De Soto Area School District

Information And Technology Plan

2005 – 2007

De Soto Area School District
615 Main Street
De Soto, WI 54624

Michael Davis, District Administrator
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EXECUTIVE SUMMARY

The vision of the De Soto Area School District’s Information and Technology Plan is to provide students with essential skills preparing them to work independently in the competitive environment of a global economy. The Information and Technology Plan is aligned with the District’s mission statement and is linked with current educational standard-based curriculum objectives focusing on technology integrated instruction and curriculum, student application of technological skills in diverse content areas, and assessment of students based on competency outcome goals.

The planning process has been ongoing since the 1995-06 school year when a committee of stakeholders was formed with the purpose of furthering technology literacy among students and staff. The 2004-05 Technology Committee comprised of parents, students, community members, faculty and administrators, continues to formulate a bold and futuristic plan focusing on staff development training, instructional and learner objectives and access to technology resources and tools. Key objectives of the current plan include:

Staff Development Training
- Participation in DPI & CESA #4 workshops
- Utilization of “The Collaborative Planning Guide for Library and Media Technology”
- enGauge Training
- Staff competency utilizing SASI and other student based data programs

Instructional and Learner Objectives
- Development of technology specific curriculum
- Formulation of learner objectives and goals for all students, inclusive of those with exceptional needs, gifts and talents
- Student application of technology and demonstrated competency
- Students experience real world applications of technology
- On-going assessment of Technology Plan

Access to Technology Resources and Tools
- Implementation of enGauge online and on-site surveys
- Parent connect through e-mail and District web site
- Maintain and update district technology infrastructure
- Collaboration with area post-secondary colleges and universities
- Development of community business partnerships

The De Soto School District’s Technology Plan is committed to insuring that students develop and apply technology skills to maximize learning as they prepare for opportunities in post-secondary educational institutions, the workplace and in society.
Introduction.

The philosophy and vision underlying the De Soto Area School District’s Information and Technology Plan is to provide our students with the essentials necessary to fully participate in the information age in a manner that prepares them to live and compete in the emerging cross-cultural environment of a global economy. The De Soto Area School District Information and Technology Plan is linked with current educational reform within the goals of teaching students how to apply skills, understand concepts, solve problems, work collaboratively, and take responsibility for learning.

Relevant research of the impact of information and technology programs on academic achievement revealed that learning is most effective when teachers and media specialists work collaboratively as partners. The Wisconsin Department of Public Instruction publication, *Information and Technology Literacy: A Collaborative Planning Guide for Library Media and Technology* discusses a well-developed library media program as one in which teachers, media specialists, technology staff and paraprofessionals work collaboratively to develop and incorporate problem-based learning units as an instructional team. Library media specialists, technology instructors, teachers and support staff must all work together to go beyond using technology for drill/practice or information processing activities. To be successful in today’s world, educational professionals must develop in students the higher-level thinking skills that result in improved achievement and success in solving real-world problems.

The De Soto Area School District is dedicated to the implementation of Wisconsin standard-based curriculum which addresses NCLB recommendations. Staff development continues to focus on the integration of Wisconsin Standards and use of technology in authentic inquiry based learning units with a variety of assessment.

The De Soto Area School District vision embodied in this plan is bold and futuristic. All stakeholders are committed to providing all students the opportunity to engage the power of technology and media to maximize learning in the 21st century.

The mission of the De Soto Area School District is to produce independent, effective, and lifelong users of information, while developing skills which include digital literacy, inventive thinking, problem solving, effective communication, teamwork, and the ability to create high-quality products. Teachers, as facilitators of learning, will contribute at every level to the student’s growing awareness of the part he/she must fill in our ever-changing world. Through the collaboration of all stakeholders, information and technology literacy will be integrated into the various content and skill areas of the school curriculum. Our main focus is on learning with information and technology rather than learning about information and technology.
**Background Information**

District and Community Demographics:

The De Soto Area School District consists of 154 square miles of which 41 square miles are in Crawford County and 113 in Vernon County. The population consists of 893 community members in Crawford County and 4712 from Vernon County as determined by the 2000 census data.

