

School District of  
West Allis-West Milwaukee, et al.  
Information (Library Media)  
&  
Technology Literacy Plan  
**July 1<sup>st</sup>, 2008 – June 30<sup>th</sup>, 2011**

Kurt Wachholz

District Administrator

A handwritten signature in black ink that reads "Kurt A. Wachholz". The signature is written in a cursive style and is positioned above a solid horizontal line.

Board Approval Date: May 27, 2008

Contact Person: Stephan Blum, Manager of Technology Services

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(414) 604-3051



# State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

## Information (Library Media) & Technology Plan No Child Left Behind (NCLB) Act of 2001 Assurance

Below is the detailed description of the criteria each local technology plan must contain to comply with the **No Child Left Behind Act of 2001, Enhancing Education Through Technology—Title II, Part D, Subpart 1**. Each district plan must contain language that addresses each of the 12 points to be eligible for receipt of Ed Tech (Title II, Part D) formula and/or competitive funds.

Please review each of the criteria and list in the column on the right the page number in your current plan that addresses the criteria. After completing the grid, please sign and date at the end of this form. Submit this form along with your plan and a completed plan review sheet.

*For information and assistance, contact: Stuart Ciske [Email: [stuart.ciske@dpi.state.wi.us](mailto:stuart.ciske@dpi.state.wi.us) -- Phone: 608-267-9289]*

<b>District Name:</b>	West Allis West Milwaukee	<b>CESA:</b>	1
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**No Child Left Behind Act of 2001, Enhancing Education Through Technology—Title II, Part D, Subpart 1.—**  
*Local Applications: In order to be eligible to receive a subgrant from a state educational agency, an eligible local entity or agency shall submit to the State educational agency an application containing a **new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan** and any other information as the State educational agency may reasonably require, at such time and in such manner as the State educational agency may require. The (local plan) shall include each of the following:*

NCLB Criteria	Reference in Local Plan
1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.	pgs. 28-29
2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging State academic content and student academic achievement standards.	pgs. 28-29
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.	pgs. 30-34
4. A description of how the applicant will: <ul style="list-style-type: none"> <li>a. identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards; and</li> <li>b. provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.</li> </ul>	pgs. 28-30

NCLB Criteria	Reference in Local Plan
5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.	pgs. 31-33
6. A description of how the applicant will coordinate activities carried out with funds provided under this subpart with technology-related activities carried out with funds available from other federal, state, and local sources.	pg. 36
7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.	pgs. 28-29
8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.	pgs. 31-35
9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.	pg. 38
10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.	pg. 17
11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.	pg. 38
12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.	pgs. 31-34

<b>Signature:</b>	<i>Stephan Blum</i>	<b>Title:</b>	Manager of Technology Services
<b>Phone:</b>	(414) 604-3051	<b>E-mail:</b>	stephan.blum@wawm.k12.wi.us



**Information (Library Media) & Technology Plan Review/Approval Form**

Long range planning improves services and resources for the entire educational community. With wide stakeholder input, planning can define programming needs, goals, and objectives and can provide a clear direction and recommendations for the future. A long-range plan is a requirement for districts by:

- **Wisconsin Statutes - Section 121.02(1)(h) and Administrative Rules PI 8.01(2)(h), PI 8.01(2)(k), and PI 9.03(1)(e)** – focus on the implementation of Standards (h) and (k) related school library media programs/services and computer literacy
- **State of Wisconsin** discounted video and data lines
- **No Child Left Behind Act of 2001** (Enhancing Education Through Technology - Title II, Part D, Subpart 1)
- **Technology and Copyright Harmonization (TEACH) Act of 2001**
- **Universal Service Program (E-rate)** – Telecommunications Act of 1996

Below is the form used to review a district's three-year Information (Library Media) and Technology Plan or Technology Plan. To request a review, provide the district information and plan page numbers below, attach it to the district plan, and mail it to: **Plan Approval - IMTT, Department of Public Instruction, PO Box 7841, Madison, WI 53707-7841**

For information and assistance, contact: **Stuart Ciske [ Email: stuart.ciske@dpi.state.wi.us -- Phone: 608-267-9289 ]**

<b>District Name:</b> West Allis West Milwaukee	<b>CESA:</b> 1	<b>LEA Code:</b> 6,300	<b>Date of Local Board Approval:</b> May 27, 2008
<b>District Library Media Coordinator:</b> Chris Vento-Bente	<b>Phone:</b> (414) 604-3010		<b>E-mail:</b> ventC@wawm.k12.wi.us
<b>District Technology Coordinator:</b> Stephan Blum	<b>Phone:</b> (414) 604-3051		<b>E-mail:</b> stephan.blum@wawm.k12.wi.us

Plan Page Number	Criteria Source					Criteria For Plan Evaluation	For DPI Use Only!
	WI Info Tech Plan	WI State Statutes	NCLB	E-rate	TEACH Act 2001		
5			X			<b>INTRODUCTION</b> <b>Relevant Research Base:</b> The plan contains a synopsis of the relevant research on the impact of information (library media) and instructional technology resources/services on student academic achievement.	
5	X	X				<b>Vision and Mission:</b> The plan contains a vision and mission statement tied to the district's overall vision/mission or strategic plan.	
9	X	X	X			<b>BACKGROUND</b>	
15	X	X	X	X		<b>NEEDS ASSESSMENT/CURRENT STATUS</b> – Evidence exists that the district has completed a comprehensive needs assessment (see <i>Information (Library Media) and Technology Planning Rationale &amp; Guidance</i> at <a href="http://www.dpi.state.wi.us/dpi/dltcl/imt/index.html">http://www.dpi.state.wi.us/dpi/dltcl/imt/index.html</a> ) in its effort to collect, analyze and summarize data that informs the district on:	
15	X					<b>Previous Plan Goals:</b> There is evidence that the district has analyzed the successes and shortcomings of its previous plan(s).	
15			X	X		<b>Assessments Reflecting on Wisconsin Focus Areas:</b>	
17						• <b>Student Proficiency:</b> evidence and analysis of data relating to information and technology attitudes/proficiency levels of students ✓ identification of underserved populations concerning information and technology literacy, access and/or equity.	
18			X	X		• <b>Staff Proficiency:</b> evidence and analysis of data relating to information and technology attitudes/proficiency levels of teaching, administrative and other district staff	
17	X	X	X			• <b>Effective Teaching and Learning Practices</b> related to the integration of <i>Wisconsin's Model Academic Standards for Information and Technology Literacy (ITL)</i> into the local curriculum;	
18	X	X	X			• <b>Access to the Information Resources and Learning Tools</b> (facilities, balanced and diverse collections);	
27	X	X	X			• <b>Systems Support and Leadership</b> (staffing, policies); and	
18	X	X	X			• <b>Resources and Fixed Assets:</b> There is evidence that the district has comprehensive inventories for the information (library media) and technology program(s) that include: ✓ alignment of <i>ITL</i> to the local curriculum	
18		X		X		✓ Learning Tools (computer and AV hardware and related fixed assets);	

Plan Page Number	Criteria Source					Criteria For Plan Evaluation	For DPI Use Only!
	WI Info Tech Plan	WI State Statutes	NCLB	Erate	TEACH Act 2001		
18		X		X		✓ Instructional Resources including instructional software and library media materials;( print, electronic and online subscriptions/resources, multimedia), and	
18				X		✓ Complete descriptions of its telecommunications and technology infrastructure, networking, and connectivity systems.	
27		X	X	X		<b>GOALS AND OBJECTIVES</b> —Plan goals are derived and prioritized from analysis of needs assessment data collected. Goals and objectives should: Reflect a connection between relevant research on successful use of technology/information and student achievement and the district's current condition as determined by analysis of data from needs assessments.	
27		X	X	X		Focus on increasing student achievement and increasing student and staff information and technology literacy using technology and library media programs/services.	
27		X	X	X		<b>IMPLEMENTATION ACTION PLAN</b> —Each goal, derived from the needs assessment analysis, must have a corresponding action/implementation plan. <b>The Implementation Action Plan</b> for each goal	
27		X	X	X		<ul style="list-style-type: none"> <li>Includes target objectives, activities, person(s) responsible, timelines, budget, and success indicators;</li> <li>Identifies the information and technology resources (infrastructure, hardware, software, etc...), curriculum changes (teaching techniques, collaborative issues, scheduling, curriculum revision, etc...) and other support services from the library media and instructional technology programs necessary to achieve the goal(s).</li> </ul>	
27			X	X		<ul style="list-style-type: none"> <li>Identifies possible partners for collaborative efforts to achieve the plan goals and objectives.</li> </ul>	
27			X	X		<ul style="list-style-type: none"> <li>Includes provisions for continued, quality professional development for staff.</li> </ul>	
36			X	X		<b>Budget:</b> There is a budget summary sheet for the plan that includes allocations for information (library media) and technology resources; budget coordination; and funding sources necessary for goal implementation which details: <ul style="list-style-type: none"> <li>Software, Hardware, Infrastructure, Facilities, Operations, Maintenance &amp; Upgrades, Staff Development, and Human Resource priorities.</li> <li>Common School Fund purchases and district funding for information (library media) services</li> </ul>	
13			X	X		<b>Adult Literacy:</b> There is evidence the district has programs in place to provide or assist other entities in advancing adult technology literacy among community members	
38		X	X	X		<b>MONITORING PROGRESS &amp; EVALUATING THE PLAN</b> There is evidence the district has identified and described the processes and tools to monitor progress towards plan goals and success of planning process.	
38		X	X	X		The plan explains how the district will incorporate evaluation information to facilitate ongoing planning, incorporate mid-course corrections in response to new developments/opportunities, and communicate that information to parents and other stakeholders in the district.	
53	X		X			<b>PROCEDURES &amp; POLICIES</b> -- There is evidence that the district has policies required for: Technology Concerns for Students with Special Needs	
40			X	X		CIPA/Internet Safety & AUP	
51		X			X	Copyright [use of copyright material in digital format]	
54		X				Materials Selection	
59		X				Materials Reconsideration	
52		X				Inter-Library Loan	

(For DPI use only)

- Yes  No Meets criteria for certification: Information (Library Media) and Technology Plan  
 Yes  No Meets criteria for certification: Educational Technology Plan

Reviewer \_\_\_\_\_ Date Completed \_\_\_\_\_

Plan Is Certified: July 1, \_\_\_\_\_ through June 30, \_\_\_\_\_

Comments:

Strengths of the plan:

Suggestions for Improvement:

School District of  
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Technology Literacy Plan  
**July 1<sup>st</sup>, 2008 – June 30<sup>th</sup>, 2011**

Kurt Wachholz

District Administrator

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Board Approval Date: May 27, 2008

Contact Person: Stephan Blum, Manager of Technology Services

[STEPHAN.BLUM@wawm.k12.wi.us](mailto:STEPHAN.BLUM@wawm.k12.wi.us)

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## Executive Summary

A group of over twenty-six stakeholders participated in the creation of this plan. The plan is grounded in educational research about how information and technology can best be used to support instruction.

As part of the planning process, the District took the enGauge online survey. Results indicate that West Allis-West Milwaukee School District is in the Exploration stage suggesting that, in general, educators are using data to systematically align curriculum, instruction, and assessment to digital age goals. Technology is beginning to visibly bring value to the teaching and learning process. The District has implemented a new student management system as well as NWEA MAP testing to help inform instructional decisions.

The District has identified K-12 Information Technology Literacy Standards to be taught in core curricular areas. The District has also implemented grade level performance assessments for core curricular areas for grades K-8. In this plan the District will continue to work on supporting teachers in grades Kindergarten thru eighth to integrate information and technology into the curriculum and will create Information Technology Performance Assessments for grades 9-12.

Over the past three years the role of Library Media Specialists has changed dramatically. The District has changed the name of the position from "Library Media Specialist" to "Teacher Librarian". This new title reflects the role of Teacher Librarian as a liaison in the integration of technology within content areas. The Teacher Librarians have taken on a leadership role in helping teachers integrate information and technology into instruction. Teacher Librarians are important to the implementation of this plan and their roles are listed throughout the action plans.

There has been tremendous growth in access to updated equipment over the past three years. EnGauge data shows substantial growth in the areas of Administrator Processes and Operations, Technology Resources, and Connectivity. All schools in the District have updated computers and labs comprised of new and leased computers. NWEA MAP Testing limits student access to technology. Students and teachers need more computers in classrooms to improve access to technology. The plan calls for additional mobile labs to improve access to technology.

The District will consider proposals to pilot new and emerging technologies. Progress on accepted proposals will be disseminated throughout the District.

The plan is designed to meet the following goals:

**Goal:** The District will provide ongoing sustained training and support for integrating instructional design with technology to improve student learning across all content areas to encourage lifelong information literacy skills.

**Goal:** Students, staff and community will use, access, and apply information and technology to facilitate and work with higher level thinking skills in the learning process.

**Goal:** Individual teachers will adopt and embed 21st Century Information Literacy and Technology skills into the curriculum as identified in State curriculum standards.

**Goal:** The District will maintain and improve the District's infrastructure to reduce maintenance costs while supporting student learning opportunities.

**Goal:** The District will increase the of number collaborative technology learning opportunities between the District, parents, and community resources/partnerships.

**Goal:** The District will provide proactive leadership at the District and building levels. The district leadership will model, promote, and value the role of technology in increasing the student achievement through staff use of the technology.

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## Participants

The School District of West Allis-West Milwaukee, et al. would like to acknowledge and thank the following individuals for their input into and review of various drafts of this document.

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Debra Tryggestad	<i>Teacher Librarian, Frank Lloyd Wright Middle School</i>
Chris Vento-Bente	<i>Director of Curriculum &amp; Instruction</i>

## **Introduction**

### ***District Vision Statement***

The School District of West Allis - West Milwaukee, et al. provides a learning environment where all students will achieve academic excellence in schools in which teachers are involved in continuous professional development so that they can provide exciting, relevant instruction in a school setting that fosters respect, integrity and character.

### ***District Mission Statement***

The Mission of the School District of West Allis - West Milwaukee, et al. in partnership with family and community, is to provide challenging curriculum and engaging instruction so that every student may attain academic success.

### ***Beliefs***

1. Student achievement is the primary responsibility of the District.
2. Instruction must be delivered to reflect that learning occurs in different ways and at different rates.
3. Learning is the shared responsibility of students, staff, family and community.
4. A positive, supportive environment contributes to an individual's success.
5. Respect for diversity is essential.
6. Every student is entitled to a safe and secure learning environment.
7. Each student is entitled to an equitable education that maximizes his/her potential.
8. Ongoing professional development and staff collaboration are vital to student success.

In support of the District mission and vision the Information and Technology Planning Committee developed the following vision and mission statement:

### ***Information Technology Vision & Mission Statement***

The Information Library Media Technology Literacy (ITL) Plan will be used to drive the teaching and learning process so that all members of the learning community can be successful in a digital, knowledge-based, global society to the best of their ability.

In order to reach the vision, the District will:

- Implement the Information Library Media Technology Plan so that it will be accepted and effectively used by members of the learning community.
- Provide equitable access to the resources needed to support the teaching and learning process.
- Provide ongoing professional development so that all teachers, administrators and staff are proficient in using information library media and technology to support the District's curriculum as well as the Wisconsin Model Academic Standards.
- Prepare students for the 21st Century by developing Information and Technology Literacy Skills to address real-world problems.
- Use technology to facilitate better communication and support the partnership between the school(s), students, parents and the community.
- Utilize data and current research to drive decision-making for Information and Technology Literacy.

## **Research That Supports This Plan**

The North Central Regional Laboratory (1999) states the value of information and technology for students will not be realized unless attention is paid to several important considerations.

These considerations include:

1. Specific educational goals and a vision of learning through information and technology
2. Ongoing professional development
3. A robust technical infrastructure and technical support
4. Ongoing evaluation

## **Specific Vision for Learning Through Information and Technology**

The Mission of this plan is to drive the teaching and learning process so that all members of the learning community can be successful in a digital, knowledge-based, global society to the best of their ability.

The plan supports this vision in the following ways:

According to Mary Ratzer author of *Student Achievement and School Libraries: Empirical Evidence from 15 State Studies 1992-2004*, found that "quality school library programs correlate strongly with student achievement." The study showed that a library rich environment promoted student success. Reading scores improved up to 15% with access and use of school libraries. Students also performed better on standardized tests and assessments. Important factors were professional school Library Media Specialists who teach information problem solving skills and collaborates with classroom teachers, access to quality and varied information resources (print and electronic) and access to networked technology. However, for Library Media Specialists and information Technology Consultants to be successful in their roles, they need unscheduled time to collaborate with staff.

The District has several key learning initiatives that information and technology are used to support. They include:

- Think Math
- New 6th grade math pilot
- Big 6 Six Research Model.

The use of technology can have a significant impact on learning (Wenglinsky, 1998), but that impact can be positive or negative based on how the technology is used. The use of standards controls this impact. The use of information technology is aligned in District Standards. The Effective Teaching & Learning Action Plan outlines a plan for strengthening the integration of these Standards into curriculum and assessment.

Using the Standards to map curriculum leads to higher academic achievement. Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused. Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

The Wisconsin Information Technology Literacy Standards state that students need to develop the ability to think, which includes:

- Problem-solving
- Informed decision-making
- Systems thinking
- Critical, creative, and analytical thinking
- Imagining places, times, and situations different from one's own
- Developing and testing a hypothesis
- Transferring learning to new situations (Wisconsin DPI, 1998)

As Jo Chin of Washington explains, "There has never been a more exciting time to be involved with research. Now, kids can spend their time thinking, evaluating, and synthesizing, instead of just locating information" (Bennett, 2007).

As educators move into the 21st Century, access to and the use of information technology in the education of students serves to motivate and facilitate their training as well as providing the tools necessary to compete in the world economy (Balanskat, Blamire, & Kefla, 2006). Although there is a growing disparity between the tools students use at home and those provided at school (Levin & Arafeh, 2002), there is also a "Participation Gap" (Jenkins, Clinton, Purushotma, Robison, & Weigel, 2006) between the students who are and are not effectively trained in the use of digital information. From Wartella, O'Keefe, and Scantlin (2000):

*Closing the digital divide will depend less on technology and more on providing the skills and content that is most beneficial....Children who have access to home computers demonstrate more positive attitudes towards computers, show more enthusiasm and report more enthusiasm and ease when using computers than those who do not.*

Schools are in a unique position to deliver on these needs. By integrating new technologies for digital content access with innovative curriculum approaches, students are motivated to learn independently (Balanskat et al., 2006). The adoption of this approach also has a benefit on the teachers by providing access to increased content as well as updated technologies, resulting in increased enthusiasm for their work (Becta, 2003; Levin & Arafeh, 2002).

To successfully engage the motivated student, schools can leverage the benefits as well as drive responsible use of social networks. In a December 2007 article (Lamb, 2007), Annette Lamb states:

*Words such as "age inappropriate," "objectionable," and "controversial" often are associated with social technologies. ALA's (2004) "The Freedom to Read Statement" stresses that our young people must learn to make critical judgments, distinguish fact from opinion, and make their own decisions about what they read and believe. The world can be dangerous. However, rather than labeling a particular technology as unacceptable or inappropriate, let's help young people learn to make informed decisions about them.*

The plan calls for the formation of opportunities to explore the use of emerging technologies such as Web 2.0 tools for instructional purposes. In addition, action plans call for the update of information technology policies to include these new technologies.

The National Educational Technology Standards for Administrators (2007) recognizes the importance of technological proficiency at the District level as well as in the individual buildings and classrooms. Administrators need to be involved in creating the vision, implementing the process, and promoting the use of technology to support learning.

### **Ongoing Professional Development**

"Whether technology should be used in schools is no longer the issue in education. Instead, the current emphasis is ensuring that technology is used effectively to create new opportunities for learning and to promote student achievement. Educational technology is not, and never will be, transformative on its own. It requires the assistance of educators who integrate technology into the curriculum, align it with student learning goals, and use it for engaged learning projects. "Teacher quality is the factor that matters most for student learning," note Darling-Hammond and Berry (1998). Therefore,

professional development for teachers becomes the key issue in using technology to improve the quality of learning in the classroom" (NCREL, 2000).

"There are both formal and informal ways for professional development to occur. "Effective staff development strategies provide for long-term learning, on-site guidance, peer collaboration, and involvement of teachers in planning their own learning of technology integration" (Cradler & Cradler, 1995). The Educator Proficiency Action Plan outlines a plan for collaborative professional development to happen on an ongoing basis throughout the District.

### **A Robust Technical Infrastructure and Technical Support**

The District has made substantial progress in access to technology resources. The age and reliability of computer labs has improved. The next step is for the District is to improve access to computers in the classrooms. "The key to a strong impact of computing is using computers for a concentrated period of time. Limited, incremental, part-time, scattered use of computers, because use is limited" (Honey, Norris, & Soloway, 2007). The Access to Information & Technology Resources action plan outlines a plan to improve student access to computers.

### **Ongoing Evaluation**

The District uses NWEA MAP testing to help drive instructional decisions and differentiate curriculum to meet student learning needs.

The District also has developed K-8 performance assessments designed for students to demonstrate proficiency of District Information Technology Literacy Benchmarks in core curricular areas.

The connection with the community is important because it not only benefits the students but the community as well. As schools and the community get connected, the local area improves and the difference between low and high socioeconomic areas decreases. Ongoing communication and continuous evaluating by both the community and schools is critical (Connection & Group, 2006).

In the *Dissemination to Stakeholders and Monitoring, Evaluation and Revision* sections of the plan, gives details of how all stakeholders will be informed of the plan, progress of the plan and how the plan will be monitored and evaluated (Lemke & Coughlin, 1998).

### **References**

- Balanskat, A., Blamire, R., & Kefla, S. (2006). *The ICT impact report: A review of studies of ICT impact on schools in Europe*: European Schoolnet.
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## Background

The West Allis-West Milwaukee community is located in Milwaukee County, immediately west of the City of Milwaukee. The population is approximately 65,000, with over 8,000 students attending the District's twelve elementary schools, two middle schools and three high schools. Two additional buildings include a recreation center and administrative offices.

The School District of West Allis-West Milwaukee, et al. serves a 16 square mile area that includes more than 33,000 residences and businesses in West Allis, West Milwaukee and parts of New Berlin and Greenfield.

## Student Demographics

Number of students	% of students White	% of students African American	% of students Hispanic	% of students Asian	% of students Native American	% of students receiving free and reduced lunch
8,770	76.7	7.0	11.6	3.0	1.6	36.9

\*2006-2007 WINNS Data

## History of Technology

The District has made a concerted effort to incorporate technology into the learning process.

Initially the District invested in Apple Computers for students and PC computers for administration. Purchases for hardware were often site-based, which led to inequalities in access.

Since 1995, the District has wired every classroom with a telephone line, voice mail, a 10-based-T level 5 category cable and twin coaxial cables for telecommunications, networking, video conferencing and the delivery of cable programming. Each of the four secondary schools had a Local Area Network (LAN) that is connected to the central office and the Internet. E-mail is available across the District and will eventually be accessible to staff remotely.

