been integrated into the development of the Technology Plan goals.

#### **3.2.a Analysis of Student Proficiency**

143 Students were surveyed using the TAGLIT instrument. Analysis of survey data shows that students within the District are comfortable using email, word processing, and conducting a search on the World Wide Web. The majority of students responded that they did have a computer at home that is connected to the Internet. The survey also showed that students were not as comfortable with spreadsheets, databases, or blogging. Results of the most recent survey are contained in Appendix B.

#### **3.2.b Analysis of Educator Proficiency**

The School District of Bayfield staff has opportunities for professional development and training through school district in-services, CESA 12 and vendor workshops. The Library Media Center is utilized by all staff members, and computer labs and digital resources are heavily scheduled. Teachers address the diverse needs of learners, and provide equitable access to appropriate digital tools and resources. Teachers use available technology resources to engage students and are developing digital-age learning experiences and assessments. Administrators provide time, resources and access to ensure ongoing professional growth in technology fluency and integration, and promote policies for safe, legal and ethical use of digital information and technologies

Our staff is very confident in the use of word processing software, e-mail, and designing and grading lessons. They feel minimally capable in the use of database, spreadsheets, and visuals (multimedia software and equipment). Additional training is needed in the following areas: web page, moodle design, interactive whiteboard, and video editing. Results of the most recent survey are in Appendix B.

#### **3.2.c Analysis of Effective Teaching and Learning Practices**

The School District of Bayfield is currently a member of the Euro curriculum project through CESA 12. This project involves reviewing the current curriculum with several area

local schools and examining the state standards and how they are being met in the curriculum. Focused attention will be given to incorporation of the ITLS and NETS standards.

Administration and staff examine the WKCE results to ensure that the standards are met and if the curriculum requires adjustment.

Educators are integrating technological resources into their learning plans, but more real world projects are needed to have students effectively use digital resources available. The educators are comfortable with using LMC information technology resources to reinforce concepts being taught, but continued and expanded collaboration opportunities are needed. Results of the most recent survey are in the Appendix B.

### **3.2.d Analysis of Access to Information Resources and Learning Tools**

Teachers and K-12 students have access to two fixed computer labs, three mobile wireless computer carts, and an average of three computers per classroom. The library media center is automated and the computerized catalog is available on all networked computers in labs and classrooms. There is a small library at the LaPointe School on Madeline Island to serve the students there. The library media center has 18 networked workstations and two machines for searching the collection.

### **Identification of options for Underserved Population**

The school system needs to expand collaborative opportunities for enhancing technology access and use for students, staff and community. A need for assistive technology to support the number of students in special education programs is an ongoing initiative. Speech to Text programs, Text to Speech programs, microphones, headphones, writing software, tutoring software and assessment software are available for students. Several classrooms contain audio systems for amplifying the teacher's voice. Computers are provided as per IEP requirements for students to assist them with completing classroom tasks.

### **3.2.e Analysis of Support Systems and Leadership**

The School District of Bayfield has an established vision for technology created by stakeholders in the school and community. Support is provided for staff to participate in a variety of professional development projects and grants designed to promote the integration of 21<sup>st</sup> century skills into the curriculum. Survey data indicates that staff needs more exposure to recent research and innovations available through in-services, workshops and coursework.

The current support system needs to be strengthened to assist teachers in the integration of the revised and expanded district vision for technology into their curricula. The library media specialist is fast becoming a trusted resource for staff technology questions and technology integration. Teacher in-services and staff meetings need to be utilized to help prepare teachers to meet these challenges. Opportunities for professional development are provided, through the area CESA agency, and other agency and vendor providers. The Administration recognizes and supports the need for continued professional development.

The District provides access to computers for community-based courses taught at the school. There is a need to expand access of the information and technology resources for

additional adult literacy opportunities. An updated school website is essential to provide district online information.

There is a continued need for policies and procedures to be annually reviewed and revised as necessary to assure alignment of the I&TL standards with content standards.

#### **4. GOALS AND OBJECTIVES**

In revising the district technology plan, the following goals and objectives were developed based on an analysis of needs. The Bayfield School District plan focuses on the following goals:

##### **Goal 1: Demonstrate and take responsibility for the safe, legal, and ethical use of technology.**

**Objective 1a:** Provide training to students and staff to increase knowledge of legal, ethical, and safety technology issues.

**Objective 1b:** Update Appropriate Use, Library collection and Internet safety policies

##### **Goal 2: Enhance student learning through the use of technological tools.**

**Objective 2a:** Provide district-wide professional development opportunities

**Objective 2b:** Provide students with effective research skills to enhance inquiry and investigation

**Objective 2c:** Provide independent studies and instruction to allow students to tailor learning to meet their needs

**Objective 2d:** Students will use email and blogging tools to communicate and collaborate with teachers and other students.