The district has three school buildings: De Soto Middle/High School, Prairie View Elementary and Stoddard Elementary. There are approximately 650 students and forty-two administrators and faculty members. Our capacity is estimated at 800 students, and there is room to grow on all three sites.

The district is made up of seven small communities: De Soto, Ferryville, Genoa, Retreat, Redmound, Stoddard and Victory. These villages are as much as twenty miles apart but connected by “The Great River Road” along the Mississippi River. Cultural backgrounds and citizen makeup of these villages also vary to some extent.

The median age is 42.9 and consists of 49% male, 51% female with an ethnic representation of 98.25% white not Hispanic, 0.52 black not Hispanic, .78 American Indian, .43 Asian not Hispanic, .04 other, .85 Hispanic.

The property values of Vernon County rank them 66 of the 72 counties in the state of Wisconsin. The jobless rate of Vernon County was 3.3% while Crawford County was 2.9%. The per capita personal income in Vernon County and Crawford Counties respectively were 14,056 and 15,501 while the average for Wisconsin was 20,884 and the United States was 21,699. Our population is at 9.3% below poverty level.

**Overview of the Educational Technology and Library Media Planning Process**

During the 1995-96 school year, the Goals 2000 Committee addressed the district’s need for increased technology and staff development on technology. The Committee concluded that the district needed to update technology and the knowledge of technology so our students will be life-long learners and successful participants in the global technology. An Implementation Committee devised of Goals 2000 committee members strongly recommended that the district increase staff development training on technology, increase the available technology and hire a Director of Technology to provide technical training and support.

During the 1996-1997 school year, the Technology Committee was developed. The Technology Committee was made up of teachers, administrators from all three school buildings, and high school students. The Committee met monthly to discuss and review progress, work on the goals, and plan and assign responsibilities.
The Technology Committee worked throughout the 1996-97 school year to develop the district technology plan. The Committee also applied for the Technology Literacy Challenge Fund in 1997.

During the 1997-98 school year, the Technology Committee worked toward incorporating feedback received from the DPI into the technology plan. Members of the Technology Committee have also attended various workshops including: the Governor’s Conference on Educational Technology, the Seminar in Planning for Instructional Technology at Stevens Point, Wisconsin, a workshop conducted by Graham MicroAge, the CESA 4 workshops. Several community members were asked to review the technology plan.

From 1998-2001 the committee implemented the technology plan. They met at least three times per year to review the plan and make changes as needed.

Beginning in October 2002, committee members started reviewing and revising the existing Technology Plan after attending a DPI workshop at CESA #4. The resource received at this workshop, *The Collaborative Planning Guide for Library and Media Technology*, was used to help complete the plan. Members attended a second DPI workshop in January of 2003.

In order to further gain information about the technology needs of our district, the enGauge Online and On-Site surveys were conducted. Staff, parents, students, school board members, and administrators participated in the enGauge process.

The enGauge team consisted of the Director of Technology, Middle/High School Library Media Specialist, elementary technology instructor, and high school instructor. This team participated in enGauge training on January 21, 2003, November 3-4, 2003, and December 17-18, 2003. The enGauge On-Site visit took place in December with a partner team. The planning committee reviewed the enGauge Survey information and other relevant information to assess the current status of the existing Technology Plan.

Stakeholders were contacted for input on the goals and objectives. In the fall of 2004 the revised plan was developed and presented to the school board for approval.

**District Information and Technology Committee**

Michael Davis, Superintendent,
Martin Kirchhof, Middle/High School Principal,
DuWayne Gronning, Director of Technology
Michael Hanson, Business Education Teacher
Greg Koelker, High School Teacher
Kristine Kreuzer, Middle/High Library Media Specialist
Rose Marie Stelzig, Elementary Technology Teacher and Title 1 Teacher
Linda Townsend, Elementary Library Media Specialist
Evan Wick, Elementary Lead Teacher
Ellen Umberger, Elementary Lead Teacher

**Information and Technology Plan Writing Committee**

DuWayne Gronning, Director of Technology  
Michael Hanson, Business Education Teacher  
Kristine Kreuzer, Middle/High Library Media Specialist  
Rose Marie Stelzig, Elementary Technology Teacher and Title 1 Teacher  
Linda Townsend, Elementary Library Media Specialist