During the 2004-2005 School Year, the community passed a referendum. As part of the referendum, the phone system was upgraded using the District's fiber optic cabling and the infrastructure was improved to create a strong base to support future hardware upgrades. The problems with interior cabling were addressed by changing to a Star configuration. This improved performance at slow points within the network. The District upgraded their previous network equipment to a Nortel Layer 3/Layer 2 switch configuration. Fiber optics was installed between buildings both for phone and data services.

The District also consolidated servers (this was not part of the referendum funding). The quantity of servers was reduced from 85 to 33. This was made possible by the speed of the fiber optics and the redesign of the network. The fiber optic connectivity also allowed for the elimination of all T1 telephone lines that had previously been connecting the buildings for the transfer of voice, video, and data traffic.

The District has standardized on the PC platform. Currently the District is working on increasing access to updated computers for students, teachers and administrators in all buildings. Technology purchases are now being centralized by the District office. This will allow the District to ensure competitive pricing on equipment and to improve access to technology more equitably. In April 2005, the District released a bid for 735 computers to be leased for the elementary schools. The bid also included a professional development component. The District leadership met with Instructional Coordinator to standardize educational software across the all elementary schools.

The District also leased 1,563 computers at the secondary level. The access to up-to-date hardware has increased access and reliability of the hardware District-wide. The District leadership met with building leasers to standardize software offering by department across intermediate and high schools. The District also implemented NWEA MAP testing for Kindergarten through tenth grade and Build Your Own Curriculum (BYOC). The District has implemented a new student information system that is securely accessible over the internet from any where in the world.

## ***History of the Library Media Program***

Each of the schools has a certified Teacher Librarian with the exception of the two smallest schools, Madison and Longfellow which share a Teacher Librarian. The Library Media Program is under the Director of Instruction. The Teacher Librarians meet monthly with the Director of Instruction.

The District currently uses Alexandria for its circulation system. This new version was installed in April of 2008. The previous version had been installed in 1998. The role of the Teacher Librarian has evolved with the evolution of technology. The Teacher Librarians are an integral part of the instructional program as national and state standards advocate. In the late '80s and early '90s, Teacher Librarians worked as technology integrators within their Districts. With the change of leadership, the Teacher Librarians were taken out of the integration role and an attempt was made at centralizing technology. Most recently, Teacher Librarians at the elementary level have been working on the implementation of standards with grade levels. Their goal and objective is to work with classroom teachers to infuse technology in content areas.

The new version of Alexandria has many new features. One new feature is the ability to view a student's Lexile score and match to the Lexile score of the book. This upgrade has also reduced the number of Alexandria servers from seventeen to one. Currently the District is planning to add the Text Book Checkout Module to Alexandria. This module will be used to checkout textbooks to students at the beginning of the year. This upgrade will eliminate a PC based product called Text link.

Over the past three years, the District changed the role of the Library Media Specialist to one of Teacher Librarians. The new title reflects the leadership role Teacher Librarians have been taking throughout the District in helping teachers integrate information and technology standards into their curriculums. Elementary classroom teachers collaborate with Teacher Librarians on one integrated technology project each year.

The District also adopted the Big 6 Research Model, an information-problem solving process that helps structure the research process for students.

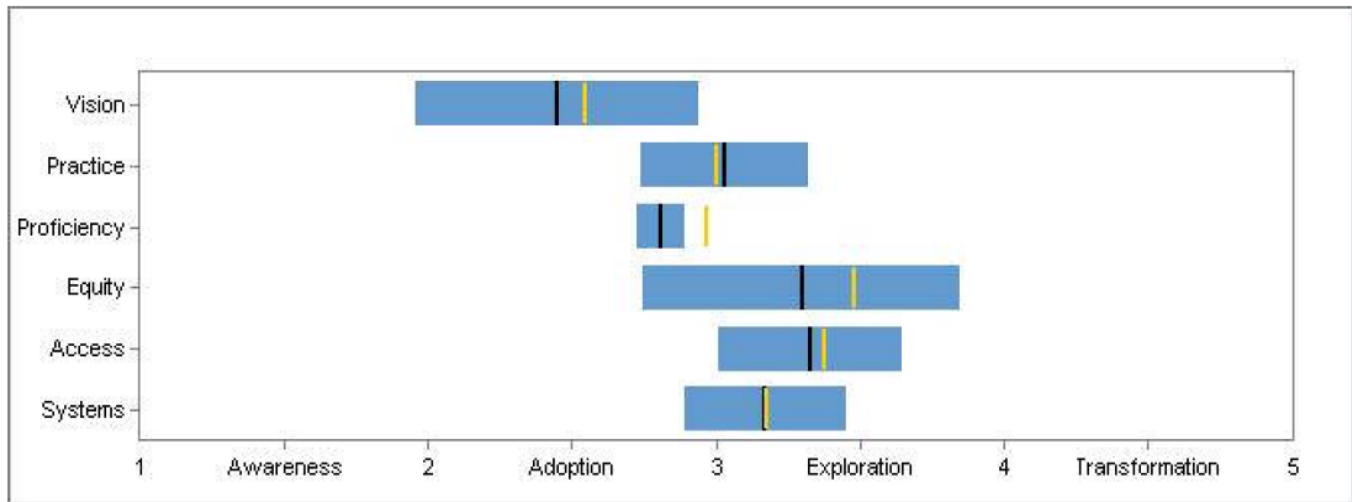
## ***Planning Process***

In the spring of 2007, the District took the enGauge needs assessment. The following numbers of stakeholders took the online survey:

- 1 Building Technology Coordinator
- 1 District Administrator
- 1 Board Member
- 2 Parents
- 4 District Technology Coordinators
- 22 Building Administrators
- 500 Educators (teachers, assistants, special needs personnel, etc.)
- 5,396 Students

The enGauge online assessment measures six essential conditions (Vision, Practice, Proficiency, Equity, Access and Systems) and thirty-five indicators along a continuum. The continuum has four levels: Awareness, Adoption, Exploration and Transformation. Below is a chart that shows where the District fell on the continuum for each of the Six Conditions.

Status: Six Essential Conditions



Vision Mean = 2.45 Variation = 0.49 Database Average = 2.58  
Practice Mean = 3.03 Variation = 0.29 Database Average = 3.04  
Proficiency Mean = 2.81 Variation = 0.08 Database Average = 3  
Equity Mean = 3.3 Variation = 0.55 Database Average = 3.51  
Access Mean = 3.33 Variation = 0.32 Database Average = 3.41  
Systems Mean = 3.17 Variation = 0.28 Database Average = 3.21

For the most part West Allis-West Milwaukee School District, et al. is in the Exploration stage suggesting that, in general, educators are using data to systematically align curriculum, instruction, and assessment to digital-age goals. Technology is beginning to visibly bring value to the teaching and learning process.

A District planning committee was created and made up of a cross-section of stakeholders from the District. Committee members are listed on page 5.

The planning committee met on the following dates to work on the plan:

- January 29th
- February 18th
- March 3rd
- March 17th

At each meeting the planning committee reviewed enGauge data, reviewed research and worked on creating action plans for the next three years.

Below is a chart of that shows how progress on the plan was communicated to all stakeholders during the planning process.

## Communication Action Plan

<b>Action:</b>	<b>Person/People Responsible:</b>	<b>Timeline:</b>
Inform staff of ITL plan development and seek input for decisions made. (IMC directors will act as liaison for building communications.)	IMC directors	Ongoing (beginning Feb 2008)
Inform management team (District leadership team) of plan development	Manager of Technology Services	March 18, 2008
Prepare monthly statements regarding the progress of the plan to be given to IMC directors and principals	Manager of Technology Services	Monthly (Feb-May)
Utilize school building newsletter for communications and updates regarding plan	Manager of Technology Services (Will create message to be shared)  School newsletter owners (Will publish the distribution)	Ongoing (beginning Feb 2008)
Inform community of plan development using web, District cable, newsletter, etc.	Public Relations Department	March 1, 2008
Present a draft of the ITL plan to the School Board	Manager of Technology Services  Director of Instructional Services  Stephens Group representative	Late March/early April
School Board approves ITL plan	School Board	April 21, 2008
Submit plan to DPI	Manager of Technology Services	May 2008
Publish the approved plan on District website	Manager of Technology Services	June 2008 and ongoing
Hardcopy of approved plan placed in public library, instructional service building, and school media centers	Manager of Technology Services  IMC Directors	June 2008

## Community Resources and Adult Literacy Providers

The School District of West Allis-West Milwaukee, et al. has taken advantage of multiple community resources as part of the ongoing initiative to improve information (library media) and technology opportunities for all students. The bulleted organizations, companies, and community resources listed below offer a snapshot of the collaborative activities in existence between the District and the community.

- **Cardinal Stritch University** Has partnered with the District for many years resulting in many on-campus college level courses for teachers. Teachers, administrators, secretaries, educational assistants, custodians, citizens and staff members from other Districts have taken advantage of the courses offered through the District and Cardinal Stritch.
- **CESA #1** provides opportunities and support for Tech Coordinators and list-serves.
- **City of West Allis** provides the District with \$50,000 annually for television programming through a grant made available from Time/Warner Cable.
- **Heartland Business Systems** A local technological consultant that has helped to support the District network with high-end difficulties.
- **Sally Ride Academy** offers professional development based on both content standards and the new national teacher standards.
- **School District of West Allis-West Milwaukee, et al. Recreation Department** offers classes on Technology for the community.
- **Time Warner Cable** is working with the District and the City of West Allis to provide Channel 13 programming to the Village of West Milwaukee. Time Warner has also donated computers, HP switches, Cisco routers and many other network items.
- **Video Clubs** Presently 12 video clubs are operating in the District. All are required to produce programming on the District Cable Channel. The various clubs prepare programs featuring activities occurring in the schools and the community.
- **West Allis Chamber of Commerce** offers Crystal Apple Awards recognizing outstanding programs, projects and strategies for improving learning, many of which include the effective use of technology.
- **West Allis Community Media Services (WCMS)** offers workshops, community programs, videotape competitions, and many other educational, informational, and entertaining programs. WCMS maintains open communication with the Board of Education, administrators, teachers and students on a variety of projects.
- **West Allis-West Milwaukee Education Association** has for many years collaborated with the District in the development, procurement and utilization of technology. The Association purchased computers for the Public Library for student use and has been a partner in developing staff development programs for the improvement of instruction in the schools.
- **West Allis-West Milwaukee School District (WAWMSD) Education Foundation** was established in 2007 to enhance the educational opportunities that are available within the District. In partnership with the community, the organization aspires to provide additional funds to expand existing programs and enrichment opportunities for WAWM students.
- **West Allis Public Library** has worked cooperatively with the School District of West Allis-West Milwaukee, et al. to educate children for many years. Summer reading programs provided by the library have been in conjunction with the District library media programs. School District personnel have assisted the public library in terms of software and hardware purchases. Numerous joint meetings have been held to share ideas and provide in-service training sessions. The District has invited library personnel to participate in instructional staff development programs. Through the West Allis Library, the District is connected to the Milwaukee County Federated System and has access to the library and resource materials of the entire system. The District has worked as a partner with the Public Library to deliver computer and Internet training to senior citizens of West Allis.
- **WiscNet** is the District's Internet Service Provider (ISP) and works collaboratively to facilitate the reimbursement of E-rate discounts.

## Needs Assessment/Current Status

### ***Analysis and Assessment of Progress Toward Previous Plans' Goals***

**Goal 1:** The District will provide ongoing sustained training and support for integrating instructional design with technology to improve student learning across all content areas to encourage lifelong information literacy skills.

**Objective:**

- By June 2008, 85 percent of educators will be proficient in District information technology proficiency standards for educators.

**Current Status:**

The staff has become proficient in the use of Infinite Campus and NWEA MAP testing. In addition, teachers have been trained on how to use both the K-12 portal and the parent portal. Every time a new piece is implemented professional development is provided. Classroom Teachers collaborate with the Teacher Librarians on how to integrate information technology skills into instruction in their classrooms.

Teacher Librarians were also instrumental in training teachers during District in-service days. The District has sponsored classes on Microsoft Office Suite for graduate credit. Proficiency standards for technology for teachers have not been defined.

The District has provided numerous workshops and classes for the Microsoft Office Suite, Inspiration, Kidspiration2, Kid Pix, MovieMaker, Typing Time, Web Page Design/Contribute, Vision, MAPS, Infinite Campus, NetTrekker, Think Math! and Grolier. Approximately 400 teachers participated in these various training sessions.

The District has provided support for teachers to create integrated technology lessons (K-8). Each grade level has identified skills and knowledge to integrate Information Technology Skills in the curriculum.

The District needs to continue to offer professional development on integration of information technology skills into the curriculum. Further training on software applications should be ongoing and integrated within grade levels and applicable to current curriculum initiatives.

**Goal 2:** Students, staff and community will use, access and apply information and technology to facilitate and work with higher level thinking skills in the learning process.

**Objectives:**

- By June 2008, 100 percent of eighth grade students will be proficient in the Wisconsin Information and Technology Literacy standards.
- By June 2008, 85 percent of educators will be proficient in District proficiency standards for educators.

**Current Status:**

The District has identified grade level benchmarks for the Information Technology Literacy Standards. A matrix has been developed which shows what benchmarks are taught in each curricular area (A copy of the Matrix is included in Appendix L). Performance assessments for each grade level have been developed (Copies included in Appendix M). Classroom teachers are responsible for ensuring each student has demonstrated proficiency in each identified skill. If a student does not demonstrate proficiency, the teacher is to re-teach the skill until the student can demonstrate proficiency independently. Once all students have demonstrated proficiency on the performance assessments a copy of the checklist is sent to District Office. This process ensures that 100 percent of students are proficient in Information Technology Benchmarks by the end of eighth grade.

More focus needs to be put toward promoting higher level thinking skills. This is an ongoing process. The adoption of Big 6 Research Model will aid in facilitating higher level thinking skills.

Further training and application of the Big 6 model and other software programs is needed for integration in the curriculum while promoting higher level thinking skills. We need to continue exploring how communication of software existence and integration as a tool is handled at the District and site level.

Teacher Librarians have taken on a leadership role in the integration of information and technology in the District.

**Goal 3:** Provide universal access to information and learning resources at anytime to provide an effective learning environment for students and staff.

**Objectives:**

- By June 2008, all students and staff will have access to an updated computer lab, and teacher workstation.
- By June 2008, the District will increase the number of online subscriptions available district-wide.
- By June 2008, the District will have investigated purchasing a new circulation system.
- By Fall 2005, 5MB Internet service will be provided at all of the sites through the District ISP.

**Current Status:**

The District is satisfied that the particular goals and objectives have been completed. Growth in these goals and objectives will continue to be re-evaluated. Currently wireless capabilities will be expanded to supplement those that are already in place. Expansion of the voice-over capability to more schools and specific classrooms will be an ongoing goal.

The centralization of technology funding is necessary to maintain school equity in order to ensure student access. The District will continue to explore how students bring technology between the home and school sites. Teacher Librarians will continue to train teachers on the expanded features of the updated Alexandria system. The District will continue to evaluate funding for video conferencing capabilities. The District will also continue to update its resource list for special education needs.

**Support Systems & Leadership:**

**Goal 4:** Proactive leadership at the District and building levels will model, promote, and value the role of technology in increasing student achievement.

**Objectives:**

- By June 2012, 100 percent of high school graduates will demonstrate proficiency in the Wisconsin Information and Technology Literacy standards by 12th grade.
- By June 2008, 100 percent of educators will be proficient in District proficiency standards for educators.
- By June 2012, 100 percent of administrators will be proficient in District proficiency standards for administrators.
- By June 2008, 100 percent of educators and administrators will use student data to help drive instructional practices.
- By June 2008, 100 percent of buildings will have an updated web page.
- By June 2008, information will be shared electronically with administrators, parents, staff and students.

**Current Status:**

One hundred percent of students in the West-Allis West Milwaukee, et al. School District demonstrate proficiency on the Information Technology Benchmarks in grades kindergarten through eighth. However, high school students will continue to build the ability to promote their technology fluency upon graduation and beyond.

The District needs to develop a process for assessing staff proficiency in technology. While many educators are computer and technology literate, there is no specific set of standards or measurement system put in place to measure this goal. Administration and school support positions need to have a similar level of technology proficiency that is expected for

teaching staff.

The District has purchased and implemented NWEA MAP testing for grades kindergarten through tenth. MAP data will continue to provide development of differentiated/tiered lessons at each grade level. The District needs to continue to promote Infinite Campus and its fluency with all relevant features it provides. Data analysis through MAPs should be an ongoing process.

Some individuals have been identified to maintain the school websites, but this area still needs additional local support at the building level. Broadcasting through e-mail will continue as a means of communication. The District offers shared folders for both students and staff. Students can submit finalized projects to a single shared folder for Teacher evaluation and feedback. Teachers use shared drive options for Math Nights for families, assessments, and multi-grade curriculums. The use of shared drives is improving both communication and moving toward a paperless approach in education. The District has also provided Infinite Campus, an online student management system. Infinite Campus is available to all district parents and staff as of February 2008. Parents at the middle and high school can access some of their children's records electronically through Infinite Campus. Students at the High School level register for classes electronically. Students are able to connect with school outside of school hours with the use of email.

### ***Identification of Underserved Populations Concerning information and Technology Literacy, Access and or Equity***

Assistive technology options are considered as part of the IEP process. The District has an Assistive Technology Committee. The purpose of the Assistive Technology Committee is to build awareness of emerging technologies that can help meet student needs.

Project Graduate, Project Success and Project PACE are technology programs which are outsourced to meet the needs of special education and at-risk students. The District has implemented the NWEA MAP program in Kindergarten through tenth grades. Premier Assistive Technology is available on all computers district-wide. Oasys is being used by special education teachers for writing Individualized Education Plans and is available to special education teachers for home access.

### ***Adult Literacy Opportunities***

The School District of West Allis-West Milwaukee, et al. Recreation Department provides technology training opportunities for adults.

In addition, community members have been allowed to attend technology classes at West Milwaukee Intermediate School.

## **Analysis of Effective Teaching & Learning Practices**

The enGauge Assessment Profile indicates educator and administrator proficiency is in the Adoption stage (2.71) for the condition Effective Teaching & Learning Practices.

Teacher Librarians have taken on a leadership role in the integration of information and technology in the District. Elementary classroom teachers collaborate with Teacher Librarians on one integrated technology project each year. Projects integrating information technology standards for the Intermediate and High School need to be developed.

The District Mean on the enGauge online survey for Implementing Technology is in the Exploration Stage (3.18).

A need exists to further integrate the Information Technology Literacy (ITL) standards into the curriculum. In grades

kindergarten through eighth performance assessments have been developed for each grade level in core curricular areas. The District needs to develop ITL performance assessments at the high school level in core classes.

Students can access text audio and video information, produce multimedia presentations, and integrate information from a variety of available resources; however, how and when this is done varies from Teacher-to-Teacher. Students use research and curriculum software, apply information and technology literacy skills, however, use is often Teacher dependent.

## **Analysis of Educator Proficiency**

The enGauge condition for Educator Proficiency is at the Adoption Stage (2.81). At this level, the teacher is aware of digital-age skills and understands the importance of these skills to students' lives, but lacks specific strategies for developing these skills. The educator at this level is willing to use technology in support of existing classroom practice. While they have developed some comfort with technology, they have not yet mastered the more constructivist approaches to teaching and learning that are best supported by technology. Learning practices that promote digital-age skills have not been implemented, and the educator lacks classroom management strategies for dealing with technology-rich environment.

Implementing technology-supported strategies requires educators to innovate and take risks. Schools would do well to provide teachers with a great deal of support through this process. In many cases the best forms of support are 'teacher coaches' who can team teach with them, model lessons and provide sideline assistance.

## **Analysis of Access to Information Resources & Learning Tools**

The District has made substantial progress in access to technology in the past three years. The age and reliability of computer labs has improved. The enGauge indicator Access, an indicator is a subpart of a condition. Resources in the Transformation Stage (Mean= 4.11) on the enGauge continuum. All student and teacher computers are on four year leases from Dell.

The enGauge indicator Access is in the Exploration Stage (3.33). Access to computers has improved and usage has increased. There has been substantial growth in the areas of Administrator Processes and Operations (4.29), Technology Resources (4.11), and Connectivity (4.08). All schools in the District have updated computers and labs comprised of new and leased computers.

New computer labs are regularly used and are difficult to get in, especially during MAP testing time. Cognitively disabled students are unable to access the new computer labs due to physical limitations. Therefore, more computers are needed in the special education classrooms. More computers are needed in both regular and special education classrooms in general. High schools, middle schools, and some elementary schools have mobile computer labs. Mobile labs are widely used and are needed in all schools. Mobile labs assist in the delivery of content integrated with technology.

All district computers are networked. Technicians have been responsive and are able to fix things remotely. A web-based help desk system has been implemented. An updated circulation system has been chosen and is being implemented in three phases for a smooth transition. Online subscriptions and databases are being used at all levels.

PC training has been offered to staff through a variety of classes and workshops. The District supports teachers to attend these classes. Educators can have a copy of Microsoft Office 2003 at home so that planning can take place off-site. Premier Assistive Technology is available on all computers district-wide as well as Kid Pix, Kidspiration, and Inspiration. More Assistive Technology is compatible with the updated computers.

Infinite Campus and electronic grading is being used by teachers. The Parent Portal is available to all parents in the District and training is available for parents that need it. Oasys is being used by special education teachers for writing

Individualized Education Plans and is available to special education teachers for home access.

The District website is regularly updated. Staff, students, parents, and the community are able to stay connected through the website and via District e-mail. Students have e-mail accounts, but not all students use their e-mail accounts. Usage is up.

**Network Infrastructure:**

The District has a fiber optic network connecting nineteen remote WAWM school sites to the core site at the Administration Building for the transfer of voice, video, and data traffic.

The District has Nortel Layer 3/Layer 2 switch configuration. The layer 3 equipment installed at the core and the remote site MDF's will increase routing efficiency and the quality of service options by reducing the main core's switch traffic.

All switches are 10/100/1000. This means that with a computer upgrade to include 10/100/1000 network cards, there will be one gigabit data transmission to each computer. This technology is leading edge because most networks only have 10/100 switches and network cards which only allow a maximum data transmission of 100 megabits to each computer.

Two separate gigabit connections are made to each remote site to allow more bandwidth and redundancy in the event of a link failure.

The two Administration Building core switches are completely "mirrored" in the event that one of the core's cards or chassis fail, the other core will automatically take over the network traffic and prevent network outages.

A copy of the Nortel Network Design is included in Appendix P.

The District uses Surf Patrol to filter Internet content.

**Bandwidth:**

The bandwidth capacity is beyond one Terabit (1,024 gigabits per second or 1,024,000 megabits per second). Currently, fiber optic cable transmission speeds are limited by network and computer equipment.