**Objective 2e:** Provide alternative methods and resources for students with special needs

##### **Goal 3: Quality support systems and ready access to resources.**

**Objective 3a:** Technology and Library resources will be updated and maintained as necessary

**Objective 3b:** Use technology to communicate with students, community and staff

#### **5. IMPLEMENTATION ACTION PLAN**

**Goal 1: Demonstrate and take responsibility for the safe, legal, and ethical use of technology.**

**Objective A. Provide training to students and staff to increase knowledge of legal, ethical, and safety technology issues.**

Steps/Activities	Person(s) Responsible	Timeline	Resources	Budget	Indicator(s) of Success
Teach Internet safety and acceptable use to students at every grade and every year	Media Specialist, Technology Coordinator, Classroom Teachers	10/2010 to 05/2013	Time	0.0	Curriculum artifacts
Provide training and updates to staff on acceptable use and Internet safety	Media Specialist, Technology Coordinator	10/2010 to 05/2013	In-service time	0.0	In-service agendas
Post universal safety information in all classrooms	Technology coordinator, Classroom Teachers	12/2010	Planning time	0.0	Classroom posters

**Objective B. Update Appropriate Use, Library collection and Internet safety policies**

Steps/Activities	Person(s) Responsible	Timeline	Resources	Budget	Indicator(s) of Success
Review and update the student and staff AUP's	Tech Planning committee, School Board	10/2010 to 06/2011	Planning Time	0.0	Updated Policy
Review and update Internet safety policy	Tech Planning committee, School Board	10/2011 to 2012	Planning Time	0.0	Updated Policy
Review and update Library collection policies	Media Specialists, Tech Planning committee, School Board	10/2011 to 06/2012	Planning Time	0.0	Updated Policy
Post updated policies on the District website	District Secretary	When policies are approved by the School Board	District Website	0.0	Policies Displayed on the District Web Site.

**Goal 2. Enhance student learning through the use of technological tools.**

**Objective A. Provide district-wide professional development opportunities**

Steps/Activities	Person(s) Responsible	Timeline	Resources	Budget	Indicator(s) of Success
Provide training on technology to staff on communications tools and multimedia creation	Media Specialist, Technology Coordinator	08/2010 to 05/2013	In-service Time	Staff Development Dollars	In-service Agendas, Growth of staff skills reported on surveys
Provide Training on Interactive	Technology Coordinator	09/2010 to 06/2013	Vendor, CESA 12	Staff Development	Classroom usage of

whiteboards				Dollars	Boards, sample lessons using the Boards
Onsite staff coaching and training of technology skills provided annually	Technology Coordinator, Media Specialist, Technology Mentors	08/2010 to 05/2013	CESA 12	Staff Development Dollars	Growth of staff skills reported on surveys
Provide staff curriculum development time and resources	Administrative Team, CESA 12 Euro consultant	08/2010 to 05/2013	CESA 12, planning time	Staff Development Dollars	Updated curriculum. In-service agendas.
<b>Objective B. Provide students with effective research skills to enhance inquiry and investigation</b>					
<b>Steps/Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Budget</b>	<b>Indicator(s) of Success</b>
Middle School students will receive training in Digital information Fluency	Media Specialist, Classroom Teachers	yearly			Curriculum, school schedules
Incorporate ISTE NETS-S standards in curriculum	Teaching Staff	05/2013	Curriculum Planning time		Curriculum documents
<b>Objective C. Provide alternative methods and resources for students with special needs</b>					
<b>Steps/Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Budget</b>	<b>Indicator(s) of Success</b>
Incorporate adaptive equipment and software to meet needs of students with IEP's and 504's	Technology Coordinator, Special Ed Staff	09/2010 to 06/2013	Adaptive Technology	Special Ed and Technology Budgets	Meet IEP or 504 plan goals
<b>Objective D. Provide independent studies and instruction to allow students to tailor learning to meet their needs</b>					
<b>Steps/Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Budget</b>	<b>Indicator(s) of Success</b>
Differentiate instruction for students to meet individual needs	Teaching Staff, media specialist, Technology coordinator, administrative team	09/2010 to 06/2013	Technology resources	Classroom budgets, technology budgets, grants	Completion of classes by students