**District Stakeholders**

Michael Davis, Superintendent  
Martin Kirchhof, Middle/High School Principal  
DuWayne Gronning, Director of Technology  
Michael Hanson, Business Education Teacher  
Greg Koelker, High School Teacher  
Kristine Kreuzer, Middle/High Library Media Specialist  
Rose Marie Stelzig, Elementary Technology Teacher and Title 1 Teacher  
Linda Townsend, Elementary Library Media Specialist  
Andrea Christopherson, Middle School Teacher  
Rebecca Erickson, Special Ed. Director/Teacher  
Heidi Stoltz, Private School Teacher  
Tarasa Lown, School Board Member  
Community Members: Roger Heath, Shari Paulsrud, Jeffrey Poulin, Mrs. Hanson

**Students:**

**Community Resources and Adult Literacy Providers**

The De Soto Area School district has developed partnerships throughout the community which include staff, parents, students, education and business communities. Because of the rural nature of the district, the number of viable community resources is limited. The local telephone cooperative, banding institutions, and a power plant, may be able to provide some assistance in terms of advising the instruction.

The Cooperative Educational Service Agency #4 and the Winding Rivers Library System all serve as resources. Vernon Memorial Hospital serves as a resource with the Healthy Kids Initiative. We have access to UW-La Crosse, Western Wisconsin Technical College, and Viterbo College adult classes within our community. We participate in the UW-La Crosse’s School of Education clinical studies.
Needs Assessment/Current Status

Assessment of Progress Towards Previous Plan’s Goals

Achieved Goals/Objectives

3.2 Goal 1
Appropriate, up to date information technology will be utilized to provide equitable learning and enhance communication opportunities.
   There is a workstation on every teacher’s desk with Internet access.
3.4 Goal 1:
The De Soto Area School district recognizes that due to the size of our district, education will be improved with access to information technology. The administration is committed to providing the necessary level of technology access for attaining curriculum standards.
   Administration supports district technology staff development programs through budget, release time, and scheduling appropriate training, personnel, and purchasing of necessary equipment.
3.4 Goal 2:
The administration realizes that it is important for the district to have immediate access to technical support in order to maintain the technology.
   Administration provided a technical support person and encourages student assistants to this person.
3.4 Goal 3:
Administration record keeping will be automated throughout the district.
   Computerized student attendance and food service records are part of the automated system.

Continued Goals/Objectives

3.1 Goal 1:
Students will become more active and independent learners, demonstrating the proficient use of technology tools required for further education, careers, and life skills in accordance with and the Wisconsin Academic Standards.
   Students will use technology to conduct investigations, solve problems, complete assignments in all subject areas.
   Students will use technology tools, such as desktop publishing, databases, and graphic calculators, to extend their capabilities in certain areas of study.
   Students will use multimedia programs and integrated software packages.
   Students with exceptional needs will have access to a variety of assistive technology applications.
   Gifted and talented students will have access to a variety of advanced technology applications.
3.1 Goal 2:
Curriculum will be developed incorporating technology goals.
This will continue through staff curriculum development.
3.3 Goal 1:
The De Soto Area Schools District will continue to implement a staff development policy to ensure that we employ well-trained staff who understands how to use the available technology tools, and how that technology relates to the learning environment in the classroom.

Staff development opportunities have been provided and will continue to be provided every year.

3.3 Goal 2:
All staff members will demonstrate competency in the utilization of available technology resources.

Staff members use technology, including SASI, for authentic assessment and for accessing and recording student data. Communication with staff and parents is done through e-mail.

Delayed Goal/Objective
3.2 Goal 2:
Students, staff and community members will have the opportunity to use technology resources for access to information.

Internet access is available to students and staff throughout the day. However, community member access to computer labs has not been achieved.

**Analysis of Educator Proficiency**

In the fall of 1999, staff members participated in Level of Technology Implementation (LoTi) framework. This was repeated in late 2001. In the fall of 2003, stakeholders participated in the enGauge Survey. The enGauge assessment tells us that our staff prefers to engage in teaming, collaboration, real-world applications, and production of high-quality, state-of-the-art products that would immerse them in the kind of activities their students should experience. This also would be an opportunity for the business community and the teachers and administrators to work together to discuss how these skills play out and get assessed in the workplace.