Funding from the District referendum during the 2004-2005 school year allowed the District to construct four in-ground single-mode fiber strands, two of which are connected to layer 3 Nortel Switches at the edge. In addition, within the building there are layer 2 switches that connect cat 5 wiring and are networked in a star configuration. Core closets are located in each site. The other two strands are connected to Nortel Norstar Star talk telephone systems.

**Email System:**

The District uses Microsoft Exchange 2003 Enterprise edition as its email system.

**Phone System:**

All buildings have the Nortel Norstar phone system. All staff members in the District have voicemail. Nortel also makes WAWM's current telephone PBX. Which will help save the District a considerable amount of money if they decide to convert to Voice Over IP (VoIP) technology in the future? West Allis – West Milwaukee School District, et al. will not be forced to replace all of the telephones in the District with VoIP telephones. The District and Nortel Corporation are currently assessing the districts future needs.

**Student Management System:**

The District currently uses Infinite Campus as its student management system.

Oasys is used for Special Education.

### **Computers:**

An inventory of computers is included in Appendix I. Instructional computers have been replaced at both the elementary and secondary levels. The District leases 2,298 computers from Dell Computer Corporation. These computers are leased on a four year basis with the intent to roll the dollars into a lease for new computers.

### **Educational Software Inventory:**

Educators can have a copy of Microsoft Office 2003 at home (Kid Pix, Kidspiration, Inspiration)

Premier Assistive Technology available on all computers district-wide.

An inventory of instructional software is included in Appendix J.

### **Special Education Software Inventory:**

An inventory of special education software is included in Appendix K.

### **Library Hardware:**

The District has a centralized server for all of the schools' collections. Each library has a leased Dell Alexandria catalog station. Each school has several leased computers used as student searching stations. Since the searching station use a web browser to access the collections, any District computer can be used.

### **Online Subscriptions:**

Each school has Grolier Online and Nettekter and some have World Book online. Badgerlink is provided to all Wisconsin residents free of charge.

### **Library Collections**

Library media specialists used Titlewise or the Alexandria Reports to analyze their collections. A copy of each library report is included in Appendix H.

Below is an analysis of each school's collection:

#### **Central High School**

The Central High School library collection has been built to serve the curriculum and provide self-selected reading materials for students. The fiction collection includes items for students with a wide range of reading abilities that are still geared for high school interest levels. This has been weeded and new items have been added. These have included newly published items, attractive looking replacements for Classics that had seen heavy use, and audio books paired with books for students who need the extra support. The Teacher Librarian has worked with the English department to make sure their reading lists are covered with library materials. The nonfiction sections are slowly being weeded as well and new materials selected as replacements. One area of concentration for this has been the 610s, a section heavily used for research papers. The Economics section has been weeded and new materials selected to support class assigned student selected reading. Teachers from several subject areas have submitted lists to identify topics for class assignments that have been weeded and new materials purchased. The sports and automotive sections are heavily used by students self selecting materials for classroom reading. Those two areas have also been weeded and added to this semester. To this point much of the collection development has been reacting to the immediate needs of the students.

### **Nathan Hale High School**

The Nathan Hale Library Media collection has been selected to meet the curricular needs and leisure reading interests of our diverse student population. In addition to a large fiction collection, to help improve and enhance reading skills, the media center offers a wide selection of periodicals. Students enjoy curling up with their favorites in the soft chairs of our reading area. Care has been taken to provide a strong professional collection for staff members who wish to have access to the most recent educational research and teaching techniques. Each year, the Teacher Librarian sets goals to improve the collection and services provided by the facility. These goals reinforce the building goals. The Teacher Librarian solicits suggestions for materials from staff and students in order to provide a collection that is in tune with their needs. During the past two years, special emphasis has been placed on adding high-interest, low reading level materials for students. Playaways, books on tape in a small package about the size of a deck of playing cards, are popular with both students and teachers who use them for instruction. The VHS tapes in the library media collection are being replaced with titles in DVD format. The collection of Advanced Placement Study Guides for students and college bound fiction titles has been an area of emphasis this year. Following a conference with the English Department regarding their curricular goals, titles were added to enhance research projects dealing with critical analysis of authors and their works. The Teacher Librarian has been instructing research classes in the use of on-line databases and subscription research tools. Sessions developed for "teachers teaching teachers" in the use of Smartboards, the Classroom Performance System, on-line research tools, and Vision has been ongoing in our building.

### **Frank Lloyd Wright Middle School**

Frank Lloyd Wright has a topnotch collection of books, magazines, audio books, references books and graphic novels for middle school students. The collection covers a wide range of reading abilities and is built on student interests. Any student entering FLW is told during orientation that the teacher librarian seeks recommendations and is able, using local bookstores, to turn a request into a book in hand in about 2 weeks. At this age students may begin to lose interest in reading so the collection is built to catch teens up in beautifully illustrated and well written books. Magazines are also selected to keep students reading and the circulation of this material is very high. Graphic novels are another high interest section which has demonstrated ability to increase student's reading levels.

The collection is continuously weeded so that all books are up to date and in good condition. Next year's focus will be to add materials to meet the needs of the sixth grade curriculum and to support any changes in the seventh and eighth grade curriculum.

We currently have 23,900 items and the average age of the collection is 1997. Our enrollment is about 800 students which gives us a book per student ratio of 24.86.

The audio visual collection has been slowly changing from video tapes to DVDs and from audio cassettes to CDs. Again this area will be examined by the staff and rebuilt to fit the changes in curriculum as we move to being an intermediate school.

The FLW collection is always changing and transitioning to stay current and meet the needs of staff and students.

### **West Milwaukee Middle School**

The library collection at West Milwaukee Middle School serves the research and general interest needs of a student population of approximately 500 students and a staff of 75. The collection contains 16,437 items, has 31.87 books per student, and has an average age of 1992. It consists of nonfiction books that not only provide general interest reading to readers of all ability levels, but have been selected to support the curriculum for the 7<sup>th</sup> and 8<sup>th</sup> grades. Selections have also been made to support the added curriculum needs for the new 6<sup>th</sup> grade. It includes an extensive fiction collection that far exceeds recommendations for a middle school collection and ranges in books for students with reading levels at a pre-Kindergarten level to college level. Also, included in the collection are up-to-date reference materials selected to coincide with classroom research projects; magazines and periodicals for both research and general reading; a large and ever-growing collection of videos and DVD's; graphic novels; and audio books in a variety of formats including cassette tape, CD and playaway. Also included is a collection of current professional books and periodicals for the staff. To support the print materials, the library also has purchased online databases including unitedstreaming.com, 5 Facts on File Databases and BrainPop. All selections for the collection are made based on recommendations and reviews provided through professional magazines and through staff recommendations and requests. Collaboration with staff in the area of materials selection is an ongoing process so that materials are selected for all programs ranging from Special Ed, to the Gifted and Talented, to the differentiated needs in the core and applied areas. The collection is weeded on a continuing basis and new acquisitions in all areas are made each year. The areas most used by students are the fiction titles and in nonfiction the sports and art titles are perennial favorites. Updating in the 500's section of nonfiction has been a focus this year and future weeding and purchasing in the 600's, 700's and 900's will be the focus for next year as we

welcome the 6<sup>th</sup> graders to the Intermediate School. Additional shelving for DVD's and videos was purchased this year, but shelf space is an ongoing concern.

### **Franklin Elementary**

Franklin has a population of 330 students in grades K-6. The majority of the students are Caucasian, with 40 Hispanic, 19 Black, 4 American Indian or Alaskan Natives, and 10 Asian or Pacific Islander students. Our special education programs include students labeled CD, LD, and EBD and the inclusion model is used during library and technology classes. The library collection of 13,570 items, supports classroom curriculum, recreational reading of students at their reading level, and the professional needs of teachers. It averages to about 41 books per student. The reference collection includes several kinds of encyclopedias, as well as atlases, almanacs and dictionaries. Online subscriptions include Badgerlink, Grolier Encyclopedia and Nettekter. This year many new math literacy titles were purchased to support the recent math adoption. Manipulatives and educational games are available to teach/review reading and math concepts and it continues to grow when teachers suggest new or additional items. The picture book section was weeded this year based on their usage and condition. Older titles that are still listed in the *Children's Catalog* were purchased to replace worn copies. Next year funds will be used to buy audio books to replace outdated cassette tapes. Concerns include, overcrowding of materials and lack of space for students to work in cooperative learning groups. The computer lab was moved into the library three years ago and less than half of the space is now available for books. DVDs and videos are housed in the hallway in locked cabinets. Round tables were replaced by six foot tables and 31 computers, making it difficult for students to work in collaborative groups. I have requested that the lab be moved to another space next fall to increase students use when classes are being held in the library.

### **Hoover Elementary**

The Hoover Elementary School Library has a combined collection of almost 18,000 items. It serves a population of 425 students and 54 professional staff members. This is approximately 37 books per patron. The collection is comprised of 25% general fiction, 30% easy fiction and non-fiction, and 4% audio-visual materials. An up-to-date professional collection of 258 titles supports the instructional needs of the staff. The non-fiction collection is geared toward supporting the curricular needs of the students and teachers. A collection of thirty magazine titles, both professional and child-oriented, circulates monthly. The audio visual collection supports the curriculum and provides audio books for use by students and in classroom reading centers. The strengths of the Hoover include an updated science and social studies collection, and a continuously updated easy nonfiction section. Our poetry section is large and ranges from easy poetry for the youngest of our children to more complex poetry and a collection of books highlighting classically known poets. The section of the library in greatest need of updating is the fine arts and recreation.

The IMC also contains a computer lab with thirty-one stations for computer instruction, internet research, and report processing. All children from five-year-old kindergarten through sixth grade receive thirty minutes of computer instruction weekly. There is also a combined policy for library usage with every class scheduled for one hour of usage weekly as well as open unscheduled usage for both classes and individuals.

### **Irving Elementary**

Irving Elementary Library currently serves a population of students ranging from kindergarten through grade six. This population includes many English language learners whose first languages include Spanish, Hmong, and Urdu. The collection has been heavily weeded to remove unusable computer software, outdated VHS tapes and old, tattered books. This has made room for educational DVDs, plus many new fiction and non-fiction books. The non-fiction items were selected to directly support the curriculum as well as meeting the personal reading needs of the students. These items specifically include biographies, social studies, science and math. In an effort to encourage personal student reading, hundreds of attractive old and new fiction titles have also been added to the collection. Additionally, students can now find a modern collection of nearly 100 graphic novels and 50 low-level, high-interest books that appeal to many reluctant readers. Irving also offers a growing selection of audio-book Playaways, which require no special equipment for students to use. All students continue to experience a great deal of success at self-selection as books are color coded to match reading levels through grade three. Suggestions are frequently sought from both teachers and students through e-mails and surveys. At this point the majority of the collection development focuses on meeting the curricular needs of teachers and the personal interests of students.

### **Jefferson Elementary**

Jefferson Elementary has approximately 17500 book titles and over 19000 items total (including A/V media and periodicals). Our school has an enrollment of approximately 500 students. An awareness of cultural diversity is reflected in newly acquired ethnic folk tales, mythology, national celebration resources and language translation texts.

The science and mathematics sections have been updated (both through weeding and additional purchases) to support newly selected as well as established curriculum. High student interest in a variety of artistic hobbies, recreational activities and athletics have led to continued growth of these subjects in a gender-balanced manner.

Our fiction collection has been expanded by including graphic novels for a variety of age groups and reading levels. Mysteries, fantasies, and historical fiction are among the genres that have been updated over the last two years. As an example, we have added recently published titles from the *Nancy Drew and the Clue Crew* series by Carol Keene to supplement the popular books with the same main character written 15-20 years ago. We continue to add award winning titles as well as those with favorable reviews. Student and staff input is strongly considered through ongoing collection wish lists.

The goals for the immediate future include weeding and supplementing our audio-visual collection and reference materials. We will also continue to develop fiction and nonfiction connections with curriculum subjects and projects. Pathfinders will help link all forms of media (including human resources) to the areas of emphasis in our classrooms

### **Lincoln Elementary**

Lincoln Elementary School library media center services four-year-old kindergarten through sixth grade students and staff. Because the library media center is housed in three separate rooms; a computer lab connected to the main teaching center (containing nonfiction, fiction, reference, children's magazines, tables and chairs) by a sliding glass window and a third room (containing the picture book collection and easy books along with teacher reference) connected by a single doorway, the most evident challenge is monitoring the students during library classes. The space could be used more effectively if the walls between the rooms were eliminated or pared down. The most important emphasis on collection building was done in the easy section. Books were purchased to increase beginning independent reading. A great strength of the collection is the educational magazine collection for staff. Because of the rich content and diversity of these magazines, this section is used extensively.

Lincoln Elementary school is being closed to accommodate the new intermediate school in its building. The district hired a consult to determine which materials will stay to service the intermediate school. The remaining elementary items will be dispersed to present elementary schools.

### **Longfellow Elementary**

Longfellow Elementary School currently serves about 265 children in grades four-year-old kindergarten through sixth. The school's IMC collection has been developed to serve the curriculum and personal reading interest and research needs of these students, as well as eleven classroom teachers, a number of specialist teachers, and interested parents. The cultural backgrounds of the students are mostly Caucasian and Hispanic American, with some African American, a few Asian, and several Native American students, including some students who are English Language Learners (E.L.L.). Some of the highlights and strengths of the collection are in the areas of Easy Non-fiction books and Bilingual (English/Spanish) books for the students. There are a good number of professional books and magazines which are available for use by both teachers and parents. Furthermore, many areas of the collection are up to date, (with an average age of 1995), and the size of our collection is well above the national average for a school our size: about 13,000 items, or about 46 books per student.

The areas of the collection that need strengthening within Non-Fiction materials are: the replacement of current videos with updated DVDs, more books in the biography section (especially biographies of authors), more poetry, more books on technology, origami and crafts, and updated resources in the reference section. Areas to improve in the fiction area include books by award-winning Hispanic Americans, graphic novels, and books by a few particular authors, such as L. Frank Baum (*The Wizard of Oz*), which are very yellowed, somewhat brittle and unappealing in appearance. Several important needs are in the area of space for the collection: the re-organization and labeling/accessibility of the various sections of the collection, due to the addition of a new computer lab within the IMC and the subsequent loss of space for student work tables and bookshelf units. Other needs relate to the level of IMC staffing in order to have the IMC open more hours for student, staff and parent access to the collection, and to allow more time for collaboration between

classroom teachers and the library media specialist, thus increasing awareness of the variety of resources available, skill in accessing both traditional and on-line resources, and greater opportunities for team teaching.

### **Madison Elementary**

Madison Elementary School currently serves about 200 children in grades kindergarten through sixth. The school's IMC collection has been developed to serve the curriculum and personal reading interest and research needs of its students. The school serves nine classrooms and their teachers, numerous support specialists and our special education program. The strengths of the collection are the updated areas in series books, poetry section, and newly deselected non-fiction areas in the 500's through the 900's. The number of library book categories has been reduced for user ease, and an emphasis to provide quality literature to our middle and upper elementary readers. The collection includes about 12,000 print items as well as numerous instructional audio-visual materials and an updated professional resource section for educators and parents.

The areas of the Madison collection that are in need of strengthening are the picture book area, which needs updating and deselection. The 000's through the 400's in the non-fiction section also need attention as far as deselection and updating. More shelving is needed to house our series book section, as we just do not have enough shelf space. Also, not all families are aware that our subscription online databases are available from home as tax-payers and families of the WAWM school district.

### **Horace Mann Elementary**

The library collection at Horace Mann continues to serve the needs of our students at staff. With student reading levels start at beginning reader, the collection has a wide variety of materials, both fiction and non-fiction to meet those needs. Fiction books in the library range from simple picture books and easy chapter books for younger students to more complex picture books and challenging chapter books for more experienced readers. These sections of the library are weeded on an ongoing basis and new materials arrive on a regular basis. The library media specialist works with both teachers and students to add books to the collection that meet the needs of the classroom and the interest of the students. The nonfiction books are divided into two groups, one for the younger students and one for upper grades. Many popular nonfiction sections, such as automobiles and animals, are being weeded and new titles are being ordered. Student and staff input, as well as recommendations from trade publications assist the library media specialist in choosing books to be added to the collection. Our multimedia section has grown with the addition of many books on CD, both for upper grade students as well as younger children. In addition, videos in DVD format have been purchased to meet the needs of our classrooms. The professional library, available to staff, has continually added titles based on staff and district needs. In the past few years, our collection has grown and improved. It will continue to do so in future years as well.

Attached is the latest analysis of the collection in the Horace Mann library. Over the last three years, the collection has steadily improved. Currently there are approximately 420 students in the school. In the last several years, audio books on CD and Literacy Backpacks for primary students have been added. In addition, the collection has been updated with current biographies, graphic novels, and the latest in highly recommended literature. Here is data of the collection now compared to the fall of 2005.

Current number of Holdings: 17, 031	Number of Holdings in the Fall of 2005: 15, 951
Current Average Age: 1994	Average Age in 2005: 1991
Current Books per Student: 40.1	Books per Student in 2005: 35.3

### **Mitchell Elementary**

The General Mitchell library collection is built to service the elementary curriculum and state standards and provides students with a large collection of books for self-selected reading materials for students in grades K-4—6.

The fiction section has 2 parts: Easy Fiction and Chapter Book Fiction

The easy collection primarily serves students in grades K to grade 3 and for primary teachers needing easy books for

units that they're teaching.

The chapter book fiction provides a wide range of titles for students in grades 2-6.

The fiction section has been weeded and has been replaced by newer titles that are recommended by the Children's Catalog and other book selection journals. Some classic and frequently used items are replaced because of their repeated checkout. The Teacher Librarian works with all of the members of the faculty in assisting them with fiction and non-fiction materials to be used in the classroom.

The Teacher Librarian also uses teacher suggestions when ordering new materials.

The nonfiction section of the library is constantly being weeded, so that newer materials that are more current replace ones with outdated information. One area that is presently being rebuilt is the

One area that is presently being rebuilt is the 400's section. Books that are being purchased for this area are on parts of speech, idioms, sign language, and foreign languages.

The non-fiction sections that are the strongest are science, poetry, and sports and recreation. These areas are in high demand as are history and geography books for student reports. Students at Mitchell frequently find materials for their research. If new topics are added by teachers, new materials are purchased for these topics.

### **Pershing Elementary**

The Pershing Elementary School's library collection has been built to serve the curriculum and provide self-selected reading materials for students. The fiction collection includes items for students with a wide range of reading abilities and interests. This has been weeded and new items have been added. We have a new set of easy readers for kindergarten-first grades. For upper grade fiction there has been several new series of books added to the collection. The non-fiction sections are slowly being weeded as well, and new materials selected as replacements. One area of concentration for non-fiction has been books containing mathematical concepts covered in our curriculum. The teacher librarian has worked with classroom teachers to purchase books that support specific units of study for research purposes; English as a second language; multi-cultural needs; and videos/CDs that correlate with curriculum. The professional library consisting of a books and magazines is growing slowly with some additional purchases.

The Pershing Elementary School's library serves 383 students from five-year old kindergarten through sixth grades, with a collection of 16,659 holdings (per a TitleWise collection analysis conducted on March 10, 2008). The average age of books in the collection is 1993, and there are 42.94 books per student.

### **Walker Elementary**

Walker Elementary is a small, urban, SAGE school of about two hundred and eighty students, in grades four-year-old kindergarten through sixth.

The school's IMC collection has been developed to serve an instructional program that accommodates all learning styles of all students, supporting each student's personal development while promoting independent, strategic learning. While all children go through the same broad general patterns of learning, they also acquire information in unique ways and at different times. Walker's IMC supports children as they become actively involved in purposeful, real world activities, encouraging them to be strategic and organized towards their efforts to demonstrate a depth of understanding and become information literate.

Over the past five years, the Teacher-Librarian at Walker School has worked to catalog all new books by Guided Reading Level in the subject field so that teachers and students can more easily find leveled books according to topic and or genre via the electronic patron catalog. This past year there has been a focus on providing lexile scores for new titles as well. The print collection features two current non-fiction collections for readers, grades kindergarten through second as well as third through sixth. The fiction collection is also divided into distinct sections including picture books for primary grades as well as picture books for the upper grades, series fiction titles for primary and upper grade readers, a strong, fiction section for grades three through six and a child centered magazine collection appropriate for grades second through six. A professional section for teachers and parents is also available.

Multimedia collections include paired audio (self-contained MP3 players known as PlayAways) with print fiction appropriate for grades three through six, as well as fiction and nonfiction DVD, video cassette, and audio CD available for checkout by teachers for children.

Electronic Internet/Intranet resources have become increasingly important at Walker School. In addition to subscriptions to Nettekker and World Book, the Teacher-Librarian has developed grade level, differentiated resources in collaboration with classroom teachers on the Walker website. Electronic skill and practice resources aligned with MAP Assessment strands are also available for Math, Reading and Language Arts.

### **Wilson Elementary**

Woodrow Wilson Elementary School currently serves about 448 children in grades four-year-old kindergarten through sixth grade. The school's IMC collection has been developed to serve the curriculum and personal reading interest and research needs of these students, as well as seventeen classroom teachers a number of specialist teachers, and parents. Some of the highlights and strengths of the collection are in the areas of Easy Non-fiction books for the students. There are a large number of professional books and magazines which are available for use by both teachers and parents. Our school has several teachers that use the Accelerated Reader and Scholastic Reading Counts materials to enhance the reading curriculum. Furthermore, many areas of the collection are up to date, (with an average age of 1993), and the size of the collection is well above the national average for a school our size: about 9,200 items, or about 22 books per student.

The areas of the collection that need strengthening are: updating the nonfiction student and professional collection with current DVD's in the science area and updating the reference section. Other needs relate to allowing more time for collaboration between classroom teachers and the teacher librarian, thus increasing awareness of the variety of resources available, skill in accessing both traditional and on-line resources, and further opportunities for team teaching.

### **District Web Site:**

Currently, the Technology Department maintains the District Web Site and each building is responsible for maintaining its own web site. The District is in the process of redistributing these responsibilities.

### **Technical Support:**

The technology department is made up of the following positions:

- Manager of Technology Services
- Database Administrator
- Help Desk Technician
- Hardware Support Technician- Coordinator
- Network Administrator
- Secretary
- Hardware Support Technician

Technicians have been responsive. They are able to fix things remotely.

The District has a Help Desk that can be accessed by either phone or the Internet. The District uses Numara Software's Track-It software. The District has upgraded this system and is now using best practices in its use.

## **Analysis of Support Systems & Leadership**

The District's Mean generally falls between Adoption and Exploration in all areas of Systems & Leadership, with a broad range of responses within each indicator. Compared to all enGauge survey participants, the District consistently fell below the Database Average.

At this level stakeholders in the District are aware of what constitutes as effective technology use. School leaders use in-service days and staff meetings to develop awareness of emergent ideas related to the vision.