**Goal 3. Quality support systems and ready access to resources.**

<b>Objective A. Technology and Library resources will be updated and maintained as necessary</b>					
<b>Steps/Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Budget</b>	<b>Indicator(s) of Success</b>
Update Network infrastructure	Technology Coordinator	09/2010 to 09/2013	Install gigabit switches in District	E-rate money and Technology budget	Switches installed and working
Install Interactive Whiteboards in classrooms	Technology Coordinator	09/2010 to 06/2013	Whiteboards	Microsoft monies, technology budget	Boards installed in classrooms.
Establish a computer upgrade and replacement cycle to maintain current access to technology over time	Technology Coordinator	Annually	Planning time	Common School Funds, Technology budget	Maintenance of current access to technology
Purchase and update print & non-print library materials, instructional software and annual data subscriptions	Technology Coordinator, Media Specialist	Annually	Planning time	Common School Funds, Technology budget	Software, print materials and databases are in place that meet curriculum needs
<b>Objective B. Use technology to communicate with students, community and staff</b>					
<b>Steps/Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Budget</b>	<b>Indicator(s) of Success</b>
Utilize email and web-based communication tools	All staff, administration	Ongoing	Email systems,	Technology budget	Improved Communication
Contract for local and long distance phone service	District Bookkeeper	Ongoing	e-rate monies, technology budget	\$1,500/year – long \$7,800/year - local service \$600/year cell phone	Service in place
Make available student records to parents, guardians	Administrative Team, Technology Coordinator	09/ 2010 to 06 2013	Infinite Campus Parent and Student Portal	Technology budget for Infinite Campus	Access to child’s grades and attendance is made available
Yearly contract with Wiscnet for Internet Service	Technology Coordinator	Annually	e-rate monies, technology budget	\$6,000	Service in place

Contract with DOA for Badgernet Video and Data Services	Technology Coordinator	Annually	e-rate monies, technology budget	\$250/month	Service in place
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## 5. PLAN BUDGET

Budget contained in Appendix B.

## 6. DISSEMINATION TO STAKEHOLDERS

The comprehensive Information and Technology Plan will be presented to the Board of Education and approved in June 2010. The Technology committee will share the approved plan with the entire professional staff of the District and will continue to communicate plan progress and revisions. Periodic progress reports will be made to respective faculties at faculty meetings. The plan will be posted on the District website where it can be accessed and reviewed by stakeholders.

## 7. MONITORING, EVALUATING, AND REVISING OF THE PLAN

### 7.1. Monitoring and Evaluation Process

The Tech committee will continue to develop and refine the Comprehensive Information and Technology Plan. The Plan will be reviewed at least annually. Implementation timelines will be reevaluated at that time, as well as resource allocation. Committee members will monitor plan progress and identify issues for reconsideration.

### 7.2. Process of reporting to community stakeholders

Reporting procedures will include an annual report to the Board of Education along with the use of the District website and the District Newsletter to disseminate plan contents and progress to the community.

### 7.3. Process and Timeline for Ongoing Long-Term Planning

District's long term planning efforts are ongoing and continued based on the learning needs of the students, as well as the administrative and instructional needs of the staff. It is the District's intention to monitor development of information and technology integration within the K-12 curriculum through project lesson plans and local assessment tools. This data will be utilized to further define staff development and curriculum needs.

## APPENDICES

### APPENDIX A-Budget

### APPENDIX B-Needs Survey Results

6. TAGLIT Bayfield Elementary Standard Report
7. TAGLIT Bayfield High School Standard Report
8. TAGLIT Bayfield Middle School Standard Report
9. TAGLIT Bayfield Middle School 8th Grade Report
10. TAGLIT Bayfield School District Standard Report

### APPENDIX C-Network Diagram

### APPENDIX D-Inventories

3. Hardware Inventory
4. Software titles 2010

### APPENDIX E-Collection Analysis

### APPENDIX F-Policies

1. 349 Technology Concerns for Students with Special Needs
2. 361 Selection of Library and Instructional Materials
3. 361\_1 Copyright
4. 361R Instructional and Library Materials Selection Procedures
5. 384 Cyber Bullying
6. 385 Internet Safety and Acceptable Use
7. 385E1 Staff Acceptable Use
8. 385E2 Student Acceptable Use
9. 385R Rule Internet Safety and Acceptable Use
10. 362 Interlibrary Loan
11. 361-2 Reconsideration of School Library Materials

### APPENDIX G-ISTE Standards

4. NETS\_T\_Standards\_Final
5. NETS-A\_2009
6. NETS\_for\_Students\_2007\_Standards

### Appendix H-Curriculum Maps

3. 6th\_Grade\_Mathematics
4. English\_9

## Appendix I-Bibliography