The district schedules time each year for staff to be trained on new procedures, to review existing management software, and to learn new software features. Staff is encouraged to go out of their comfort zone and explore the possibilities of technology in their classrooms. Each application used in the district has at least one staff member who is knowledgeable and willing to provide assistance and guidance on the use of the application.

Our staff is knowledgeable in the use of district owned information resources and learning tools as recommended in *A Collaborative Planning Guide for Library Media and Technology.* (see Appendix ) The enGauge survey indicates that De Soto educators are in the adoption stage (2.91) moving toward the exploration stage in designing teaching strategies and learning environments.
Analysis of Effective Teaching and Learning Practices

Media Materials and Technology are utilized as a tool for instruction, a tool for the learner, and a tool for planning and/or evaluating instruction. The De Soto Area School District strives to integrate technology into the curriculum to ensure that all students meet the academic standards and become life long learners.

The district currently provides students with technology specific curriculum. Staff development and curriculum committees continue to work towards the integration of technology in all curricular areas. Teachers currently utilize overhead projectors, video and audio cassette/CD players, cable educational television programs, LCD projectors, DVD players, digital still and video cameras, video editing, internet, media information databases, and computer software applications as part of their instructional methods.

The district continues to work in accordance with the Americans with Disabilities Act of 1990, which ensures that assistive technology be provided as indicated in the student’s Individual Education Plan. The district contracts an Assistive Technology Specialist through CESA #4 as needed, to provide support and resources in the area of assistive technology.

The district participates in various curriculum and educational initiatives. Curriculum articulation of courses with Western Wisconsin Technical College is current in business, computer applications, mathematics, and in the apprenticeship programs of finance and auto. Certified Nurse’s Assistant training is accessed through the technical college and certain credits may be articulated. Articulation in web site design is pending. A distance education classroom, with interactive TV, supports the sharing of classes and teachers with other consortium schools. Participation in Advanced Placement classes, through APEX, provides an on-line environment for the AP classes we are unable to offer in our direct curriculum.

Analysis of Access to Information Resources and Learning Tools

The De Soto Area School District consists of three buildings connected by a WAN. The wide area network is able to match or exceed the capacity of the local network. The elementary buildings each have a computer lab with 17 student stations with access to over 95 software programs that correlate to the K-5 curriculum. The middle/high school has 3 computer labs with 24 student stations each. Every classroom in the district is wired for up to four computer stations. All classroom teachers have a PC available for attendance, grading, and email. All teachers have in classroom phone access. The district has 12 laptops available for staff to check out. Each classroom in the district has TV/VCR access. All the buildings within the district have access to cable except Prairie View Elementary. Prairie View Elementary has an Off-Air antenna system. All buildings have access to Wisconsin Public Television.
The local area network provides sufficient bandwidth for existing applications and access and provides for growth as online access increases. Internet access is provided to all locations with filtering and caching. All buildings have wireless access points; each classroom is wired for Internet access. Access to Internet and intranet resources is provided outside the school day for students and outside the school environment for parents, students, and the community through our web page. Parents are encouraged to access the district’s web site to gather district information such as district policies, procedures, and school calendar.

The middle/school high school has a combined Library Media Center with four student computer centers with plans to expand to eight. It has an automated library circulation and catalog system accessible throughout the building with an inventory of over 8,000 titles and subscriptions to 29 periodicals. The two elementary Library Media Centers each have an automated library circulation and catalog system with one circulation computer and three student stations. The elementary collections each contain over 7,000 titles and subscriptions to 20 periodicals. Home access to the online encyclopedia and two of the databases is provided on the LMC web page along with other information and web sites.

**Analysis of Support Systems and Leadership**

The need for ongoing training is necessary in order to have an impact on improving the learning environment in our schools. Leadership and coordination of technology, teacher training and development, and administrative support have made this training successful. Elementary and middle school staff members participated in integrated technology grant projects through CESA #4. Yearly training in updated technology and management tools is provided through staff development. Beginning in the year 2004-05 we are providing individualized training on specific technologies determined by staff surveys.