Success in integrating information and technology to improve student achievement lies in the alignment of all processes, procedures, rules, regulations, and policies to support the improvement of student learning through technology. The transition to new systems requires intelligent, thoughtful leadership. One of the most effective ways to lead is through modeling effective practice. For example, use technology to help educators focus on good teaching and learning practices. Begin by relegating all management details to e-mail transmissions, to free up staff meetings to focus on the mission critical issues, teaching, and learning. Another technique is to set high expectations and reward incremental progress. For example, performance reviews of all Principals should include an expectation that their schools will make substantial progress in the effective use of technology. Likewise, Principals should do the same with teachers.

## Implementation Action Plans

### **Effective Teaching & Learning Action Plan**

**1A. Need:** A need exists to further integrate the Information Technology Literacy (ITL) standards into the curriculum. The District Mean on the enGauge online survey for Implementing Technology is in the Exploration Stage (3.18)

**Goal:** Students, staff and community will use, access, and apply information and technology to facilitate and work with higher level thinking skills in the learning process

**Objective:** By June 2011, 100% of students will be proficient in information technology skills as measured on locally developed grade level performance assessments

<b>Action:</b>	<b>Person/People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
1. Present ITL standards to management team	Director of Instructional Services	2008-2009	Time	Standards presented and applied at the building level
2. Present ITL standards at Building Leadership Team Meeting (BLT)	Instructional Principal, Directing Principal, Teacher Librarians	2008-2009	Time	Standards presented and applied at the building level
3. Include ITL standards in school improvement goal setting process and professional evaluation	Building Leadership Teams, Teachers, Building Administrators, Instructional Services	Annually	Time	Standards included in goal setting process  Team Learning Logs
4. Inform staff of the grade level breakdown of the K-12 standards	Building Leadership Team, Instructional and Directing Principals, Teacher Librarians	2008-2009	Time	Integration within lesson plans and assessments
5. Present the ITL standards to the staff	Directing and Instructional Principals, BLTs, Management Team, Webmaster	March 2011	ITL standards in digital version	Sharing completed  All staff made aware of standards
6. Further incorporate ITL standards into content area lessons. Specifically, grades 9-12 will be a focus while we maintain K-12 support.	Teacher Librarian, Classroom Teachers, Department Chairs, Directing and Instructional Principals	Annually	ITL standards, collaboration time, and funding from Title IID and Title IIA	Lesson plans and assessments indicate the use of specific ITL standards
7. Write individual Teacher goals to include at least one technology goal related to the ITL standards	Building Site Administrator, Teacher Leaders	Annually	Access to technology, Teacher Librarian, collaboration time, ITL standards, Professional development	Goal form shows technology requirement included along with related assessments  Publish results in Build Your Own Curriculum Website

<b>Action:</b>	<b>Person/People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
8. Incorporate professional learning goals within the evaluation process	Principals	2010-2011	Time	Evaluation cycle  Review and self reflection of Teacher goals
9. Provide opportunities for Unit Proposals (salary advancement per District contract aligned with PI34) that support Teacher goals related to ITL standards	Administrators, Collaborative Teacher Teams, Grade Level Teams, Director of Instruction	Annually	Access to technology, Teacher Librarians, Time for collaboration, ITL standards	Unit Proposals and verification of work completed
10. Create a District-wide resource for teachers that contains tutorials, lesson plans, ITL standards, etc.	Teacher Librarians, Teachers, Director of Instruction, Manager of Technology Services	Start Summer of 2008, ongoing	Time to compile resources  IT support	Framework/Resource in place through curricular proposals and completed products
11. Communicate the role of the Teacher Librarian as a liaison in the integration of technology within a content area	Teacher Librarians, Directing and Instructional Principals Director of Instruction	Ongoing	Time during faculty meetings and other collaboration opportunities	Development of ITL lesson plans with Teacher Librarians
12. Expand and develop K-8 and 9-12 technology rubrics for high schools (Use model developed for K-6 grades)	Teacher Librarians, Classroom Teachers	Summer 2009	Time and funding from Title IID and Title IIA	Completed technology rubrics K-12 and assessments
13. Create student portfolios	Teacher Librarians, Teachers, Building Principals, IT Department, Instructional Services Department	Fall 2011	Server space for students in Intermediate grades CD or DVD blank media access so students can make a copy of their portfolio at anytime	Completed ITL standards based projects
14. Present best practice learning models (Super 3, Big 6)	Teacher Librarians, Teachers, Director of Instructional Services and Department	2008-2009	Time	Learning models presented and applied within lessons and assessments

## Educator Proficiency Action Plan

**2A. Need:** The condition Educator Proficiency was at the Adoption stage on the enGauge online continuum (2.81)

**Goal:** Individual teachers will adopt and embed 21st Century Information Literacy and Technology skills into the curriculum as identified in State curriculum standards.

**Objective:** By June 2011, 100% of students will be proficient in information technology skills as measured on locally developed grade level performance assessments

Action	Person/People Responsible:	Timeline	Resources Needed:	Indicators of Success:
1. Provide collaborative K-12 professional development time for grade level and department teams to develop model lessons and assessments that integrate ITL standards (UNIT Proposal Work)	BLT, Teacher-Teacher Librarians, Outside Consultants, District Office, Building Principals	Annually	Substitutes, Funding from Title IID and Title IIA	Lessons and assessments are created and implemented
2. Implement a mentor program pairing less-experienced technology users with more-experienced technology users	Directing and Instructional Principals	2008-2009 School Year Annually	District In-service time Staff meeting time	Scheduled event Time to share
3. Provide opportunities for differentiated professional development during District in-service time and new Teacher orientation	Building principals, Technology Staff, Teacher-Teacher Librarians and Teachers	Fall 2008 Ongoing	Meeting Time In-service Time	Scheduled event Time to share
4. Provide examples of project based learning that embed Wisconsin State Information Literacy and Technology Standards	IMC Directors Intermediate School Teachers Instructional Service Department Secondary School Department Chairs	Ongoing	Time to investigate products/projects and online tutorials  Time for one on one or small group investigations during the school day. Teacher-Teacher Librarians and Teachers  Time to develop a resource list of products/projects and online tutorials  Server space	Posted Project examples
5. Maximize District resources to share tasks and templates	Director of Instruction IT IMC Directors	Annually	Time to organize shared drive	Usage
6. Provide tiered or differentiated training for developing technology skills (i.e., through online tutorials, podcasts, etc.)	Director of Instruction Principals IMC Directors IT	Annually	Time to investigate products/projects and online tutorials	Usage (Wide range of opportunities available) Feed back from participants

Action	Person/People Responsible:	Timeline	Resources Needed:	Indicators of Success:
7. Develop a page on the Intranet and/or District website that lists all software purchased by the District and offers links to tutorials, online expert sites, and institutions that offer classes	IT Principals, Department Heads, Lead Teachers	2008-2009	Time to create and update, Server Space	Less or no duplication of software purchases within the District Increased usage and equity of software available to staff and students in the District Increased staff use and success with software purchased by the District  Standardization and organization so that there is less frustration, greater satisfaction, and greater usage of technology in the District by staff and students
8. Conduct a needs assessment to measure educator proficiency	Instructional Services, Technology Department, Teachers, Student, Community and Administrators	2011	Money, Time	Data obtained from needs assessment

### **Access to Information Resources & Learning Tools Action Plan**

**3. A Need:** Students and staff need access to technology in the classroom to meet teaching and learning needs. Currently the student ratio to computers is 6 students per computer.

**Goal:** Individual teachers will adopt and embed 21st Century Information Literacy and Technology skills into the curriculum as identified in State curriculum standards.

**Objective:**

- By June 2011, student computer ratios will decrease
- By June 2009 , students will have more opportunities to connect virtually with a global audience

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
1. Assess current usage of computers	Manager of Technology	Spring 2008	Software for tracking usage	Statistics collected
2. Continue to fund elementary leased computers	School Board, Manager of Technology	2008-2009 2009-2010 2010-2011	Funding from Technology Budget	Updated reliable equipment
3. Continue to fund secondary leased computers	School Board, Manager of Technology	2008-2009 2009-2010 2010-2011	Funding from Technology Budget	Updated reliable equipment

<b>Action:</b>	<b>Person/People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
4. Establish as a priority to assess computer usage and define need for wireless computer carts. This will be done in the context of monetary priorities being established with current funding and budgets.	School Board, Manager of Technology	2008-2009 2009-2010 2010-2011	Funding from Technology Budget	Decreased student/computer
5. Investigate and determine the feasibility of implementing Project Lead the Way	School Board, Teachers, Director of Curriculum and Instruction	2009-2010	\$100,000 for implementation funding from outside sources and Building Resources	Project Lead the Way
6. Determine which online subscriptions for the entire District should be purchased – Encyclopedia, Nettekter, United Streaming	Teacher Librarians, IT Department, Manger of Technology, Director of Instruction	2008-2009	Funding from Common School Fund	Subscriptions are purchased, and available, online according to annual inventory
7. Update/Upgrade Premier Assistive Technology	Manager of Technology and Coordinator of Special Education	As necessary	Special Education Funding	Latest version is available to all based on annual inventory
8. Update Alexandria software to include the textbook tracker module	Director of Instruction, Manager of Technology	2008-2009	Funding from Common School Fund	Textbooks are distributed and returned
9. Consider to add two Smartboards at each elementary school and three per secondary school per year per school. This will be done in the context of monetary priorities being established with current funding and budgets	Technology Department	2008-2009 2009-2010	Funding from Technology Budget	Increased student engagement
10. Consider to add 25 Skype licenses per school district budget	Technology Department	Ongoing	Funding from Technology Budget	Increased relevant 21 <sup>st</sup> Century Learning Opportunities
11. Consider to add 25 Marratech licenses per school district budget	Technology Department	2008-2009	Funding from Teach Funds	Increased global awareness

**3. B. Need:** A need exists for a process to pilot new and emerging technologies and to disseminate successful models

**Goal:** Individual teachers will adopt and embed 21st Century Information Literacy and Technology skills into the curriculum as identified in State curriculum standards

**Objective:** By June 2009, the District will have implemented a process for piloting and disseminating emerging technologies across this District

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
1. Research data that supports the use of emerging technologies and makes recommendations to an administrative oversight committee	Technology Department, Instructional Services, Student Services	2008-2009	A way for groups to share virtually (Moodle, Wiki Google) to reduce meeting time and serve as a mechanism to share success  Staff time needed to create and choose system to be used  Staff time to meet/review	Approval of proposal and safety net in place to assure appropriate instructional usage
2. Investigate filtering options to support instruction (including options like Moodle and Movable Type)	Technology Department, Instructional Services, Student Services	2008-2009	IT Staff time	Observe appropriate filtering in place
3. Research and review proposals	Technology Department, Instructional Services, Student Services	Quarterly	Meeting Time	Observe committee functioning online and in face-to-face meetings
4. Pilot approved proposals	Selected recipients of pilots, Director of Instruction, Manager of Technology	Annually	Time	Pilots implemented with appropriate safeguards to ensure proper usage
5. Report out on progress on pilot initiatives to Emerging Technology Committee and disseminate this information throughout the District	Selected recipients of pilots Technology Department, Instructional Services, Student Services	Quarterly	Newsletter, building announcements, District intranet	Progress Reports

### 3. C Infrastructure Action Plan

**Need:** A need exists to support a robust infrastructure to support access to technology.

**Goal:** The District will maintain and improve the District's infrastructure to reduce maintenance costs while supporting student learning opportunities

**Objectives:**

- By August 2008, the District will increase the speed of the Internet to enhance learning opportunities
- By August 2008 , the District will have updated all of the District Internet filtering software
- By August 2008 , the District will update the District's file backup software
- By August 2009 , there will be an increase the storage capacity for student files

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
1. Upgrade transport layer to ISP to 30 meg	Manager of Technology Services	2008-2009	Time, Technology Budget	ISP is 30 meg
2. Upgrade service from ISP to support 30 meg transport	Manager of Technology Services	2008-2009	Time, Technology Budget	Support upgrade
3. Purchase updated web filtering software	Manager of Technology Services	2008-2009	Time, Technology Budget	Software Purchased
4. Purchase replacement server hardware necessary to maintain current services	Manager of Technology Services	2008-2009 2009-2010 2010-2011	Time, Technology Budget	Hardware Purchased
5. Purchase file backup software	Manager of Technology Services	2008-2009	Time, Technology Budget	Software Purchased
6. Purchase EMC Clarion SAN hardware necessary to expand disc space	Manager of Technology Services	2010-2011	Time, Technology Budget	Hardware Purchased

### Support Systems & Leadership Action Plan

**4. A. Need:** Partner with the parents and community members by inviting them to take part in learning opportunities focused on information technology

**Goal:** The District will increase the number of collaborative technology learning opportunities between the District, parents, and community resources/partnerships

**Objectives:**

- By June 2008 , establish parent access to student information at the Recreation Department
- By June 2008, establish Microsoft office suite classes at the Recreation Department
- By June 2009, establish after school use of a District computer lab and/or public library /recreation department

- By June 2010, create online learning modules, through the District website
- By June 2011, enhance the interactive technologies to collaborate with the parents and community

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
1. Work with parents/community members to determine what technology classes are desired	District and Building Administration	2008-2009	Possible survey results, etc.	Survey completed
2. Determine online modules/tutorials for community	District Team	2009-2010	Time	Modules available online
3. Continue parent portal	Technology Department	2008-2009	Time	Parent portal created and implemented

**4. B. Need:** The condition Administrator Proficiency on the enGauge online survey is in the Adoption Stage (2.83)

**Goal:** Proactive leadership at the District and building levels will model, promote, and value the role of technology in increasing the student achievement through staff use of the technology

**Objectives:**

- By June 2009, the District management team will establish technology standards/guidelines for administrators
- By June 2011, 100% of all administrators will be proficient in the District standards for Administrators

Action:	Person/People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
1. Determine a minimal level of technology proficiency for all staff positions (Administrators, Teachers, Secretarial Staff, Support Staff, Custodial Staff, etc.)	Association and Administration working collaboratively, Labor Management, Human Resources Department	2008-2009 School Year	Time	Minimum proficiency levels established
2. Establish a District-wide model for continuous assessment of staff and student proficiency in technology	Committee of key Stakeholders; i.e. Superintendent, Administrative Team Representation, Human Resources, Representative Teachers, Secretarial, and other Support Staff	Ongoing	Time	District-wide model established

## Budget Summary

Area	Action Plan	Budget	Technology	Curriculum & Instruction	Title II D	Title IIA	Common School Fund	Teach Funds	Outside Sources
Project Lead The Way	3.A.5								\$100,000
Software Procurement	3.A.8	2008-2009	\$103,268				\$109,272		
	3.A.8	2009-2010	\$103,268				\$109,272		
	3.A.8	2010-2011	\$103,268				\$109,272		
Information Resources	3.A.6	2008-2009	\$100				\$327,828		
	3.A.6	2009-2010	\$100				\$327,828		
	3.A.6	2010-2011	\$100				\$327,828		
Hardware	3.A.2, 3.A.3, 3.A.10	2008-2009	\$502,038					\$105,300	
	3.A.2, 3.A.3, 3.A.10	2009-2010	\$502,038					\$105,300	
	3.A.2, 3.A.3, 3.A.10	2010-2011	\$502,038						
Operations/ Facilities/ Infrastructure	3.A.11, 3.C.1-6	2008-2009	\$111,100					\$16,000	
	3.A.11, 3.C.1-6	2009-2010	\$111,100						
	3.A.11, 3.C.1-6	2010-2011	\$111,100					\$35,000	
Professional Development	2.A.1, 1.A.6, 1.A.12	2008-2009	\$ 30,000	\$10,000	\$28,847				
	2.A.1, 1.A.6, 1.A.12	2009-2010	\$ 30,000	\$10,000	\$28,847				
	2.A.1, 2.A.8, 1.A.6, 1.A.12	2010-2011	\$ 30,000	\$10,000	\$28,847				
Maintenance Services		2008-2009	\$206,397						
		2009-2010	\$206,397						
		2010-2011	\$206,397						
Employee Travel		2008-2009	\$2,700						

Area	Action Plan	Budget	Technology	Curriculum & Instruction	Title II D	Title IIA	Common School Fund	Teach Funds	Outside Sources
		2009-2010	\$2,700						
		2010-2011	\$2,700						
Supplies		2008-2009	\$24,000						
		2009-2010	\$24,000						
		2010-2011	\$24,000						

\*Dollar Amounts Listed Above Fit within Our Current Budgets

### **Budget Narrative**

The above budget is the anticipated information and technology resources needed and reflects the actions in the action plans. However, the actual budget will go through the annual District budgeting process. Each action plan in the plan is numbered. The action plan column of the budget aligns to the area of the action plan where it is mentioned.

**Software-** Includes software for students in grades kindergarten through sixth, plus general software, and purchase of Alexandria (Library Management Software, NWEA MAP software).

**Hardware-** Includes additions and replacements of computers, leased computers, and purchase of Smart Boards.

**Information Resource-** Information resources include books, reference materials for library collections, online subscriptions, and magazine subscriptions.

**Operations-** Operations includes cell phone costs for IT Department., dues and fees for Infinite Campus, purchased services for maintenance of infrastructure, Marratech costs, and upgrades and improvements to infrastructure (includes servers, software and security).

**Professional Development-** Includes funding for members of the Technology Department to attend seminars and training to keep their skills up to date as well as funding for educator and administrator professional development.

**Supplies-** Includes general supplies, computer supplies, postage, printing and binding.

The West Allis-West Milwaukee, et al School District, et al. will use a variety of funding sources to fund the Information Technology Plan. Currently the District does not receive E-Rate funds. However, the District would like to apply for E-Rate funding in the future.

**Project Lead The Way** – Is only in a discussion phase. Currently the District is doing fact finding concerning this program. There have been no funds allocated to this program. This program is dependent on grants.

## **Dissemination to Stakeholders**

The plan will be published on the District Web Site and will be shared at Management Team Meetings. A hardcopy of the approved plan will be placed in public library, instructional service building, and school media centers.

Principals will share the plan with staff members at faculty meetings. A press release about the plan will also be published in the local paper. The School District of West Allis West Milwaukee Recreation Department will continue to offer adult classes in Technology.

## **Monitoring, Evaluation and Revision**

The District will establish an Emerging Technologies Committee that will be made up of District stakeholders. The committee will meet quarterly to submit proposals for review of pilot projects. Progress on the pilot projects will be disseminated throughout the District.

Usage of computers in the District will be monitored to help the District determine hardware needs. The plan will be revised if necessary.

One year into the plan the District will choose a Needs Assessment to use for obtaining data for the next plan. In year two of the plan, the District will administer a district-wide needs assessment.

In year three of the plan, the District will form a committee with representatives from all stakeholder groups. This committee will be involved in the action planning for the 2011-2014.

Information (Library Media) & Technology Plan.

## Appendix

### Acceptable Use Policy

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## **Appendix A      Acceptable Use Policy for Students**

**SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE      363.2**

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### **COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR STUDENTS**

The School District of West Allis-West Milwaukee provides employees and students access to the District's internal network and to the Internet for the purpose of furthering the educational goals and objectives of the District, the professional development of its employees, and the educational enrichment of its students. Access to these facilities is available in all District schools.

The District supports the students' use of the Internet to participate in distance learning activities, to ask questions of and consult with experts, to communicate with other students and individuals, and to locate material to meet their educational and informational needs. Information available to students via the Internet is constantly changing; therefore, it is impossible to predict with certainty what information students might locate. Just as the purchase, availability, and use of media materials does not indicate endorsement of their content by school officials, neither does making electronic information available to students imply endorsement of that content.

District computers and network resources may be provided for instructional, development, and management purposes for use by students, subject to the District's rule regarding computer and Internet use by students. (363.2-Rule). At no time does the School District relinquish its exclusive control of computer systems provided for the convenience of students. District computers and networks may not be used to disrupt educational or management functions, and hardware and/or software shall not be destroyed, modified, copied, transferred, decompiled, disassembled, disabled, or otherwise abused in any manner. Users shall not seek information about other users on the District's network, including but not limited to their passwords, files, data, electronic mail, or other data that may be stored and accessible through said computers and networks.

School administrators will apply the same criterion of educational suitability used for other education resources when providing access to software and Internet information resources. All use of these resources shall be directly related to the education of the student or the management of these resources by staff and administrators of the District.

Because the Internet is a fluid environment that may include materials of questionable educational value, and because it provides access to many constantly changing resources throughout the world, it is impossible for school administrators to review and pre-select materials that are appropriate for the use of our students. Therefore, the District has adopted the following practices regarding access to and use of District electronic resources and networks, especially the Internet:

The District reserves the right to monitor all computer use and to inspect any and all data stored in the public or private areas of the network, without notice or warning, and at any time or for any purpose.

The District's computer system may not be used to create, view, send, receive, store, display, or print text or graphics which may be reasonably construed to be obscene, disruptive, or harmful to the educational environment. The District reserves the right to determine, in its sole discretion, whether materials fit into these categories. Materials fitting into these categories include, but are not limited to, the following:

Pornographic or erotic images; racial slurs; derogatory gender-specific comments; comments that offensively address a person's age, race, sexual orientation, religious beliefs, political beliefs, national origin, or disability.

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET  
ACCEPTABLE USE POLICY FOR STUDENTS**

Like student lockers, computers are provided to students for their convenience – their use is considered a privilege rather than a right – and are subject to inspection and search without notice and without consent.

District computing facilities may not be used to download or distribute software or data that is pirated or violates applicable copyright law.

District computing facilities may not be used to propagate any virus, to delete or modify data that is part of the educational curriculum, to disable or overload the computer system, or to access privately stored materials or data.

All students must safeguard their user identification and password and may not allow others to utilize their user identification or password or utilize a user identification or password other than their own.

Electronic mail may not be used to propagate chain letters, advertising, jokes, personal files, images, or other materials not directly related to educational goals. Students should not send unwanted or inappropriate e-mail. Such use may be considered as harassment and will be dealt with accordingly.

Students should not access chat rooms, bulletin boards, forums, etc. without prior consent of the teacher or persons monitoring the school Internet.

Students should not engage in activities on the Internet that are sexually explicit or drug-related. Engaging in such activities will result in the automatic termination of Internet privileges. Suspension and/or expulsion from school may also result from such inappropriate usage.

Students should not use vulgar, suggestive, or otherwise inappropriate language on the Internet.

Students are not to use the Internet to purchase products or services.

Students should not become involved in any activity on the Internet which would violate the normal policies of the District.

Students must have a permission slip signed by a parent/guardian on file with the school's systems operator to use the Internet.

All school web pages must be reviewed and approved by the building Principal prior to their publication.

Exploring the Internet is for the purpose of expanding educational opportunities only. Any student in violation of this policy will be subject to disciplinary action which may include, but is not limited to, restitution for any and all damage and/or legal action, loss of computer use privileges, suspension, or expulsion.

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET  
ACCEPTABLE USE POLICY FOR STUDENTS**

The District firmly believes that the valuable information, interaction, collaboration, and peer contact available on the Internet all outweigh the possibility that students may access materials that are not consistent with the educational and professional development goals of the District. Ultimately, we rely on the parents and guardians of minors to be responsible for conveying and enforcing standards that their children should follow when using electronic resources like the Internet or any other media, and we rely on our employees to use good judgment in selecting the resources for the students' use and their own use.

We have extensive systems and security mechanisms in place to ensure the security, integrity, and appropriateness of the data on our networks. However, recognizing that the state of computing is constantly evolving, and further acknowledging that no mechanism can be fully and constantly capable of screening the ever-changing body of inappropriate Internet content from students, we rely on and respect each family's right to decide whether to allow their student(s) access to the Internet.

The District will ensure that every student's parent or guardian is notified of these computer network and Internet use policies and procedures in the beginning of each school year. The District reserves the right to distribute a summary of this policy at the beginning of the year, rather than the full policy and rule. Parents will be informed of the procedure to receive a complete copy of the policy and the rule regarding student use of computer systems. Parents must review these policies and rules with their children, explaining the provisions in a manner in which the student understands. Parents must grant permission for the student to access the school's internal networks and the Internet before the District will assign a user identification and password to the student. In addition to this parental review, appropriate District employees will review this Acceptable Use Policy with students at appropriate times during each school year and will ensure that they have permission slips for all students who access the District's networks and the Internet.

The complete computer use rule (363.2-Rule, Computer, Internal Network, Electronic Mail and Internet Rules for Students) can be found on the District's website: [www.wawm.k12.wi.us](http://www.wawm.k12.wi.us). This policy and the accompanying rule (363.2-Rule) are to be read in conjunction with one another and one shall not limit or restrict enforcement of the other. If there is confusion regarding a provision in the policy, the rule should be consulted for clarification.

LEGAL REF: Section      120.13 Wisconsin Statutes  
943.70

CROSS REF: 363.2-Rule, Computer, Internal Network, Electronic Mail and Internet Rules for Students  
447, Student Discipline  
447.3, Student Suspension/Expulsion  
771.1, Use of Copyrighted Material

APPROVED: May 5, 1995

REVISED: June 11, 1996  
February 24, 2003

## Appendix A1      Acceptable Use Policy for Employees

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE      522.6-Rule

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### COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS

#### A.      Management, Administration, Monitoring, and Privacy

1.      The District has software and systems in place that monitor and record all Internet usage to ensure the systems are being used for educational purposes, consistent with the District's goals. The District wants users to be aware that our security systems are capable of recording, for each and every user, each World Wide Web site visit, attempts to reach World Wide Web sites, the amount of time spent actively using the World Wide Web, each chat, newsgroup access, e-mail message, and every file transfer into and out of our internal networks to the Internet, and we reserve the right to do so at any time, without advance notice or warning to the user. No District user should have any expectation of privacy as to his or her Internet usage, or the privacy of any electronic mail message, file, download, note, or other data stored on or transmitted or received through any District computing facility. The District will review computing activity and analyze usage patterns, and may choose to publicize this data to assure that the District's computing resources are devoted to maintaining the highest standards of educational benefit and productivity.

2.      The District, through appropriate management personnel, reserves the right to inspect any and all data stored in public or private areas of networked and individual storage systems of any kind, without notice or warning, and at any time or for any purpose.

3.      The District uses independently-supplied facilities to identify and block Internet content that is inconsistent with the educational and professional development goals of the District. We will block access from within our networks to all such sites that we know of or that our facilities identify. To be clear, these facilities endeavor to block use of the network to create, view, send, receive, store, display, or print text or graphics which may reasonably be construed to be obscene, disruptive, or harmful to the educational or working environment, but we acknowledge that no blocking or filtering mechanism is capable of blocking all inappropriate content all of the time. Offensive, disruptive, or harmful data include, but are not limited to any messages or files, or data, which contain the following:

Pornographic or erotic images,  
Sexual implications,  
Racial slurs,  
Derogatory gender-specific comments,  
Information or instructions designed to cause physical harm to another person,  
Comments that offensively address a person's age, sexual orientation, religious beliefs, political beliefs, national origin, or disability,  
Any comment which in any way defames, slanders, or libels another person,  
Any comment intended to frighten, intimidate, threaten, abuse, annoy, or harass another person,  
Those data or activities which invade the privacy of another person

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS

If a user finds that he/she is connected to a site that contains any of the above material, he/she must disconnect from that site immediately, regardless of whether that site has been previously deemed acceptable by any screening or rating program, and inform the teacher or supervisor of the incident. Similarly, a user is encouraged to inform his or her supervisor if he/she becomes aware that another user is accessing or has accessed material prohibited above. The District's goal in creating the above standards and reporting requirement is not to create an environment of fear and apprehensiveness for users accessing the Internet and internal networks, but to affirmatively set forth content standards for users to be mindful of when accessing these resources on their own.

4. The District will fully cooperate with requests from law enforcement and regulatory agencies for logs, diaries, data, and archives on individuals' computing activities.

B. Systems Management, Data Integrity, and Security

1. Employees shall download only those materials which are applicable to their position in the District, and the size of the file(s) downloaded during any one session should not exceed 3MB without permission of District systems management personnel. The use of the District's Internet facilities to transfer data outside of these limits can create congestion that may adversely affect everyone's ability to access Internet resources of all kinds.

2. The District computing facilities may not be used to download or distribute software or data that is pirated, or in a manner inconsistent with its license agreement or applicable copyright law and District copyright policy. Any software or files transferred in any manner into or via the District's computing facilities become the property of the District, subject to the restrictions of any existing licensing agreement or applicable copyright law or policy. In any event, such downloaded files, regardless of license or license ownership, may only be used in a manner consistent with their licenses or copyrights, applicable District policy, or other controlling authority.

Unless software or data transferred into the District's computing facilities is part of an approved educational curriculum, users must understand that the unauthorized use or independent installation of non-standard data may cause computers and networks to function erratically, improperly, or cause data loss, and should take that into consideration when installing software not directly related to or approved through an existing curriculum. Users should seek the assistance of qualified systems management personnel in using non-standard software and data, and must never install downloaded software to networked storage devices without the assistance and approval of appropriate personnel.

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS

4. No one may use the District's computing facilities to propagate any virus, worm, Trojan horse, trap-door program code, or any form of destructive or malicious computer instruction. Further, users may not propagate any virus "warnings" via electronic mail except to alert appropriate District systems management personnel.
5. Users may not intentionally delete or modify data that is used as part of an approved educational curriculum, except where the deletion or modification of said data is part of that curriculum. Users must respect the fact that, much like a library, software and data are made available for all to use and benefit from.
6. The District's computing facilities may not be used to disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of another user or the user's data.
7. All data that is transferred into the District's computing facilities must be checked for viruses before it is run or otherwise accessed. On computers where virus scanning takes place automatically; the virus scanning software must not be disabled, modified, uninstalled, or otherwise inactive. If you are uncertain as to whether the workstation you are using is capable of detecting viruses automatically, or you are unsure whether the data has been adequately checked for viruses, you should contact appropriate District systems management personnel.
8. The District's computing facilities also may not be used to access or attempt to access stored materials or data that are outside the scope of educational or employment goals of the District.

C. User IDs and Passwords

1. Every user will be assigned a User ID and password that functions as your method of access to our computing facilities. You should guard this information just as you would guard any other identifying material like your home phone number, address, or bank account numbers. Therefore, great care should be taken not to share or otherwise disclose this information to another person.
2. User IDs and passwords should never be written in a conspicuous place, written down together, or shared with any third party. If you lose or forget your password (or User ID and password together), you must immediately inform appropriate District systems management personnel so your account can be temporarily deactivated and a new password assigned.

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS

3. The District has security facilities in place to detect an intruder who may be attempting to use or guess another's User ID and password to gain access to resources they are not authorized to use. If you find that your account has become disabled because of an intruder's attempt to access our computing facilities, you should contact appropriate systems management personnel for assistance.

D. Electronic Mail

1. Electronic mail primarily should be used for internal District business, instructional purposes, collaboration with students and peers, and other activities directly related to a user's educational or employment goals and duties. While we recognize that a certain amount of personal use occurs with any communications medium, we strongly discourage users from using District computing resources for personal communication, and expressly prohibit their use commercially or for personal enrichment or profit.

2. Though electronic mail is a fast and relatively easy mode of communication, nothing should be included in an electronic mail message that the user would not want read by a third party. Although it is rare, the interconnected nature of the Internet and its component disparate computing networks makes it possible for a third-party interceptor to store, view, read, print, and disseminate the contents of any electronic mail message to anyone else. The District has security facilities in place to prevent unauthorized access to our internal networks and electronic mail stored there, but be aware that messages transmitted outside our networks may be equally protected, less protected, or not protected at all. The likelihood of such an interception is extremely low, but still possible, so you should, therefore, take great care when transmitting sensitive or confidential information. District employees should not transmit sensitive or identifying information about students via electronic mail.

3. Electronic mail should be retained only as long as needed and not archived or otherwise stored beyond the time that it may reasonably need to be referred to.

4. District electronic mail facilities may not be used to propagate chain letters, advertising, jokes, personal files, images, or any other materials not directly related to employment or educational goals.

5. Users should keep in mind that electronic mail is a written form of communication, just like a paper letter. Though electronic mail is relatively spontaneous compared with regular mail, you should take care to use the same level of discretion and forethought before you send your message, and additionally check it for completeness, accuracy, and grammar just as you would any written correspondence.

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS

E. World Wide Web Publishing and Use

1. District employees, staff, and teachers will lead students in activities and exercises that strengthen their research skills and enrich the educational process. This may include using search engines in a way that is appropriate for the curricular goal and cognitive level of students, using pre-determined Web resources as a group, or allowing students to independently research subjects consistent with established curriculum and content guidelines set forth herein.

2. Users should read information on the World Wide Web with an evaluative and critical attitude, verifying the sources, authenticity, and accuracy of information to the best of their ability. To that end, employees will endeavor to preview Web materials that will be used in classroom learning activities, and use only those that are of the highest quality.

3. Users may bookmark educationally sound Web sites so they may be referred to quickly and easily, without the sometimes tedious process of discovering the resource on one's own. These bookmarks may be saved on an individual workstation or a networked storage device, and should be reviewed regularly by the user for relevance, being current, and appropriateness to the educational and employment environment. Teachers must provide students with permission to store bookmarks.

4. Materials published to the World Wide Web using District computing facilities are considered official District materials and will be created by appropriate employees. Teachers may provide students permission to create Web pages relating to class projects or other school-related activities. The purpose of Web pages published by the District shall be to communicate information about the District to students, parents, and the public, and to provide an instructional tool with links to other sites that correlate with current curriculum, are age-appropriate, and are reviewed in advance by appropriate District employees.

5. Creation and publishing of Web pages is subject to the following guidelines:

Pages and the data contained thereon belong to the District, and should reflect quality work and accurate information.

Contents must adhere to this Acceptable Use Policy, applicable privacy policies and laws, applicable copyright policies and laws, and other established District policies.

Information published on District web pages should be education-related, non-confidential, and non-commercial. However, advertising for non-profit, school-sponsored organizations is acceptable.

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS

All pages should be created to facilitate easy loading and viewing of graphics and audiovisual materials by the user of the page, whether internal or outside the District, and subject to the restrictions contained in this Acceptable Use Policy.

Links to commercial or personal Web pages shall not be made from any District web page, except where such linking would serve a legitimate educational purpose, and the content on the entire linked site would not violate any provision of this Acceptable Use Policy.

6. District web pages shall not contain the following items without the explicit written permission of a parent, guardian or, in the case of information about an employee, the employee:

Students' full names, electronic mail addresses, telephone numbers, street addresses, or any other identifying information.

Photographs, video, or likenesses of students and staff

Employees' personal electronic mail addresses, personal telephone numbers, street addresses, or any other identifying information of a personal nature. Web pages may contain an employee's name, title, work telephone number, work electronic mail address, the building or facility they are employed in, and other work-related information to facilitate communication with parents and other outside correspondents.

7. All school Web pages must be reviewed and approved by the building Principal prior to their publication.

8. District web pages should be updated regularly on a schedule determined by appropriate District systems management personnel. Links to outside pages must be reviewed and checked regularly for accuracy.

9. The work of students may be published on the District's Web pages provided that a written release is granted by the parent or guardian of the student.

10. Each Web and Internet user of the District shall identify himself or herself honestly, accurately, and completely when participating in chats, discussions, or newsgroups. No user may purport to represent the District or its views, policies, or opinions without the advance approval of the Superintendent, and must refrain from political advocacy, endorsement of products, services, or educational methods, or communication with any media outlet or public forum without such advance approval.

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS

F. Resource Considerations

1. Users with Internet access should endeavor not to use District computing facilities to transfer images, video, or sound materials unless there is an explicit educational purpose for such a transfer. The regular and widespread transfer of such large amounts of data creates a significant burden on any computing facility. Rather than transferring large files via the public Internet, users should ideally download a large amount of data once, and then distribute it to others using the District's faster internal networks.
2. Whenever possible, users should schedule communications-intensive operations such as large file transfers, video downloads, mass e-mailings, or the use of streaming audiovisual technology for times when other users are not likely to be performing the same activity.
3. Users will be granted a limited amount of space on the District's networks to store electronic mail, files, and other data. Users may not exceed this quota without the advance approval and assistance of appropriate systems management personnel, and users at their storage limit may find that their access to some resources will be automatically restricted or disabled to ensure that the resource will be equally available for everyone to use at all times.
4. The District may, at any time and without warning, move or delete data stored on networked systems to efficiently allocate computing resources to all users. While every reasonable attempt will be made to inform users of such modifications or deletions, users should preserve important or sensitive data on a disk or other removable storage medium, and particularly recognize that there may be circumstances when such a notification will not be possible, such as at the end of an academic year or during a vacation period.

G. Enforcement

1. Any user identified as a security risk or having a history of problems with computing systems may be denied access to the District's computing facilities, with or without advance notice, warning, or opportunity to cure a defect that may result in such a revocation of privileges.
2. The District will report all violations or suspected violations of District, local, State, or Federal laws and policies to the appropriate administrator, agency, or law enforcement authority, and will cooperate fully in the investigation of any activity which may violate established law or doctrine.

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS

3. Violations of the Computer, Internal Network, Electronic Mail, and Internet Acceptable Use Policy for Employees Provisions (522.6-Rule) will be investigated by appropriate District personnel. Where appropriate, disciplinary action will be taken for any violation of this Policy, as provided for by Board policy. For employees, discipline may mean discharge.

LEGAL REF.: Sections 120.13 Wisconsin Statutes  
943.70  
947.0125  
968.27-968.37  
Electronic Communications Privacy Act of 1986

CROSS REF.:522.6, Computer, Internal Network, Electronic Mail, and Internet Acceptable Use Policy for Employees  
363.2, Computer, Internal Network, Electronic Mail, and Internet Acceptable Use Policy for Students  
363.2-Rule, Computer, Internal Network, Electronic Mail, And Internet Acceptable Use for Students Rules  
771.1, Use of Copyrighted Material

APPROVED: April 2, 2001

ADM. REVISION: May, 2001

REVISED: February 24, 2003

## **Appendix B      Copyright Policy**

**SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE**

**771.1**

**Board Policy Manual**

**Page 1 of 1**

### **USE OF COPYRIGHTED MATERIAL**

Today's new technologies have made information gathering more readily accessible than ever before and have made it easier to reproduce or copy such information. The Board of Education believes a balance must be achieved between providing students and staff with access to and use of available materials and protecting the rights of the materials' creators. Therefore, it is the intention of the Board that all copyright laws be observed in the District.

Copyrighted materials may be duplicated only with the prior written permission of the copyright holder, or when the duplication constitutes a "fair use" of the materials as defined by law. No school equipment or materials shall be used by school employees, students or others for illegal copying or usage. Those violating the copyright laws shall be liable for their own actions.

Notices of copyright restrictions shall be placed on and/or near those devices that could be used for copying materials or information (e.g., computers, photocopiers, video recorders).

**LEGAL REF.:** PL 94-553, Federal Copyright Law  
Section 943.70 Wisconsin Statutes

**CROSS REF.:** 361.1, Selection of Instructional Materials  
361.2, Selection of Library Media Materials  
363.2, Computer, Internal Network, Electronic Mail, and Internet Acceptable Use Policy for Students  
537.1, Professional Research and Publishing

**APPROVED:** March 11, 1997

## Appendix C Interlibrary Loan Policy

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

362.1

Board Policy Manual

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### INTERLIBRARY LOAN POLICY

The legal responsibility for the use and distribution of library media materials and equipment in the West Allis-West Milwaukee School District rests ultimately with the School Board. Resource sharing is defined as lending for a specified period of time school library materials or a copy of the material to another library or patron of another library. Each school may also request a special library card from the West Allis Public Library, so that non-resident teachers and staff may borrow materials for their respective school. The purpose of resource sharing is to obtain library media material not available in one's local school library. However, interlibrary loan activities will not be used as a replacement for ongoing collection development.

Any type of material may be requested on loan from any other school library media center. The decision to loan materials is at the discretion of the lending, library media specialist.

The school library will ordinarily not loan the following:

- Books in current and recurring demand that have extensive holds and waiting lists.
- Reference materials.
- Materials on reserve for group or class use.

Borrowers:

- Borrowing school library media centers and patrons of those centers should make every effort to exhaust their own resources before requesting from another library.
- Borrowing school library media centers and patrons will make every effort to return materials promptly.

Lending libraries:

- The decision to loan material is at the discretion of the library media specialist. The library will be as generous as possible with due consideration to the interests of its primary clientele.
- The library is not expected to process subject requests.
- The library will process requests promptly.

The West Allis-West Milwaukee School District shall follow guidelines as stated in the Wisconsin State Statutes 43.72 — Interlibrary Loans.

- 43.72(1) School library books and other instructional material belonging to one school district may be loaned to another school district for use in any school library of that school district.
- 43.72(2) any public library board and school board may make such exchanges and loans of books and other instructional material as are agreed upon for the purpose of increasing the efficiency of both libraries and ensuring the best service to the schools and all citizens.
- 43.72(3) any school district that borrows materials through a public library system shall reciprocate by sharing with other participating libraries materials that are not immediate or constant demand by the school library's primary clientele, as determined by the school district.

LEGAL REF: Wis. State Statutes 43.72

APPROVED: June 27, 2005

## Appendix D      Special Needs Policy

**SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE**

**363.3**

**Board Policy Manual**

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### TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

The School District of West Allis-West Milwaukee, et al. believes that every student can and will learn when placed in a challenging and supportive learning environment. This includes all students with special learning needs. The District shall provide special education and related services designed to meet the unique needs of each student with a disability based on his/her individualized education program (IEP), as required by the Individuals with Disabilities Education Act P.L. 108-44. This act requires public schools to provide assistive technology devices and services to an eligible student under IDEA if the student's Individualized Education Program (IEP) team determines that the student needs an assistive technology device and/or service to receive a free appropriate public education (FAPE).

The term "related services" means transportation and such developmental, corrective, and other supportive services as required for the student with a disability to benefit from special education. "Assistive technology devices and services" would clearly be a functional part of the services defined. An "assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of students with disabilities. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device, including coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; training or technical assistance for such child, or where appropriate; the family of such child; and training or technical assistance for professionals, including individuals providing education and rehabilitation services. Assistive technology devices and services must also be considered for students under Section 504 of the Rehabilitation Act.

A student's need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item is required for the student to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.

Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities or other special needs who are educated in regular classes.

The District is responsible for evaluation in areas in which assistive technology may be a factor.

As stated in the District Nondiscrimination Policy, the School District of West Allis-West Milwaukee, et al. does not discriminate on the basis of age, sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in any of its educational programs or activities, including technology services.

LEGAL REF:      Individuals with Disabilities Education Act P.L. 108-44

APPROVED:      June 27, 2005

## Appendix E      Materials Selection Policy

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

361.2

Board Policy Manual

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### SELECTION OF LIBRARY MEDIA MATERIALS

It is the intent of the Board of Education that all students in the District shall be provided access to a current, balanced collection of library media materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society, and which support the District's educational philosophy and objectives. The currency, variety and scope of materials shall be determined by the school curriculum and the needs, abilities, and interests of media center users.

Every building-level library media program shall provide a varied collection of print and no print items such as books, reference materials, periodical, newspapers, audio- and videotapes, broadcast television programs, computer software, Internet resources, online databases, maps and globes, multimedia kits, and other learning resources.

The purpose of library media materials is to complement, enrich and support the educational program of the school. Based on ideas from the American Library Association's *Information Power Standards* and the *Department of Public Instruction's Standards* the Board supports the following objectives:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
- To provide materials that will stimulate thinking, growth in factual knowledge, literary appreciation, aesthetic values, ethical standards, and contribute to students' intellectual, emotional, and social growth.
- To provide a background of information that will enable students to make intelligent judgments and decisions relating to their daily life.
- To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media.
- To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.
- To provide materials that portrays a variety of life situations and experiences.
- To include a variety of communication formats to accommodate individual learning styles and to provide students with the opportunity to develop skills in analysis and critical evaluation.
- To provide materials as free as possible from bias and stereotypes, and to contribute to a student's forming of a positive self image and a positive, respectful image of others.
- To encourage students to read, view, and listen for personal pleasure and recreation, fostering a life-long appreciation of such activities.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality, comprehensive in nature, and appropriate for students using the materials.

SELECTION OF LIBRARY MEDIA MATERIALS

The Board is legally responsible for all matters relating to the operation of the West Allis-West Milwaukee public schools. The responsibility for selecting library media materials is delegated to the professionally trained library media specialists in collaboration with the teaching staff, the building administrators, district media and subject area coordinators, the Director of Instructional Services and the Superintendent of Schools.

The materials collection in any school library media center will continually be affected by new technological developments which change the format of and selection process for the information resources. Library media specialists will examine, consider purchase of, and acquire materials in a variety of new formats in order to meet the future information needs of student and teachers.

Library media materials of sound factual authority shall not be prescribed nor removed from the library media center shelves because of partisan doctrinal approval or disapproval nor because of the race, sex, nationality, occupation, political or religious views of the writer.