Each year several teachers from the district have the opportunity to attend technology classes at the Washburn Academy, a weeklong summer school designed to teach courses related to math, science and technology. Staff members are also encouraged and provided release time to attend workshops and conferences to expand their knowledge of current educational practices and technology throughout the school year.

The De Soto Area School District has two full-time LMC specialists. One serves the 6-12 building, the other shares time between the two elementary schools. The district employs a Director of Technology. Each building has at least one staff member knowledgeable of troubleshooting computers and software and integration of technology in to the curriculum.
Program Goals and Educational Technology Initiatives in Support of Educational Improvement.

Instructional and Curricular Goals and Initiatives

Goal 1:
Students will become more active and independent learners, demonstrating the proficient use of library media and technology tools required for further education, careers, and life skills in accordance and the Wisconsin Academic Standards.
- Students will use library media and technology to conduct investigations, solve problems, complete assignments in all subject areas.
- Students will use technology tools, such as desktop publishing, databases, digital cameras, and graphic calculators, to extend their capabilities in certain areas of study.
- Students will use multimedia programs and integrated software packages.
- Students with special needs will have access to a variety of assistive technology applications and library media resources.
- Gifted and talented students will have access to a variety of advanced technology applications and library media resources.

Goal 2:
Curriculum development will be ongoing integrating information and technology literacy.

Communication and Information Access Goals and Initiatives.

Goal 1:
Appropriate, up to date information technology will be utilized to provide equitable learning and enhance communication opportunities.
  - Distance Learning options will be available to provide needed classes.
- Modern computer labs will be accessible to all students.

Goal 2:
Students, staff and community members will have access to use information and technology.
- Internet access will be available to students and staff throughout the day.
- Community members will be welcome to access Internet for information purposes.
- Computer labs and media centers will be open before and after school for student and community use.
- To promote adult literacy, the district will continue to work in cooperation with Western Wisconsin Technical College to provide facilities for adult education classes.
Staff Competency Goals

Goal 1:
The DeSoto Area Schools District will continue to implement a staff development policy to ensure that we employ well-trained staff who understands how to use the available technology and library media tools, and how that technology relates to the learning environment in the classroom.
- Staff development opportunities will be provided to ensure that all staff members become knowledgeable users of modern library media and technology tools.

Goal 2:
All staff members will demonstrate competency in the utilization of available library media and technology resources.
- Staff members will use technology, including SASI, for authentic assessment and for accessing and recording student data.
- Staff members will use library media and technology resources to gather and share information, and to communicate with colleagues elsewhere.
- Staff members will use appropriate software and special technology tool for implementing, integrating and improving curriculum.

Administrative and Management Goals and Initiatives

Goal 1:
The DeSoto Area School district administration will remain committed to providing the necessary level of technology access for attaining curriculum standards.
- Administration will coordinate the planning to obtain hardware, software, and necessary equipment and wiring to provide the technology that is vital in today’s society.
- Administration will support district library media and technology staff development programs through budget, release time and scheduling appropriate training personnel.
- Administration will support and promote public relations for students, staff and community regarding information and communication technology.

Goal 2:
Administration will continue to provide a technical support person to maintain the district’s technology system.
# IMPLEMENTATION ACTION PLAN

I. Educator Proficiency

## Goal
Understand how to use the available technology and library media tools, and how that technology relates to the learning environment in the classroom.

## Objective 1a.
Provide development for effective use of internet resources.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Person(s)/ Responsible</th>
<th>Resources Needed</th>
<th>Projected Budget</th>
<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide In-service opportunities for effective Internet searching and website evaluation.</td>
<td>Technology Committee</td>
<td>Funding Time Facilitators</td>
<td>$1,000/year</td>
<td>Ongoing</td>
<td>Attendance Records</td>
</tr>
<tr>
<td>Provide staff development opportunities for online media database searching.</td>
<td>Media Specialists</td>
<td>Subscriptions to databases Badgerlink</td>
<td>$3,000/year</td>
<td>Ongoing</td>
<td>Increased use of databases</td>
</tr>
</tbody>
</table>