The District shall not discriminate in the selection and evaluation of library media materials on the basis of a person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes  
120.13(5)  
120.44(2)  
121.02(1) (h)  
PI 8.01(2) (h), Wisconsin Administrative Code  
PI 9

CROSS REF.: 361.2-Rule, Library Media Materials Selection Guidelines  
110, School District Mission  
111, School District Goals  
330, Curriculum Development/Implementation  
361.1, Selection of Instructional Materials  
362, Library Media Centers  
411-Rule, Student Discrimination Complaint Procedures  
771.1, Use of Copyrighted Material  
871, Public Complaints About Instructional/Library Media Materials

APPROVED: July 6, 1976

REVISED: January 4, 1982  
September 12, 1988  
April 14, 1992  
January 14, 1997  
June 27, 2005

## Appendix E1 Media Selection Guideline

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

361.2-Rule

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### LIBRARY MEDIA MATERIALS SELECTION GUIDELINES

#### A. General Selection Criteria

1. Materials are selected on the basis of an identified need for the materials and their relationship to the curriculum.
2. Materials are evaluated for their general suitability to the experiences, interests, and abilities of those who will use them.
3. Materials are evaluated for their aesthetic, literary, and social value, and reflect sensitivity to the achievements, experiences, and rights of different cultures and other groups.
4. Materials are selected for their strengths and/or significance. Materials are judged on the whole, rather than on specific parts.

#### B. Specific Criteria

1. Relation to the Curriculum Materials should be selected for their contribution to the implementation of the curriculum and the objectives of individual schools and specific courses.
2. Relation to Existing Collection Materials should make a contribution to the balance of the Library Media Center collection in the individual school for which they are selected.
3. Interest and Appeal The content and style of the materials should appeal to the interests of those who will use them. When appropriate, the materials should stimulate further learning and provide the opportunity to develop higher order thinking skills.
4. Accuracy and Authenticity The content of materials should be valid, reliable, and complete. Imaginative materials should encourage positive attitudes, understandings, insights, and creativity. Care should be taken to select materials that are accurate and authentic when reflecting the values, lifestyles, and perspectives of different groups in society.
5. Authority Consideration should be given to the qualifications and reputation of those responsible for creating the material.
6. Comprehension the materials should be clearly presented in a well-organized fashion. The nature of concepts being developed should be appropriate both to the intended users and the depth of coverage. In print materials, the readability should correspond to the reading ability of the intended users; in no print materials, content should correspond to the comprehension level of the intended users.
7. Permanence and Timeliness material should have lasting value or be of widespread current interest or concern. Materials should be evaluated for the currency of the information presented. Copyright date is used as one indicator of the currency of material.
8. Cultural Pluralism Materials should reflect sensitivity to the achievements, experiences, and rights of cultural and other groups, and attempt to recognize, balance, and understand bias and stereotype as they occur. Materials should foster respect and appreciation for the experiences of the various groups that make up our pluralistic society.

## LIBRARY MEDIA MATERIALS SELECTION GUIDELINES

9. Scope and Wholeness Each item should be evaluated from a broad perspective, looking at the work as a whole according to its overall purpose and coverage. Controversial elements should be judged in context, rather than as isolated parts.
10. Technical Quality Writing should provide adequate scope, range, depth, and continuity while maintaining user interest. No print materials should be of high technical quality. Materials should be of sufficient durability to meet reasonable user demands.
11. Recommendations from unbiased professional bibliographies and periodicals, i.e., *Booklist*, *School Library Journal*
12. Recommendations from professional organizations, such as the American Library Association, Association of Educational Communications and Technology, Wisconsin Educational Media Association, Wisconsin School Library Media Association, Cooperative Children's Book Center.
13. Department of Public Instruction i.e., "*Planning Resources for School Library Media Programs*" <http://www.dpi.state.wi.us/dpi/dtcl/imt/slmpgms.html>
14. Cost The selection of any piece of material should be seen in relation to the degree of need for the material, the amount of intended use, and existing budgetary limitations.
15. Format Materials format should reflect the diverse learning styles of the student population.
16. Treatment of Biased Materials that treat a particular race, gender, ethnic group, age group, religion sexual orientation, etc., unfairly, inaccurately, or in a prejudicial manner shall not be selected unless there exists a legitimate educational purpose – such as analysis, observation, historical development, or interpretation – for the use of such materials.
17. Gifts and Loaned Materials Gifts or loaned materials must meet the same criteria as those selected for purchase. Gifts should be accepted with the understanding that, if not suitable, they may be returned or disposed of at the discretion of the school staff who has received the materials.
18. Online Resources
  - a. Online databases to be used as sources of information should be evaluated on the basis of sponsor credibility, accuracy, currency, cost in relation to the availability and accessibility of the information in other formats, the value of access to immediate information, and ease of use.
  - b) Internet – Elementary-level students should use Internet sites that have been selected by staff members using Board-approved selection criteria. Secondary level students should not be limited to using pre-selected sites. They should be taught the skills necessary for judging the relevancy, authority, credibility, and appropriateness of Web sites. Student use of the Internet is governed by the WAWM acceptable use policy.

LIBRARY MEDIA MATERIALS SELECTION GUIDELINES

C. Procedures for Selection of Library Media Materials

1. The building media collection and library media services shall be evaluated regularly as part of the overall program. Formal and informal, online assessment tools, self-study involving the building staff, measurement against checklists, keeping of ongoing collection usage and user satisfaction statistics, and other techniques can be used in analyses of the collection.
2. In selecting library media center materials, professional media personnel shall evaluate available resources and curriculum needs. Professional reviewing periodicals, standard catalogs, and other selection aids recognized for their objectivity shall be used by the teacher-librarians to guide them in their selection.
3. Materials shall be previewed or examined by professional staff to the extent necessary or practicable. Reviews shall be shared among library media center teacher-librarians
4. Requests, suggestions, and ideas for the purchase of library media center materials shall be gathered from school staff to the greatest extent possible and from students when appropriate. Recommendations for purchase may also involve administrators, district personnel, and community persons.
5. Teacher-librarians in each building, after thorough consideration of reviewing tools, recommendations and/or first-hand evaluation, will recommend for purchase materials that best meet the District's criteria for library media centers. The responsibility for selection of library media center materials is delegated to the teacher/librarians in each building.
6. All materials shall be acquired in ways that do not violate copyright laws.
7. The value of a collection diminishes when it includes many items that are unusable because of physical deterioration, inaccurate or outdated content, depiction of stereotypes, or inappropriateness for the age group being served. Such items waste valuable shelf space; in addition, staff time spent in maintenance and inventory and user time spent selecting inappropriate resources are wasted. A collection with many such items discourages use and can give a false impression of adequacy. Therefore, it is important that school collections be systematically weeded to keep them current. Teacher-librarians, in conjunction with teachers, shall develop criteria for weeding.

CROSS REF.: 871, Public Complaints About Instructional/Library Media Materials

APPROVED: July 6, 1976

REVISED: January 4, 1982  
April 14, 1992  
January 14, 1997  
June 27, 2005

## Appendix F      Materials Reconsideration Policy

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

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Page 1 of 1

### PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL/LIBRARY MEDIA MATERIALS

The Board of Education recognizes that differences of opinion exist in a democracy and, therefore, realizes that the suitability of particular instructional or library media materials used in the schools may be questioned from time to time.

When citizens have concerns about particular instructional or library media materials, these concerns should be presented to the building principal in accordance with established procedures. If a citizen is not satisfied with the administrative decision regarding the instructional or library media materials in question, he/she may submit the concern to the Board for consideration.

The procedures for requesting reconsideration of instructional or library media materials shall be available to any person. However, no parent, individual or group of persons has the legal right to abridge the rights of other parents, individuals, and teachers or of children to have access to the information which is part of the educational program.

The District shall not discriminate in the evaluation of instructional or library media materials on the basis of a person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.:    Sections 118.13 Wisconsin Statutes  
                          121.02(1) (h)  
                          PI 8.01(2) (h), Wisconsin Administrative Code  
                          PI 9

CROSS REF.:    871-Rule, Procedures for Reconsideration of Instructional or Library Media Materials  
                          871-Exhibit, Request for Reconsideration of Instructional or Library Media Materials  
                          332, Parent Rights and the Curriculum  
                          361.1, Selection of Instructional Materials  
                          361.2, Selection of Library Media Materials  
                          411-Rule, Student Discrimination Complaint Procedures

APPROVED:    July 6, 1976

REVISED:      January 4, 1982  
                          September 12, 1988  
                          April 14, 1992  
                          January 14, 1997

# Appendix F1 Request for Reconsideration of Materials

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

871-Exhibit

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## REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL/LIBRARY MEDIA MATERIALS

The following form shall be used when a faculty member, parent/guardian, adult student, or resident wishes to file a request for reconsideration of the district's use of specific instructional materials. Return the completed form to the Building Principal.

Check type of material:

- Book
- Magazine
- Pamphlet
- Audio Cassette
- Videotape
- Other (Specify) \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Publisher (if known): \_\_\_\_\_

Request Initiated by: \_\_\_\_\_

Telephone: \_\_\_\_\_ Address: \_\_\_\_\_

Complaint represents:

- Self
- Name of Organization \_\_\_\_\_
- Other Group (Identify) \_\_\_\_\_

1. To what in the material do you object? Please specify; cite pages/examples:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do you feel might be the result of reading/using this material?

\_\_\_\_\_  
\_\_\_\_\_

3. For what age group would you recommend this material? \_\_\_\_\_

4. Did you read/review all the material? \_\_\_\_\_

If not, what parts or sections? \_\_\_\_\_

5. What do you believe is the theme or purpose of the material? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Are you aware of the judgment of this material by literary critics? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. Is there anything good about this material? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

8. What would you like your school to do about this material?

- Do not lend it to my child.
- Send it to a special district committee for review.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL/LIBRARY MEDIA MATERIALS

9. In its place, what material of equal literary quality would you recommend?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Petitioner: \_\_\_\_\_ Date: \_\_\_\_\_

**Principal/Designee**

Action Taken

- Substitute materials provided for the child as requested and the Reconsideration Form filed with the Director of Instructional Services.
- Appoint and chair a Review Committee for Reconsideration according to Rule 871.
- For District-wide concerns, send Reconsideration Request to the Superintendent for reconsideration by a special district committee.

By: \_\_\_\_\_ Date: \_\_\_\_\_

**Building-Level Review Committee**

Action Taken

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

By: \_\_\_\_\_ Date: \_\_\_\_\_

If the matter cannot be resolved at the building level, then the written request, along with the Review Committee's evaluation and recommendation will be forwarded to the Director of Instructional Services.

**Director of Instructional Services/Designee**

Action Taken

- Appoint and chair a Special Review Committee according to Rule 871.
- Make recommendation to Superintendent. Superintendent will forward findings to the parties of the petition.

Note: This document is based on the form in "The Student's Right to Read" published by the National Council of Teachers of English.

APPROVED: July 6, 1976

REVISED: April 14, 1992

January 14, 1997

June 27, 2005

## Appendix F2 Procedure for Reconsideration of Materials

WEST ALLIS-WEST MILWAUKEE SCHOOL DISTRICT

871-Rule

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### PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL/LIBRARY MEDIA MATERIALS

In the event of a request for reconsideration of any instructional or library media material, a Review Committee for Reconsideration of Instructional/Library Media Materials will be established in the school in which the request originates. All requests of this nature shall be directed to the building principal and Director of Instructional Services for the following action:

1. The petitioner will be informed that a procedure adopted by the Board of Education will be followed.
2. The petitioner will be required to file his/her requests in writing on a prepared form available in the principal's or Superintendent's office. (See *Request for Reconsideration of Instructional/Library Media Materials* form.) Any teacher, librarian, principal or other staff member concerned about the use of specific materials must follow the same procedures as any other petitioner.
3. The principal or the Director of Instructional Services will inform the Superintendent of the written request and any interim action that has been taken. On issues of District-wide concern, the Superintendent may refer the matter directly to the Special Review Committee discussed in item (6) below.
4. The principal or a designee will appoint and chair a Review Committee for Reconsideration of Instructional/Library Media Material. The committee shall include a librarian, a curriculum coordinator and other staff members as necessary. The petitioner will be invited to present his/her views to the Review Committee.
5. The Review Committee will:
  - a. Read and/or examine the materials referred to it;
  - b. Check general acceptance of the materials by reading reviews (i.e., U.W. Madison's *Children's Cooperative Book Center*);
  - c. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages or parts pulled out of context; and
  - d. Meet to discuss the material and to report.

The building principal or designee will forward a report to the parties making the request and file copies in the school office of the Superintendent.

6. If the matter cannot be solved at the building level, then the written request, along with the Review Committee's evaluation and recommendation will be forwarded to the Director of Instructional Services. The Director of Instructional Services will appoint and chair a Special Review committee including a principal, two librarians, a coordinator and a teacher from the instructional level (elementary or secondary). The committee will review the material in question, reports and findings to date and make its recommendations to the Superintendent. The Superintendent will forward the findings to the parties of the petition.

**PROCEDURES FOR RECONSIDERATION OF  
INSTRUCTIONAL/LIBRARY MEDIA MATERIALS**

7. If the parties of the petition are not satisfied, they may submit in writing to the Superintendent their concerns regarding the decision. The Superintendent will submit all reports and findings to the Board for consideration and action.

APPROVED: July 6, 1976

REVISED: January 4, 1982  
April 14, 1992  
January 14, 1997  
April 28, 2003  
June 27, 2005

## Appendix G Library Media Center Policy

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

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Page 1 of 1

### LIBRARY MEDIA CENTERS

Library media centers shall exist in the District to promote the intellectual, cultural and social development of the student body and to enrich and support the educational programs of the schools.

The purpose of the library media program is to ensure that students and staff are effective users of ideas and information. This is accomplished by providing a current diverse collection of print and no print materials, computer software, online resources, and electronic databases through collaboration of the library media specialist with classroom teachers.

Teachers/librarians shall be responsible for maintaining a comprehensive collection of print and no print such as books, reference materials, periodicals, newspapers, audio and visual materials, broadcast television programs, computer software, Internet resources, online databases, maps and globes, multimedia kits, and other learning resources in accordance with established policy and procedures.

The collection shall support and expand the curriculum, reflect and support diverse individual interests and needs in an accurate and unbiased way, increase literacy for all, and promote life-long learning.

Well planned technological solutions and access points are essential for effective use of information and other library services by all children. Library Media Centers will work to integrate assistive technology into their facilities and services to meet the needs of students with a broad range of disabilities, including learning, mobility, sensory, and developmental disabilities.

Each school library media center, regardless of student population, shall be supplied with basic resources which are updated regularly.

LEGAL REF.: Section 121.02(1) (h) Wisconsin Statutes  
PI 8.01(2) (h), Wisconsin Administrative Code

CROSS REF.: 361.2, Selection of Library Media Materials  
363.2, Student Use of Computer Software/Hardware  
363.21, Internet Use by Students  
871, Public Complaints About Instructional/Library Media Materials

APPROVED: April 14, 1992

REVISED: January 14, 1997  
June 27, 2005

## **Appendix H      Library Media Collection Analysis**

### **Central High School Collection Analysis**

**Date of Analysis:** 07-Mar-2008

**Circulation System:** Alexandria

**Data Integrity:** Good: 99.54% holdings recognized

**# of Records:** 32817

**# of Holdings:** 28110

**Recognized Call Numbers:** 27982

**Average Age:** 1991

**Enrollment:** 1650

**Books per Student:** 16.96

### **Nathan Hale High School Collection Analysis**

**Date of Analysis:** 20-May-2008

**Circulation System:** Alexandria

**Data Integrity:** Good: 95.49% holdings recognized

**# of Records:** 26766

**# of Holdings:** 18486

**Recognized Call Numbers:** 17652

**Average Age:** 1995

**Enrollment:** 1540

**Books per Student:** 11.46

### **West Milwaukee Middle School Collection Analysis**

**Date of Analysis:** 12-Mar-2008

**Circulation System:** Alexandria

**Data Integrity:** Good: 96.95% holdings recognized

**# of Records:** 21841

**# of Holdings:** 16437

**Recognized Call Numbers:** 15935

**Average Age:** 1992

**Enrollment:** 500

**Books per Student:** 31.87

### **F.L. Wright Collection Analysis**

**Date of Analysis:** 20-May-2008

**Circulation System:** Alexandria

**Data Integrity:** 98.15% holdings recognized

**# of Records:** 23900

**# of Holdings:** 20263

**Recognized Call Numbers:** 19888

**Average Age:** 1997

**Enrollment:** 800

**Books per Student:** 24.86

## Franklin Elementary Collection Analysis

Date of Analysis: 07-Feb-2008 17:08:05

Circulation System: Alexandria

Data Integrity: Good: 97.47% holdings recognized

# of Records: 14032

# of Holdings: 13451

Recognized Call Numbers: 13111

Average Age: 1996

Enrollment: 360

Books per Student: 36.42

## Hoover Elementary Collection Analysis

Date of Analysis: 15-Apr-2008

Circulation System: Alexandria

Data Integrity: Good: 98.89% holdings recognized

# of Records: 17197

# of Holdings: 17158

Recognized Call Numbers: 16967

Average Age: 1996

Enrollment: 490

Books per Student: 34.63

## Irving Elementary Collection Analysis

Date of Analysis: 22-Feb-2008 08:48:28

Circulation System: Alexandria

Data Integrity: Good: 99.29% holdings recognized

# of Records: 11771

# of Holdings: 11844

Recognized Call Numbers: 11760

Average Age: 1997

Enrollment: 400

Books per Student: 29.40

Recommended Books per Student: 15

## Jefferson Elementary Collection Analysis

Collection Statistics Based on Call Numbers

<u>Classification</u>	<u>Titles</u>	<u>Copies</u>	<u>No Copies</u>	<u>New</u>	<u>Inventoried</u>	<u>Value</u>	<u>Lost Value</u>	<u>Discard Value</u>
000-099	77	83	1	83	42	701.40	0.00	0.00
100-199	71	74	0	74	27	377.59	35.90	0.00
200-299	61	62	0	62	5	83.81	0.00	0.00
300-399	877	908	0	908	69	1035.21	161.32	0.00
400-499	119	121	1	121	5	81.34	0.00	0.00
500-599	1694	1741	0	1741	244	3736.45	95.73	0.00
600-699	832	848	5	848	140	2183.19	92.83	0.00
700-799	932	962	4	962	287	4262.91	250.89	0.00
800-899	420	442	1	442	61	835.33	71.95	0.00
900-999	1013	1037	0	1037	101	3326.87	83.85	0.00
92-921	748	776	1	776	77	1173.33	92.81	0.00
Compact Disk	8	8	0	8	2	40.94	0.00	0.00

Compact Disk 000-099	1	1	0	1	0	0.00	0.00	0.00
Compact Disk 500-599	2	2	0	2	0	0.00	0.00	0.00
Compact Disk 600-699	1	1	0	1	0	0.00	0.00	0.00
Compact Disk 800-899	1	1	0	1	0	0.00	0.00	0.00
DVD	31	31	0	31	3	188.63	0.00	0.00
DVD 000-099	1	1	0	1	0	0.00	0.00	0.00
DVD 100-199	3	3	0	3	0	0.00	0.00	0.00
DVD 300-399	20	20	0	20	2	99.90	0.00	0.00
DVD 400-499	2	2	0	2	0	0.00	0.00	0.00
DVD 500-599	44	44	0	44	5	219.75	0.00	0.00
DVD 600-699	14	14	0	14	1	49.95	0.00	0.00
DVD 700-799	1	1	0	1	0	0.00	0.00	0.00
DVD 900-999	18	18	0	18	1	29.95	0.00	0.00
DVD 92-921	3	3	0	3	2	79.95	0.00	0.00
Easy	4212	4471	9	4471	666	7567.64	262.33	0.00
Easy 000-099	26	26	0	26	7	113.33	0.00	0.00
Easy 100-199	37	37	0	37	2	35.04	0.00	0.00
Easy 200-299	6	6	0	6	0	0.00	0.00	0.00
Easy 300-399	150	160	1	160	33	422.59	0.00	0.00
Easy 400-499	28	30	0	30	4	48.75	0.00	0.00
Easy 500-599	804	866	2	866	266	3630.07	64.36	0.00
Easy 600-699	328	330	5	330	105	1498.90	0.00	0.00
Easy 700-799	91	94	1	94	18	226.46	12.74	0.00
Easy 800-899	53	56	0	56	21	257.35	0.00	0.00
Easy 900-999	72	74	0	74	6	93.16	0.00	0.00
Easy 92-921	24	25	0	25	7	79.15	0.00	0.00
Fiction	3617	4075	5	4074	1243	12954.53	528.05	0.00
Other	722	750	1	750	17	968.30	214.90	0.00
Periodical	452	454	2	453	25	98.00	13.95	0.00
Periodical 000-099	3	3	0	3	0	0.00	0.00	0.00
Periodical 300-399	1	1	0	1	0	0.00	0.00	0.00
Periodical 500-599	1	1	0	1	0	0.00	0.00	0.00
Periodical 600-699	1	1	0	1	0	0.00	0.00	0.00
Periodical 700-799	2	2	0	2	0	0.00	0.00	0.00
Professional	4	4	0	4	1	4.00	0.00	0.00
Professional 000-099	9	9	0	9	0	0.00	0.00	0.00
Professional 300-399	53	61	0	61	2	73.79	0.00	0.00
Professional 500-599	11	19	0	19	0	0.00	0.00	0.00
Professional 600-699	2	2	0	2	1	46.00	0.00	0.00
Professional 700-799	2	2	0	2	0	0.00	0.00	0.00
Professional 800-899	1	1	0	1	0	0.00	0.00	0.00
Professional 900-999	3	3	0	3	0	0.00	0.00	0.00
Professional 92-921	1	1	0	1	0	0.00	12.00	0.00
Reference 000-099	85	97	0	97	0	0.00	0.00	0.00
Reference 300-399	7	7	0	7	0	0.00	0.00	0.00
Reference 400-499	17	19	0	19	0	0.00	0.00	0.00
Reference 500-599	16	16	0	16	2	50.00	0.00	0.00
Reference 900-999	20	34	0	34	1	21.20	0.00	0.00
Reference 92-921	3	3	0	3	0	0.00	0.00	0.00
Video	55	55	0	55	4	60.93	0.00	0.00
Video 000-099	7	7	0	7	0	0.00	0.00	0.00
Video 100-199	8	8	0	8	2	40.00	0.00	0.00
Video 300-399	53	54	0	54	5	140.76	0.00	0.00
Video 400-499	1	1	0	1	0	0.00	0.00	0.00
Video 500-599	72	72	0	72	5	108.86	0.00	0.00
Video 600-699	31	31	0	31	3	54.77	0.00	0.00
Video 700-799	12	12	0	12	0	0.00	0.00	0.00
Video 800-899	8	8	0	8	1	10.36	0.00	0.00
Video 900-999	36	36	0	36	0	0.00	0.00	0.00
Video 92-921	19	19	0	19	3	79.90	0.00	0.00
•No Call Number	96	96	0	96	0	0.00	0.00	0.00

Collection Statistics Based on Alexandria Policies

<u>Classification</u>	<u>Titles</u>	<u>Copies</u>	<u>No Copies</u>	<u>New</u>	<u>Inventoried</u>	<u>Value</u>	<u>Lost Value</u>	<u>Discard Value</u>
STD	18247	19343	39	19341	3524	47190.34	1993.61	0.00