## Objective 1b.
Student management software

<table>
<thead>
<tr>
<th>Activities</th>
<th>Person(s)/ Responsible</th>
<th>Resources Needed</th>
<th>Projected Budget</th>
<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide In-service training of staff on the use of management software</td>
<td>Director of Technology, Administrator, Staff Development Committee</td>
<td>SASI, food service,</td>
<td>NA</td>
<td>Ongoing</td>
<td>Attendance records</td>
</tr>
</tbody>
</table>

## Objective 1c.
Implementing, integrating, and improving curriculum

<table>
<thead>
<tr>
<th>Activities</th>
<th>Person(s)/ Responsible</th>
<th>Resources Needed</th>
<th>Projected Budget</th>
<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide staff development opportunities for exploring and evaluating curriculum related software.</td>
<td>Director of Technology, Staff Development Committee, Administration, curriculum coordinator</td>
<td>Curriculums – Math, Language Arts, Science, P.E., Social Studies, Art, Music,</td>
<td>$500</td>
<td>Ongoing</td>
<td>Attendance records, integrated lesson plans</td>
</tr>
<tr>
<td>Provide Workshops for staff to develop the skills for implementation</td>
<td>Administration, Staff Development Committee</td>
<td>Funding Time</td>
<td>$500</td>
<td>Ongoing</td>
<td>Attendance records, integration of lesson plans</td>
</tr>
<tr>
<td>Work toward using flexible schedules in Grades 4 &amp; 5 with library media and computer lab</td>
<td>Library media specialist and computer lab teacher</td>
<td>Time to plan with other staff</td>
<td>$100/day for sub pay per staff member planning</td>
<td>2005-06 school year</td>
<td>Grade 4 &amp; 5 will have a flexible schedule using the LMC &amp; computer lab</td>
</tr>
</tbody>
</table>
II. Effective Teaching and Learning Practices

| Goal | Increase educators’ integration of information technology standards within the curriculum |
|--------------------------------|
| **Objective 2a.** | Collaboration to develop technology integration units |

<table>
<thead>
<tr>
<th>Activities</th>
<th>Person(s)/ Responsible</th>
<th>Resources Needed</th>
<th>Projected Budget</th>
<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform staff of Wisconsin Information &amp; Technology Literacy Standards</td>
<td>LMC Specialists, Administration, Director of Technology</td>
<td>Access to standards guide, Time</td>
<td>NA</td>
<td>2005 – 2006 school year</td>
<td>Checklist from staff</td>
</tr>
<tr>
<td>Teachers &amp; LMC Specialists work together to develop collaborative projects.</td>
<td>LMC Specialists Teachers</td>
<td>Professional journals, Ideas Substitute teachers Release time</td>
<td>$100/day for a sub for each staff member involved in collaboration/year</td>
<td>Ongoing</td>
<td>Integrated lesson plans</td>
</tr>
<tr>
<td>Department teams meet to plan technology integration lessons.</td>
<td>Teachers Administration Director of Technology LMC Specialists</td>
<td>Substitute teachers Curriculum materials Time</td>
<td>$100/day for a sub for each staff member</td>
<td>Ongoing</td>
<td>Integrated lessons and projects</td>
</tr>
</tbody>
</table>

| Objective 2b. | Assessment of student technology skills based on Wisconsin Standards |

<table>
<thead>
<tr>
<th>Activities</th>
<th>Person(s)/ Responsible</th>
<th>Resources Needed</th>
<th>Projected Budget</th>
<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide assessment tools for technology integrated project.</td>
<td>Media Specialist CESA #4</td>
<td>Benchmarks Rubrics</td>
<td>NA</td>
<td>By Dec. of 2007</td>
<td>Sample assessment tool</td>
</tr>
<tr>
<td>Use the information/technology checklist.</td>
<td>All teaching staff</td>
<td>Checklist</td>
<td>NA</td>
<td>2005 – 2007 school years</td>
<td>Documented checklists</td>
</tr>
</tbody>
</table>

| Objective 2c. | Provide students access to assistive technology and library media resources. |