Collection Statistics Based on Medium Type

<u>Classification</u>	<u>Titles</u>	<u>Copies</u>	<u>No Copies</u>	<u>New</u>	<u>Inventoried</u>	<u>Value</u>	<u>Lost Value</u>	<u>Discard Value</u>
01004335	1	1	0	1	0	0.00	0.00	0.00
Big book	54	54	0	54	4	101.45	0.00	0.00
Book	16969	18055	38	18053	3429	44673.65	1908.66	0.00
Cassette tape kit	39	39	0	39	2	47.00	0.00	0.00
Cassette tape kit	1	1	0	1	0	0.00	0.00	0.00
CD	3	0	3	0	0.00	0.00	0.00	0.00
Computer file	18	18	0	18	0	0.00	14.95	0.00
Digital camera	1	1	0	1	0	0.00	0.00	0.00
DVD	100	100	0	100	11	459.51	0.00	0.00
Equipment	8	8	0	8	2	70.00	0.00	0.00
Kit	119	125	0	125	3	603.95	60.00	0.00
Magazine	260	260	1	260	25	100.00	10.00	0.00
Sound recording	10	10	0	10	2	40.94	0.00	0.00
Video recording	664	668	0	668	46	1093.84	0.00	0.00

Collection Statistics Based on Your Entire Collection

<u>Classification</u>	<u>Titles</u>	<u>Copies</u>	<u>No Copies</u>	<u>New</u>	<u>Inventoried</u>	<u>Value</u>	<u>Lost Value</u>	<u>Discard Value</u>
Library	18247	19343	39	19341	3524	47190.34	1993.61	0.00

Collection Statistics Based on Call Numbers

<u>Classification</u>	<u>Discarded</u>	<u>Lost</u>	<u>(c)2yr</u>	<u>(c)3-5yr</u>	<u>(c)6-10yr</u>	<u>(c)11-20yr</u>	<u>(c)20+yr</u>	<u>No Date</u>	<u>Avg Year</u>
000-099	0	0	18	22	20	20	0	3	2002
100-199	0	2	2	4	22	27	19	0	1994
200-299	0	0	1	22	7	22	10	0	1995
300-399	0	11	13	78	240	348	225	4	2001
400-499	0	0	0	33	29	36	23	0	1996
500-599	0	7	60	201	427	857	179	17	2001
600-699	0	6	81	126	207	378	51	5	1998
700-799	0	21	60	184	317	312	80	9	2006
800-899	0	4	3	45	94	174	121	5	2013
900-999	0	5	46	152	438	335	58	8	1999
92-921	0	7	29	104	251	300	80	12	1997
Compact Disk	0	0	0	1	5	1	1	0	1997
Compact Disk 000-099	0	0	0	0	1	0	0	0	1999
Compact Disk 500-599	0	0	0	0	0	2	0	0	1997
Compact Disk 600-699	0	0	0	0	0	1	0	0	1993
Compact Disk 800-899	0	0	0	1	0	0	0	0	2005

DVD	0	0	0	15	15	1	0	0	2003
DVD 000-099	0	0	0	1	0	0	0	0	2004
DVD 100-199	0	0	0	3	0	0	0	0	2005
DVD 300-399	0	0	0	17	3	0	0	0	2004
DVD 400-499	0	0	0	2	0	0	0	0	2005
DVD 500-599	0	0	0	28	16	0	0	0	2004
DVD 600-699	0	0	1	6	6	0	0	1	2004
DVD 700-799	0	0	0	1	0	0	0	0	2005
DVD 900-999	0	0	0	18	0	0	0	0	2004
DVD 92-921	0	0	0	0	3	0	0	0	2002
Easy	0	30	57	401	1200	1664	1128	21	2002
Easy 000-099	0	0	1	6	17	2	0	0	2001
Easy 100-199	0	0	6	13	10	5	3	0	2001
Easy 200-299	0	0	4	2	0	0	0	0	2007
Easy 300-399	0	0	15	41	61	37	6	0	2000
Easy 400-499	0	0	0	22	5	3	0	0	2004
Easy 500-599	0	5	45	201	345	253	19	3	2000
Easy 600-699	0	0	38	68	143	77	2	2	2001
Easy 700-799	0	1	4	15	64	11	0	0	2002
Easy 800-899	0	0	0	16	29	11	0	0	2001
Easy 900-999	0	0	2	7	22	41	1	1	1997
Easy 92-921	0	0	0	10	14	1	0	0	2002
Fiction	0	67	194	550	973	1287	1020	51	1995
Other	0	8	0	16	125	247	192	170	1991
Periodical	0	4	0	1	7	1	1	444	1999
Periodical 000-099	0	0	0	0	3	0	0	0	2001
Periodical 300-399	0	0	0	0	1	0	0	0	2001
Periodical 500-599	0	0	0	1	0	0	0	0	2004
Periodical 600-699	0	0	0	1	0	0	0	0	2006
Periodical 700-799	0	0	0	0	2	0	0	0	2001
Professional	0	0	0	0	0	0	0	4	0
Professional 000-099	0	0	0	3	3	3	0	0	2001
Professional 300-399	0	0	9	20	21	11	0	0	2002
Professional 500-599	0	0	0	1	0	1	0	17	1999

Professional 600-699	0	0	0	0	1	1	0	0	1998
Professional 700-799	0	0	1	0	1	0	0	0	2004
Professional 800-899	0	0	0	0	1	0	0	0	1999
Professional 900-999	0	0	0	0	2	1	0	0	2000
Professional 92-921	0	1	0	0	0	1	0	0	1996
Reference 000-099	0	0	2	83	1	11	0	0	2004
Reference 300-399	0	0	0	0	0	0	7	0	1986
Reference 400-499	0	0	0	5	4	3	7	0	1994
Reference 500-599	0	0	0	0	0	6	10	0	1988
Reference 900-999	0	0	8	9	0	16	1	0	2000
Reference 92-921	0	0	0	0	0	0	3	0	1982
Video	0	0	0	0	10	20	20	5	1991
Video 000-099	0	0	0	0	1	1	0	5	1995
Video 100-199	0	0	0	0	1	3	2	2	1991
Video 300-399	0	0	0	2	27	16	8	1	1995
Video 400-499	0	0	0	0	0	1	0	0	1998
Video 500-599	0	0	0	1	22	33	11	5	1993
Video 600-699	0	0	0	0	4	15	10	2	1992
Video 700-799	0	0	0	0	1	2	7	2	1987
Video 800-899	0	0	0	0	4	1	3	0	1990
Video 900-999	0	0	0	2	5	19	8	2	1994
Video 92-921	0	0	0	1	7	9	2	0	1894
•No Call Number	0	0	0	1	0	2	0	93	1999

Collection Statistics Based on Alexandria Policies

<u>Classification</u>	<u>Discarded</u>	<u>Lost</u>	<u>(c)2yr</u>	<u>(c)3-5yr</u>	<u>(c)6-10yr</u>	<u>(c)11-20yr</u>	<u>(c)20+yr</u>	<u>No Date</u>	<u>Avg Year</u>
STD	0	179	700	2563	5238	6630	3318	894	2000

Collection Statistics Based on Medium Type

<u>Classification</u>	<u>Discarded</u>	<u>Lost</u>	<u>(c)2yr</u>	<u>(c)3-5yr</u>	<u>(c)6-10yr</u>	<u>(c)11-20yr</u>	<u>(c)20+yr</u>	<u>No Date</u>	<u>Avg Year</u>
01004335	0	0	0	0	0	0	1	0	1988
big book	0	0	0	2	16	18	17	1	1992
book	0	174	697	2453	4996	6246	3156	507	2000

cassette tape kit	0	0	0	1	10	18	6	4	1994
cassette tape kit	0	0	0	0	0	1	0	0	1998
CD	0	0	0	0	2	1	0	0	1997
computer file	0	1	0	0	4	14	0	0	1998
digital camera	0	0	0	1	0	0	0	0	2005
DVD	0	0	0	58	40	1	0	1	2003
equipment	0	0	0	0	0	0	0	8	0
kit	0	1	0	4	13	43	55	10	1988
magazine	0	3	0	0	7	0	0	253	2002
sound recording	0	0	0	3	5	1	1	0	1999
video recording	0	0	3	41	145	287	82	110	1990

Age Statistics Based On Entire Collection

<u>Classification</u>	<u>Discarded</u>	<u>Lost</u>	<u>(c)2yr</u>	<u>(c)3-5yr</u>	<u>(c)6-10yr</u>	<u>(c)11-20yr</u>	<u>(c)20+yr</u>	<u>No Date</u>	<u>Avg Year</u>
Library	0	179	700	2563	5238	6630	3318	894	2000

Collection Statistics Based on Call Numbers

<u>Classification</u>	<u>LTD</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>YTD</u>
000-099	1721	93	103	54	57	68	0	0	0	32	55	43	49	554
100-199	2383	30	35	28	33	27	0	0	0	13	53	24	12	255
200-299	430	3	0	4	4	2	0	0	0	3	2	1	2	21
300-399	9054	48	81	51	94	60	1	0	1	51	97	81	65	640
400-499	2229	3	6	2	42	21	0	0	0	7	11	12	3	107
500-599	20041	103	129	200	256	198	1	0	1	89	127	70	48	1225
600-699	14102	122	194	115	216	182	0	0	0	106	157	150	99	1344
700-799	19122	305	397	275	333	371	1	0	0	270	412	255	230	2953
800-899	11128	36	103	33	57	57	0	0	0	15	52	36	31	489
900-999	6529	65	85	76	218	261	8	0	0	44	66	70	48	963
92-921	5064	111	100	17	70	95	0	0	0	9	37	12	11	463
Compact Disk	4	0	0	1	2	0	0	0	0	0	0	1	0	4
Compact Disk 000-099	1	0	0	0	0	0	0	0	0	1	0	0	0	1
DVD	34	5	0	3	3	2	0	0	0	0	4	1	1	19
DVD 300-399	25	2	3	0	2	1	0	0	0	2	4	1	0	15
DVD 500-599	43	8	2	3	2	5	0	0	0	4	0	5	0	29
DVD 600-699	8	5	0	0	2	0	0	0	0	0	0	0	0	7
DVD 900-999	23	0	3	0	0	1	1	0	0	2	0	4	1	12
DVD 92-921	5	0	2	0	0	0	0	0	0	0	0	0	0	2
Easy	101105	781	876	462	616	667	43	0	9	635	979	991	709	6862
Easy 000-099	195	0	6	3	3	1	0	0	0	2	2	1	1	19
Easy 100-199	80	1	2	1	0	3	0	0	0	0	1	0	0	8
Easy 300-399	976	30	45	9	20	29	1	0	0	9	20	22	18	208
Easy 400-499	168	13	9	1	14	11	0	0	0	3	2	5	1	59
Easy 500-599	14913	358	415	170	211	200	13	0	0	214	386	347	308	2624
Easy 600-699	5607	132	198	78	111	148	5	0	0	100	177	165	126	1264
Easy 700-799	1382	35	33	12	27	34	1	0	0	24	39	32	26	274
Easy 800-899	587	6	46	14	15	18	0	0	0	2	4	2	0	107
Easy 900-999	737	8	8	6	11	6	0	0	0	8	13	8	6	74
Easy 92-921	113	10	10	0	12	0	0	0	0	1	0	0	1	34
Fiction	105056	1104	1734	923	1179	1108	23	4	0	606	1617	1203	1045	10800

Other	1437	8	19	3	14	11	7	0	8	3	12	5	7	97
Periodical	1015	21	20	1	53	28	0	0	2	0	2	20	1	148
Professional	1	0	0	1	0	0	0	0	0	0	0	0	0	1
Professional 300-399	59	1	1	0	0	1	4	0	0	6	0	0	6	19
Professional 500-599	66	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional 600-699	3	0	1	0	0	0	0	0	0	0	0	0	0	1
Professional 800-899	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional 900-999	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional 92-921	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Reference 000-099	409	1	0	0	15	16	0	0	0	0	1	0	2	35
Reference 400-499	25	1	0	0	0	0	0	0	0	0	0	2	1	4
Reference 500-599	71	1	2	0	0	0	0	0	0	0	0	0	0	3
Reference 900-999	54	5	1	2	7	2	0	0	0	0	0	2	2	21
Video	178	4	2	2	2	2	1	0	0	2	5	1	3	24
Video 000-099	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Video 100-199	23	0	2	0	0	0	0	0	0	1	0	0	0	3
Video 300-399	171	3	2	3	7	1	0	0	0	2	2	7	0	27
Video 400-499	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Video 500-599	241	13	1	2	8	4	0	0	0	4	0	2	0	34
Video 600-699	66	1	2	2	1	0	0	0	0	1	2	0	0	9
Video 700-799	11	1	0	0	0	0	0	0	0	0	0	0	0	1
Video 800-899	18	0	1	0	0	0	0	0	0	0	0	0	0	1
Video 900-999	67	0	0	0	0	0	0	0	0	0	0	3	0	3
Video 92-921	33	1	3	0	0	0	0	0	0	0	1	0	0	5
•No Call Number	3	0	0	0	0	1	0	0	0	0	0	0	0	1

Collection Statistics Based on Call Numbers

<u>Classification</u>	<u>LTD</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>YTD</u>
STD	326825	3478	4682	2557	3717	3642	110	4	21	2271	4342	3584	2863	31271

Usage Statistics Based on Medium

<u>Classification</u>	<u>LTD</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>YTD</u>
01004335	1	0	0	0	0	0	0	0	0	0	0	0	0	0
big book	103	1	5	0	2	1	0	0	4	1	4	0	0	18
book	321819	3388	4606	2534	3614	3581	103	4	14	2247	4303	3523	2845	30762
cassette tape kit	54	1	1	1	0	0	0	0	0	0	1	2	0	6
cassette tape kit	3	0	0	0	0	0	0	0	0	0	0	0	0	0
CD	1	0	0	0	0	0	0	0	0	1	0	0	0	1
computer file	17	0	0	0	0	0	0	0	0	0	0	0	0	0
digital camera	3	0	0	0	0	1	0	0	0	0	0	0	0	1
DVD	113	16	6	4	9	7	0	0	0	3	6	7	2	60
equipment	27	1	6	0	2	0	1	0	0	0	2	1	2	15
kit	1759	0	6	0	0	0	0	0	0	1	3	2	0	12
magazine	390	21	19	1	49	32	0	0	2	0	2	21	1	148
sound recording	4	0	0	1	2	0	0	0	0	0	0	1	0	4
video recording	2531	50	33	16	39	20	6	0	1	18	21	27	13	244

Usage Statistics Based on Entire Collection

<u>Classification</u>	<u>LTD</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>YTD</u>
Library	326825	3478	4682	2557	3717	3642	110	4	21	2271	4342	3584	2863	31271

LTD usage is the number of check outs that have occurred on the indicated copies since they were cataloged.

YTD usage is the number of check outs that have occurred on the indicated copies in the last 12 months.

No Copies - number of titles that do not have any copies on them; this could be due to errors in cataloging or because electronic resources were cataloged.

### **Lincoln Elementary** Collection Analysis

**Date of Analysis:** 07-Mar-2008  
**Circulation System:** Alexandria  
**Data Integrity:** Good: 99.09% holdings recognized  
**# of Records:** 16164  
**# of Holdings:** 15870  
**Recognized Call Numbers:** 15726  
**Average Age:** 1994  
**Enrollment:** 405  
**Books per Student:** 38.83

### **Longfellow Elementary** Collection Analysis

**Date of Analysis:** 19-Mar-2008  
**Circulation System:** Alexandria  
**Data Integrity:** Good: 99.65% holdings recognized  
**# of Records:** 13028  
**# of Holdings:** 12329  
**Recognized Call Numbers:** 12286  
**Average Age:** 1995  
**Enrollment:** 264  
**Books per Student:** 46.54

### **Madison Elementary** Collection Analysis

**Date of Analysis:** 05-Mar-2008 11:11:18  
**Circulation System:** Alexandria  
**Data Integrity:** Good: 99.95% holdings recognized  
**# of Records:** 13070  
**# of Holdings:** 03033  
**Recognized Call Numbers:** 13026  
**Average Age:** 1995  
**Enrollment:** 200  
**Books per Student:** 5

### **Mitchell Elementary** Collection Analysis

**Date of Analysis:** 18-Apr-2008  
**Circulation System:** Alexandria  
**Data Integrity:** Good: 94.79% holdings recognized  
**# of Records:** 22331  
**# of Holdings:** 21907  
**Recognized Call Numbers:** 20766  
**Average Age:** 1998  
**Enrollment:** 425  
**Books per Student:** 48.86

### **Horace Mann Elementary** Collection Analysis

**Date of Analysis:** 12-Mar-2008

**Circulation System:** Alexandria

**Data Integrity:** Good: 98.95% holdings recognized

**# of Records:** 23799

**# of Holdings:** 17031

**Recognized Call Numbers:** 16852

**Average Age:** 1994

**Enrollment:** 420

**Books per Student:** 40.12

### **Pershing Elementary** Collection Analysis

**Date of Analysis:** 10-Mar-2008

**Circulation System:** Alexandria

**Data Integrity:** Good: 98.73% holdings recognized

**# of Records:** 16243

**# of Holdings:** 16659

**Recognized Call Numbers:** 16447

**Average Age:** 1993

**Enrollment:** 383

**Books per Student:** 42.94

### **Walker Elementary** Collection Analysis

**Date of Analysis:** 19-Mar-2008

**Circulation System:** Alexandria

**Data Integrity:** Good: 99.93% holdings recognized

**# of Records:** 22484

**# of Holdings:** 13409

**Recognized Call Numbers:** 13399

**Average Age:** 1995

**Enrollment:** 299

**Books per Student:** 44.81

### **Wilson Elementary** Collection Analysis

**Date of Analysis:** 18-Dec.-2007 8:22 a.m.

**Circulation System:** Alexandria

**Date Integrity:** Good: 98.69% holdings recognized

**# of Records:** 9190

**# of Holdings:** 8306

**Recognized Call Numbers:** 8197

**Average Age:** 1993

**Enrollment:** 380

**Books per Student:** 21.57

## Appendix I      Hardware Inventory

School District of West Allis – West Milwaukee, et al.

### Hardware Inventory

Location	School Level	Adm.	Student	Teacher	Not Used	Total CPUs	Student Population
Administration Center	Administration	65	0	0	0	65	0
Recreation Center	Administration	12	36	0	0	48	0
Franklin	Elementary	4	31	26	0	61	338
Hoover	Elementary	4	31	28	0	63	411
Irving	Elementary	4	31	25	0	60	365
Jefferson	Elementary	4	31	38	0	73	488
Lincoln	Elementary	4	31	27	0	62	347
Longfellow	Elementary	4	31	17	0	52	258
Madison	Elementary	4	31	15	0	50	202
Mann	Elementary	4	31	34	0	69	415
Mitchell	Elementary	4	31	24	0	59	416
Pershing	Elementary	4	31	31	0	66	361
Walker	Elementary	4	95	26	0	125	271
Wilson	Elementary	4	31	24	0	59	395
Central	High School	23	339	81	0	443	1487
Hale	High School	27	340	55	0	422	1490
Academy of Learning	High School Alternative	0	11	1	0	12	32
James E Dottke	High School Alternative	2	36	6	0	44	71
West Milwaukee	Middle School	11	273	39	0	323	480
Frank Lloyd Wright	Middle School	14	273	52	0	339	761

## Appendix J      Software Inventory

School District of West Allis – West Milwaukee, et al.

### Software Inventory

AS400	Elementary
EMC Clarion	Elementary
Inspiration & Kidspiration	Elementary
Kids Pix	Elementary
Microsoft Access 2003	Elementary
Microsoft Excel 2003	Elementary
Microsoft Outlook	Elementary
Microsoft PowerPoint 2003	Elementary
Microsoft Publisher 2003	Elementary
Microsoft Word 2003	Elementary
Microtype Pro	Elementary
Typing Time	Elementary
Vision Remote Genealogic	Elementary
Adobe Design Bundle	Secondary
Adobe Production Studio	Secondary
Adobe Reader	Secondary
Antivirus	Secondary
AS400	Secondary
AutoDesk	Secondary
Cabri Geometry 2 Plus	Secondary
Corel Draw Version 12	Secondary
Geometric Sketchpad v4.06	Secondary
Graphical Analysis 3	Secondary
Inspiration	Secondary
Java	Secondary
Logger Pro Three	Secondary
Master Cam X	Secondary
Microsoft Access 2003	Secondary
Microsoft Excel 2003	Secondary
Microsoft Front Page	Secondary
Microsoft Outlook	Secondary
Microsoft PowerPoint 2003	Secondary
Microsoft Publisher 2003	Secondary
Microsoft Word 2003	Secondary
Microtype Pro 4 Server	Secondary
Microtype Pro Keyboarding	Secondary
NWEA MAPS	Secondary
Peach Tree Accounting	Secondary
PhotoGrav	Secondary
Quicktime	Secondary
Real Player	Secondary
Typer Shark Deluxe	Secondary
Virtual Business Management & Assessment CD	Secondary
Virtual Business Retailing & Assessment CD	Secondary
Voice Software Grant-Kathi Shepardson	Secondary

## Appendix K Special Education Inventory

School District of West Allis – West Milwaukee, et al.