<table>
<thead>
<tr>
<th>Activities</th>
<th>Person(s)/ Responsible</th>
<th>Resources Needed</th>
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<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make adaptive equipment available</td>
<td>Special Ed Director Administration Director of Technology</td>
<td>CESA #4 ITL benchmarks</td>
<td>$2,000-5,000/year</td>
<td>Ongoing</td>
<td>Student’s IEP</td>
</tr>
<tr>
<td>Investigate and purchase software per individual needs</td>
<td>Special Ed Director Director of Technology</td>
<td>CESA #4 software vendors</td>
<td>$1,000-2,000/year</td>
<td>Ongoing</td>
<td>Student’s IEP</td>
</tr>
</tbody>
</table>
### III. Access to Information Resources and Learning Tools

**Goal**  
Increase opportunities for staff, students, and community to have access to appropriate technologies.

**Objective 3a.**  
Increase access to media & technology for students and community.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Person(s)/ Responsible</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide supervision before &amp; after school in computer labs &amp; LMC at each school site for students</td>
<td>Administration</td>
<td>Funding Staff personnel Program guidelines</td>
<td>$15/ hour per person supervising each center</td>
<td>2006-07 school year</td>
<td>Increase use of LMC &amp; computer labs before/after school</td>
</tr>
<tr>
<td>Provide community access to LMC &amp; computer lab at each site once a month</td>
<td>School board Administration LMC Director Director of Technology</td>
<td>Funding Trained staff Janitorial staff Program guidelines</td>
<td>Hourly wage as designated by contract/grant</td>
<td>2006-07 school year</td>
<td>Community use of LMC &amp; computer labs</td>
</tr>
</tbody>
</table>

**Objective 3b.**  
Increase awareness of availability of Distance Ed. Lab, of its uses to the community.

<table>
<thead>
<tr>
<th>Activities</th>
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<th>Resources Needed</th>
<th>Projected Budget</th>
<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publish information regarding programs and availability of Distance Ed Lab</td>
<td>Administration Director of Technology Distance Ed Lab Coordinator</td>
<td>Schedule of programs and events School newsletter</td>
<td>NA</td>
<td>Ongoing</td>
<td>Increased use of Distance Ed Lab</td>
</tr>
</tbody>
</table>
### Objective 3c.
Provide access to up-to-date technology tools and media resources.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Person(s)/ Responsible</th>
<th>Resources Needed</th>
<th>Projected Budget</th>
<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make staff and community aware of informational resources available through school web site</td>
<td>LMC personnel, Director of Technology</td>
<td>School newsletter, Staff inservice time</td>
<td>NA</td>
<td>2004-05 school year, Ongoing</td>
<td>Increase use of informational resources through web site, Inservice attendance records</td>
</tr>
<tr>
<td>Maintain computer replacement rotation on a six year cycle</td>
<td>Director of Technology</td>
<td>Inventory Funding</td>
<td>$10,000/year</td>
<td>Ongoing</td>
<td>Inventory of equipment</td>
</tr>
<tr>
<td>Explore funding opportunities</td>
<td>Director of Technology, Other staff</td>
<td>CESA #4 DPI Website Businesses</td>
<td>NA</td>
<td>Ongoing</td>
<td>Additional funding sources will be applied for</td>
</tr>
<tr>
<td>Research new technologies with plans to purchase as needed</td>
<td>Director of Technology, Staff</td>
<td>CESA #4 Vendors Internet</td>
<td>$10,000/year</td>
<td>Ongoing</td>
<td>Staff recommendations, Staff survey</td>
</tr>
<tr>
<td>Update LMC circulation software</td>
<td>LMC Directors, Director of Tech.</td>
<td>Sagebrush/Alexandria Set up &amp; support</td>
<td>$3,000 – 05-06, $1,400/yr. 06-07</td>
<td>Ongoing</td>
<td>Purchase order</td>
</tr>
</tbody>
</table>
### IV. Support Systems and Leadership

**Goal**
Provide hardware, software, and personnel to maintain district’s technology system.

**Objective 4a.**
Increase efficiency and reliability of technology hardware.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Person(s)/ Responsible</th>
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<th>Projected Budget</th>
<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide up-to-date hardware</td>
<td>Administration</td>
<td>Funding</td>
<td>$10,000/year</td>
<td>Ongoing</td>
<td>Inventories</td>
</tr>
<tr>
<td>Provide personnel to maintain technology systems</td>
<td>Administration</td>
<td>Funding</td>
<td>Based on contract for personnel involved</td>
<td>Ongoing</td>
<td>90% of equipment &amp; software available at all times</td>
</tr>
</tbody>
</table>

**Objective 4b.**
Provide up-to-date software for attaining curriculum standards.

<table>
<thead>
<tr>
<th>Activities</th>
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<th>Projected Budget</th>
<th>Timeline</th>
<th>Evidence Of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research software that correlates with Wis. Standards</td>
<td>Curriculum Director Department staff members</td>
<td>Time Funding ITL Standards Vendors</td>
<td>$100/day for sub for staff members involved</td>
<td>Ongoing</td>
<td>Software inventories</td>
</tr>
<tr>
<td>Purchase software that support Wis. Standards</td>
<td>Administration Director of Technology</td>
<td>Vendors Funding</td>
<td>$3,000/year</td>
<td>Ongoing</td>
<td>Software inventories</td>
</tr>
</tbody>
</table>

**Objective 4c.**
Provide training to personnel to maintain hardware, and increase proficiency of software.

<table>
<thead>
<tr>
<th>Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide release time for staff to attend workshops &amp;/or meetings on hardware maintenance</td>
<td>Administration Director of Technology Staff responsible for hardware maintenance</td>
<td>Release time Funding CESA #4 Other agencies providing training</td>
<td>Staff salary for release time $100/day for subs for involved staff</td>
<td>Ongoing</td>
<td>Request forms for and attendance at training sessions</td>
</tr>
<tr>
<td>Provide release time for staff to attend workshops &amp;/or meetings with software providers</td>
<td>Administration Director of Technology Staff involved with software purchases</td>
<td>CESA #4 Vendors</td>
<td>Staff salary for release time $100/day for subs for involved staff</td>
<td>Ongoing</td>
<td>Request forms for and attendance at meetings Software inventory</td>
</tr>
</tbody>
</table>
Dissemination to Stakeholders

Process for Reporting to Stakeholders

Information is disseminated to stakeholders through faculty meetings, inservices, district newsletters, interschool memos, parent-teacher conferences, presentation at School Board meetings and/or PTO meetings, and through teachers and students.

Media will be aggressively courted to assure fair and frequent coverage. The district will take conscientious steps to learn effective strategies in working with the various media. Spokespersons will be assigned to guarantee consistent and regular communication. At the present time, a staff person writes a regular column for the local newspaper, and a District Newsletter is mailed to all community members monthly. The lines of communication are already there.

Monitoring, Evaluation, and Revision

Monitoring and Evaluation Process

The district long-range plan will be monitored on an annual basis by the technology Committee with input from staff, students, administration, and community members. Student performance results, as reported through WSAS and WRCT test scores as well as staff progress in curriculum integration effort will be key indicators used in evaluation. The Technology Committee will meet a minimum of three times each year to review progress.

The De Soto Area Schools Technology Committee will continue to investigate and research new technology. They will continue to evaluate whether or not our current technology is up to date and will propose changes that include adding new determining the compatibility and viability of current technology, discharging obsolete technology and planning for the future technology as the means become available.

Based on information collected in the evaluation process, the Technology Committee will update and revise this Technology plan by April 1 of each school year.

Technology Committee members will continue to learn about and report on areas of technology concern that need to be addressed. The Committee will continue to respond by addressing areas of the Technology plan that need to be updated.

The Technology Committee will continue to meet on a regular basis to coordinate and evaluate the planning process. Curriculum revisions for each discipline and technology will be on going. The Technology Committee will work the Curriculum Committee and the Staff Development Committee to ensure that technology is infused into all curriculums. The following time line will be followed each year.
February  Evaluate and decide on hardware and software needs for budgeting  
April   Recommend technology inservicing for staff for the following school year  
School Year  Research and purchase hardware and software

The need for adult literacy has expanded to include advances in technology. One role of the school district is to meet the needs of learners of all ages. As stated in our goals, the district will provide Internet access to community members, access to computer labs, and facilities for adult learning classes. Enrollment in in-house technology classes is open to adults in the community. The district will continue to evaluate and incorporate the needs of the area of adult literacy into our Technology Plan.