### Special Education Inventory

2007-08

NAME OF PROGRAM	HOUSED	NAME OF USER
2 Message Hip Talk	WMMS	Maureen Foley, CD
Addendum Libraries	Irving	Nicolle Gosser, S/L
Air Link Cordless Switch	WMMS	Maureen Foley, CD
All Turn it Spinner	Central	Bethany Kavanagh, CD
AT Solutions	District	AT Inventory
Attention Teens	Irving	Mary Kay VanDeraa, CD
Auditory Memory for Quick Stories	Irving	Nicole Gosser, S/L
Autism & PDD Basic Questions	Irving	Nicole Gosser, S/L
Autism & PDD Concepts	Irving	Nicole Gosser, S/L
Autism & PDD Yes/No Questions	Irving	Nicole Gosser, S/L
Away We Ride (Soft Touch)	Irving	Mary Kay VanDeraa, CD
Bailey's Book House	Irving	Nicole Gosser, S/L
Basic Coins Software	WMMS	Theresa Corsi-Jansen, CD
Basic Concept Pictures	Irving	Nicole Gosser, S/L
Behavioral Intervention Planning – 3 <sup>rd</sup> Edi.	Jefferson, Room 124	Terry Gabriel, EBD
Big Calc	Irving	Nicole Gosser, S/L
Big Mac	Irving	Mary Kay VanDeraa, CD
Big Mac (1 red, 2 green)	Hale	Angela Sidebottom, CD
Big Mac (1 red, 2 green)	Central	Bethany Kavanagh, CD
Big Mac (1 red, 2 green)	WMMS	Nicole Gosser, S/L
Big Mac Communications	Irving	Nicole Gosser, S/L
Big Mac Switch	Irving	Stacey Loebel
Big Mac Switch	WMMS	Theresa Corsi-Jansen
Big Red Switch	WMMS	Maureen Foley, CD
Big Red Switch	WMMS	Theresa Corsi-Jansen, CD
Big Red Switch	District	Deborah Henrichs, VI
Big Red Switch	Central	Bethany Kavanagh, CD
Boardmaker	6 state licenses CD/EC	District
Boardmaker	District	4 S/L Pathologists
Boardmaker	Irving	Jill Fetzer, S/L
Boardmaker	Walker	Nance Hluchnik, LD
Boardmaker	Wilson	Kelly Stendler, ED
Boardmaker	FLW	Heather Michalak, CD
Boardmaker	Hale	Angela Sidebottom, CD
Boardmaker	Walker	J. Battiola/D. Liewen, S/L
Boardmaker	District	Cindy Prendergast, EC
Boardmaker	Irving	Danielle Ney, CD
Boardmaker	Hale/WMMS	Anna-Guri Bishop, S/L
Boardmaker	Irving	Christa Cobian, S/L
Boardmaker	Irving	Mary Kay VanDeraa, CD
Boardmaker	Mitchell, Room 128	Mary Fuchs, S/L
Boardmaker Addendum Libraries	Irving	Nicole Gosser, S/L
Boardmaker PCS Sign Lang. Libraries	Irving	Nicole Gosser, S/L
Boardmaker V.6	Pershing	Joy Behrend, S/L
Boardmaker Version 6	Irving	Nicole Gosser, S/L
Cause Effect Cinema	Central	Bethany Kavanagh, CD

<b>NAME OF PROGRAM</b>	<b>HOUSED</b>	<b>NAME OF USER</b>
Cause/Effect Cinema	WMMS	Maureen Foley, CD
Cheap Talk 4	Irving	Christa Cobian, S/L
CIBS-R Scoring Software	Longfellow	Mark Scheiber, LD
Circle time Tales	Irving	Nicole Gosser, S/L
Click and Create Articulation Board Games	Wilson, 310	Ellen Reitz, S/L (purchased personally)
Click and Create Vocabulary Board Games	Wilson, 310	Ellen Reitz, S/L (purchased personally)
Clicker 5	Horace Mann (5 computers)	Peggy Skanse, PT
Clicker 5	Horace Mann	5 computers IMC
Co Writer 4000	Irving	Nicole Gosser, S/L
Co: Writer Apple	Irving	Linda Bolton, OT
Co: Writer	10 varied site licenses	District
Communication Builder	Irving	Stacey Loebel, CD
Communications Builder	Walker	Pat Carr, S/L
Create Your Own Overlay	Central	Bethany Kavanagh, CD
Dr. Seuss's ABC Living Books	Irving (not on computer)	Christa Cobian, S/L
Dragon Naturally	District	AT Inventory
Dragon Naturally Speaking Version 6	Irving	Nicole Gosser, S/L
Earobics	Irving	Nicole Gosser, S/L
Edmark Reading Program, Level 1	Irving	Mary Kay VanDeraa, CD
Educational Fontware Teacher Font Packs	Longfellow	Mark Scheiber, LD
File Maker Pro for Mac	Irving	Nicole Gosser, S/L
Franklin Speller	Irving	Kelly Ekins, LD
Froggie Flex Switch	District	Linda Bolton, OT
Glitter Pin (lights/music)	District	Linda Bolton, OT
Hip Talker	Irving	Stacey Loebel, CD
Inspiration	Irving	Nicole Gosser, S/L
Intellitalk 2	Irving	Nicole Gosser, S/L
italk2 Communication	WMMS	Nicole Gosser, S/L
italk2 Communication	WMMS	Theresa Corsi-Jansen, CD
Jelly Bean Switch (yellow)	Central	Bethany Kavanagh, CD
Jelly Bean Switches (2)	FLW	Heather Michalak
K.C. & Clyde in Fly Ball	Irving	Nicole Gosser, S/L
Keyboard Stickers	FLW	Heather Michalak, CD
Kidspiration	District	AT Inventory
Learn More About Math	FLW	Heather Michalak, CD
Magic Touch 17" Screen	WMMS	Theresa Corsi-Jansen, CD
Money Skills Software	FLW	Heather Michalak
Motion Sensor Parakeet	District	Linda Bolton, OT
Musical Posture Trainer	District	Linda Bolton, OT
No Touch Talker	Irving	Kim Sadowski, EC
On a Green Bus	Irving	Nicole Gosser, S/L
Out and About	Irving	Nicole Gosser, S/L
Oval Texture Switch	Irving	Mary Kay VanDeraa, CD
Perss to Play Animals	Irving	Nicole Gosser, S/L
Picture It for Mac	Irving	Nicole Gosser, S/L
Picture Stories / Language Activities	Irving	Nicole Gosser, S/L
Pixwriter for Mac	Irving	Nicole Gosser, S/L
Power Link 3	Irving	Mary Kay VanDeraa, CD
Power Link 3	Irving	Carmie Milkie, CD
Power Link 3	Irving	Jennifer Johnson, CD
Press to Play Zoo	Irving	Nicole Gosser, S/L
Press to Play Zoo (switch program)	Irving	Mary Kay VanDeraa, CD

<b>NAME OF PROGRAM</b>	<b>HOUSED</b>	<b>NAME OF USER</b>
PS/2 to USB Adapter	WMMS	Theresa Corsi-Jansen, CD
Psychedelic Hippo	Irving	Mary Kay VanDeraa, CD
Quizworks Interface (USB)	Central	Bethany Kavanagh, CD
Radio Frog	Irving	Nicole Gosser, S/L
Reader Rabbit and Jumpstart Math/Reading	Irving	Mary Kay VanDeraa, CD
Rigby Reading Benchmark-Ultra	Jefferson, Room 124	Terry Gabriel, EBD
Simon Sounds It Out	Irving	Nicole Gosser, S/L
Simon Spells	Irving	Nicole Gosser, S/L
Simple Sentence Structure	Irving	Nicole Gosser, S/L
Small Boom Box	Central	Bethany Kavanagh, CD
Special Ed Fonts	District	Special Ed Teachers
Step by Step (red)	WMMS	Theresa Corsi-Jansen, CD
Step by Step w/Levels (blue)	Irving	Mary Kay VanDeraa, CD
Step by Step w/Levels (blue)	Central	Bethany Kavanagh, CD
Step-by-Step, Levels	Irving	Stacey Loebel, CD
Switch Basics	District	Deborah Henrichs, VI
Switch Interface	WMMS	Theresa Corsi-Jansen, CD
Switch Interface	WMMS	Maureen Foley, CD
Switch Interface	District	Deborah Henrichs, VI
Switch Interfaces (2)	FLW	Heather Michalak, CD
SwitchIt! Patterns	District	Deborah Henrichs, VI
Talking Toucan	Irving	Mary Kay VanDeraa, CD
TASP	Irving	Nicole Gosser, S/L
Tech/Cap	Irving	Mary Kay VanDeraa, CD
Tech/Talk 8	Irving	Mary Kay VanDeraa, CD
Teen Tunes	WMMS	Theresa Corsi-Jansen, CD
Teen Tunes Plus	Irving	Danielle Ney, CD
Thinking Things Collections 2 & 3	Irving	Nicole Gosser, S/L
Touch Window	Computer District	OT/PT
TOWL-3 Scoring Software	Longfellow	Mark Scheiber, LD
Travel Shoulder Strap	WMMS	Maureen Foley, CD
Twin Talk & Play	Irving	Kim Sadowski, EC
Twin Talker	Irving	Stacey Loebel, CD
Twin Talker	Irving	Nicole Gosser, S/L
Twin Talker	Irving	Carmie Milkie, CD
Webber Verbs Interactive Fun Decks	Irving	Nicole Gosser, S/L
"Wh" Questions Webber Interactive Level 1	Irving	Christa Cobian, S/L
WJ-III Scoring Software	Longfellow	Mark Scheiber, LD
Writing w/ Symbols	FLW	Sarah Oberneder, S/L
Writing w/ Symbols	Lincoln	Joyce King-McIver, S/L
Writing w/ Symbols	Horace Mann	Janet Murphy, S/L
Writing w/ Symbols	Irving	Michele Wolaver, S/L
Writing w/ Symbols	Franklin	Beverly Day, S/L
Writing w/Symbols	5 site licenses	S/L
Writing w/Symbols	Irving Fieldhouse	Jackie Jacoby, CD
Writing with Symbols	Irving	Nicole Gosser, S/L
Writing with Symbols	Irving	Mary Kay VanDeraa, CD
Writing With Symbols	Wilson	Laura Rolerat, OT
Writing With Symbols	Horace Mann	Mary Schneider, LD
Writing With Symbols	Mitchell, Room 128	Mary Fuchs, S/L
Writing With Symbols 2000	Irving	Christa Cobian, S/L
Writing With Symbols 2000	Pershing	Joy Behrend, S/L
WYNN	Irving	Nicole Gosser, S/L

**Appendix L      Technology Standards Matrix**

**Technology Standards Matrix**

<b>Subject</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Math KidPix Sorting/Classifying	X		Create Math Graphing					X	X	X	X		
Reading	X	KidPix or Kidspiration / Webbing Retelling story elements											
ELA				Prewriting graphic organizer using Kidspiration (organization, main ideas, details)			Develop a published piece using 6-Trait format, incorporating sources & citations from Internet		X		X	X	X
Science					Create PP presentation using graphic organizers			X		X			
Social Studies						Create PP w/sound, graphics, simple calculations/graphic						X	X

Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
						presentations using strand of regional history compare/contrast							
Technology		<p><b>A 4.8;</b> Use tools to observe measure, make things, and transfer information.</p> <p><b>B 4.6;</b> Follow a set of instructions to produce a product using appropriate tools and materials.</p> <p><b>C 4.5;</b> Approach problem and opportunity situations given a set of constraints and illustrate possible solutions using basic design principles.</p> <p><b>C. 4.7</b> Develop abilities in technological design and engineering around simple constraints</p>	<p><b>A 4.8;</b> Use tools to observe measure, make things, and transfer information.</p> <p><b>A 4.9;</b> Predict possible evolution scenarios for a modern piece of technology</p> <p><b>B 4.6;</b> Follow a set of instructions to produce a product using appropriate tools and materials</p> <p><b>C 4.5;</b> Approach problem and opportunity situations given a set of constraints and illustrate possible solutions using basic design principles.</p> <p><b>C 4.6;</b> Demonstrate simple problem-solving strategies</p> <p><b>C. 4.7</b></p>	<p><b>A 4.3;</b> Conclude that technology cannot always satisfy every human want and need</p> <p><b>A 4.8;</b> Use tools to observe measure, make things, and transfer information.</p> <p><b>A 4.9;</b> Predict possible evolution scenarios for a modern piece of technology</p> <p><b>B 4.2;</b> Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do.</p> <p><b>B 4.5;</b> Identify and compare enterprises as technical systems</p> <p><b>C 4.6;</b> Demonstrate simple problem-solving strategies</p>	<p><b>A.4.4;</b> Explain the purpose of a designed object is to solve a problem or enhance the quality of life.</p> <p><b>A.4.5;</b> Determine that humans have always developed tools to communicate, build, move things, and reshape their environment to meet their wants and needs.</p> <p><b>A.4.9;</b> Predict possible evolution scenarios for a modern piece of technology</p> <p><b>C.4.2;</b> Show how modern inventions and innovations have evolved as a result of new knowledge and technology</p> <p><b>D. 4.2;</b></p>	<p><b>A. 8.5</b> Analyze how cultures and groups value technology differently and how these values influence the development and acceptance of technology</p> <p><b>B 8.5</b> Evaluate large and complex systems to determine the ways in which they are creations of human ingenuity</p> <p><b>D.8.1;</b> Explain the difficulty in predicting the effects a new technology will have on society and the environment due to lack of experience with the technology.</p> <p><b>D.8.2;</b> Explain the importance of making projections, studying</p>	<p><b>A. 8.7</b> Discover that human will or desire can lead to the design of new technology in order to seize an opportunity or solve a problem</p> <p><b>B 8.2</b> Analyze various systems and identify the ways in which they are controlled to produce a desired outcome.</p> <p><b>C 8.5</b> Explain the value of technical knowledge and teamwork in the development of a device or process</p> <p><b>D.8.4</b> Explain why people must think about how a new technology might affect other people, societies, and the ecosystem in which we live</p> <p><b>E.8.1</b> Use</p>	<p><b>E 8.1</b> Work with data in the context of real-world situations by Formulating questions that lead to data collection and analysis Designing and conducting a statistical investigation Using technology to generate displays, summary statistics and presentation Using Excel to create a spreadsheet and appropriate graph for intended</p>					

Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
			<p>Develop abilities in technological design and engineering around simple constraints  <b>D 4.2</b>;            Explain how given technologies make life and work easier, but also how they can make them more complicated</p>		<p>Explain how given technologies make life and work easier, but also how they make them more complicated</p>	<p>scenarios, and making thoughtful decisions because of the direct and indirect effects technology will have on the future.</p> <p><b>E.8.2</b>; Identify relevant sources of information including print, non-print, electronic, and human and community resources,</p> <p><b>E.8.5</b>;            organize and compare information using graphic organizers, storyboarding and other relational techniques.</p>	<p>computers to acquire, organize, analyze and communicate information,  <b>F.8.1</b> Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings</p>	<p>purpose  <b>E.8.2</b>            Organize and display data from statistical investigation using appropriate tables, graphs, and/or charts</p>					

**Grade K Topic/Unit Design: Math and Technology**

***Standard***

Information and Technology Literacy

A.4.1 Use common media and technology terminology and equipment

- demonstrate the correct use of input devices (e.g., mouse, keyboard) and output devices (e.g., monitor, printer, speakers)

Mathematics, Standard A: Mathematical Processes

A.4.1 Use reasoning abilities to

- identify relationships
- justify strategies
- test reasonableness of results

***Benchmarks***

Classify and sort a group of objects

**Learning Targets**

**Knowledge Content**

**A.4.1**

**Classify and sort a group of objects in two or more ways using attributes**

**Reasoning Skills:**

**Comparison: Identify similarities and differences among things to be compared. Focus on shapes and colors.**

**Analysis:**

**Inference:**

**Evaluation:**

### **Assessment (and pre-requisite skills)**

Use the Kidspiration template “Assessment Piece” to demonstrate ability to sort using colors and shapes.

Prerequisite skills:

Ability to open file, click, double-click, key name, drag, and select KidPix tools (fill bucket, color palette, print).

Ability to open file, click, double-click, key name, drag and select Kidspiration tools (pull down menus, print).

## **Scaffolded Activities and Teaching Strategies**

Suggestions for collaborative teaching strategy:

Content area classroom activities::

Define/review the following

Shapes: circle, square, rectangle, oval, triangle.

Colors: blue, red yellow, green, orange.

Technology lab activities:

Teacher/librarians may want to use these pre-unit activities

Kindergarten templates are accessed from the IMC folder located in staff share drive.

“ Collaborative Curriculum Templates” for kindergarten includes:

Triangles

4 sides

Red not red

Blue not blue

Yellow not yellow

Green not green

Orange not orange

Blank color shapes

## Grade 1 Topic/Unit Design: Reading

### *Standard:*

**A 4.2-** read, interpret, and critically analyze literature

**B 4.1-** create or produce writing to communicate with different audiences for a variety of purposes

**E 4.1-** use computers to acquire, organize, analyze, and communicate information

### *Benchmarks*

**A 4.2-** read and analyze literature by recalling story elements

**B 4.1-** identify and use a variety of words in reading, writing, and speaking

**E 4.1-** investigate basic word processing skills using different forms of software

### **Learning Targets**

#### **Knowledge Content:**

Students will be able to complete a story map based on a familiar story read in class. Students will use a Kidspiration template.

### **Reasoning Skills:**

**Comparison:**

**Analysis:**

**Inference:**

**Evaluation:** Students will read a story and be able to correctly label the basic story elements

### **Assessment**

Story map on Kidspiration- students will be responsible to add the title, characters, problem, and solution into a locked story map. Students will be able to choose from adding pictures or words to their web.

#### **Prerequisite skills- (before completing this assessment, students will need to):**

- Be introduced to Kidspiration and the picture libraries throughout the year.
- Be able to: log in/off computer, turn on/off, print/save, use shift key to capitalize letters, type single words, use the space/enter keys.
- Students will be introduced to basic punctuation keys.
- Students will need to review basic K5 skills (mouse use, opening documents).

## Scaffolded Activities and Teaching Strategies

- If students are able to correctly use the locked story map, they will be able to move on to the unlocked story map. This will allow them to change pictures, labels, and add more detail to their story map. Students can also self create a story map using Kidspiration.
- When introducing story mapping, teachers can use a printed version of the story map as a teaching model or for independent student practice.
- Students can independently complete the story map on paper and use the paper copy to transfer the information to the computer.
- The goal is to have students be able to independently complete the story map on the computer and print a copy by the **end** of the school year.
- Students should practice using the story map on a variety of stories throughout the year.

### Directions for Kidspiration story maps:

#### Locked story map:

- To complete the locked story map, students have two choices. They can either type in the correct words to label the story elements or chose a picture to represent the story element using the picture library.
- Story: Students can double click next to the word “story:” and hit ENTER. This will allow students to type the title of the story underneath the word “story:”. Students can then use the SHIFT key to create a capital letter and type in the title. **OR-** Students can use the picture library to find a picture that best represents the story. They can do this by double clicking in the “story:” box. After they do this, they can click on a picture to represent the story and the picture will change. When they are done, they can click anywhere on the page in a white space.
- For all of the story elements, students can use this same process. They can either double click next to the story element and hit ENTER to type in words, or double click next to the story element and click on a picture to represent that element.

#### Unlocked story map:

- For the unlocked story map, students can use the same process as the locked story map. They can double click next to each story element and hit ENTER. This will allow students to type underneath the story element. **OR-** Students can click on the original picture and find a new picture in the library. When students find a picture in the library, they can click on it and it will be inserted into the story map.

### Ideas for Collaboration:

- This project can be worked on in the classroom and during library time. For example, the classroom teacher can work on the story elements and filling in a story map throughout the year. The IMC teacher can work on basic Kidspiration and computer skills.
- For grading, the IMC and classroom teacher can work together to use the rubric. The IMC teacher can grade each student on their computer skills and the classroom teacher can use the rubric to grade the story elements.

## **Grade 2 Topic/Unit Design: Graphing**

### ***Standard***

Information and Technology Literacy

A.4.3. Use a computer and productivity software to organize and create information

- use a prepared spreadsheet template to enter and edit data, and to produce and interpret a simple graph or chart

Mathematics, Standard E: Statistics and Probability

E.4.1 Work with data in the context of real-world situations by formulating questions that lead to data collection and analysis determining what data to collect and when and how to collect them collecting, organizing, and displaying data drawing reasonable conclusions based on data

E.4.2 Describe a set of data using high and low values, and range\* most frequent value (mode\*) middle value of a set of ordered data (median\*)

E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts

E.4.4 Determine if future events are more, less, or equally likely, impossible, or certain to occur

E.4.5 Predict outcomes of future events and test predictions using data from a variety of sources

### ***Benchmarks***

Math: Collect, analyze data and determine probability in problem solving situations (Statistics and probability)

### **Learning Targets**

#### **Knowledge Content**

1. Participate in collecting data for an opinion survey
2. Assist in organizing the data in several graph forms
3. Analyze the data to draw conclusions

### **Reasoning Skills:**

**Comparison:**

**Analysis:**

**Inference:** Use graph to draw generalizations (i.e. More students prefer apples to oranges), make predictions (i.e. Prior to collecting data – Which fruit will be the favorite), pose hypotheses (i.e. Who might need this info? Lunch room, grocery store, etc.), draw conclusions.

**Evaluation:**

## Assessment (and pre-requisite skills)

Create vertical bar graph using KidPix template.

Create vertical pictograph using Kidspiration template.

### Prerequisite skills:

Familiarity with KidPix & Kidspiration. Ability to click, drag & drop, select tools, key name and numbers. Ability to open template file from specific location, rename & save file to specific location, and print.

## Scaffolded Activities and Teaching Strategies

Suggestions for Collaborative teaching strategy:

Technology teacher or classroom teacher may want to use pre-unit technology activities found at the following web site:

- <http://it.springbranchisd.com/dev/course/resources/>
  - Click on “KidPix” in the Software Application Courses section
  - Click on [KidPix/Graphing.zip](#) to download compressed file. (See your IMC Director for help doing this.)

Content area classroom activities:

- Define/review the following
  - Types of graphs (specifically pictographs and bar graphs)
  - Data
  - Tally
  - Opinion
  - Survey
- Collect data (for use in computer lab – tally sheets)
- (technology activity)
- Draw conclusions – Inferential thinking (using finished graphs from technology portion)

Technology lab activities:

- Use collected data to complete graph templates (pictograph and bar graph)
- Print graph (for classroom use)

## **Grade 3 Topic/Unit Design: Language Arts/ Technology**

### **Standards:**

B.4.2 Plan, revise, edit, and publish clear and effective writing,

E.4.1 Use computers to acquire, organize, analyze and communicate information,

F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

### **Benchmarks:**

1) Implement all stages of the writing process

2) Apply Six Traits Writing.

3) Apply knowledge of basic computer hardware and software

4) Conduct/present a research project

### **Learning Targets:**

Students will be able to develop and carry out a pre-writing plan using a variety of graphic organizers (organization), use graphic organizers, open and close programs, save, know basic programs, and use the tool bar.

### **Knowledge Content:**

Students will be able to use Kidspiration to independently create a graphic organizer which displays a main idea with three or more supporting details.

### **Reasoning Skills:**

**Comparison:**

**Analysis:** Focus and/or narrow main idea (ideas and content), organize related ideas and details that elaborate the main idea (details)

**Inference:**

**Evaluation:**

### **Assessment:**

Student demonstration of performance on computer

Completed pre-writing graphic organizer using Kidspiration

Computer skills (making the organizer) to be evaluated by the technology teacher

Content to be evaluated by classroom teacher (e.g. correctly naming and spelling the items on the concept map)

## Prerequisite Skills:

- Log in/off
- Boot computer
- Menu choices
- Right/left orientation
- Space/enter
- Shift key/single word
- Intro-punctuation keys/shift
- Naming document
- Saving document to appropriate directory
- Open Kidspiration
- Printing
- Drag mouse

## Scaffolding Activities and Teaching Strategies for Technology Teacher:

- Model and guide students through beginning graphic organizer activities in Kidspiration. In Kidspiration go to “Activities,” and click on “More.” Then click on “Concept Map.”
- Teacher must lock bubbles on the concept map to prevent movement
- How to lock bubbles:
  1. Click on “teacher” in toolbar
  2. Click on “enable teacher menu”
  3. Click “ok” in password option window
  4. Click in “idea” bubble
  5. Go back to toolbar and click “teacher” in toolbox
  6. Click on “locked item”
  7. This locks the bubble to prevent movement, but you can still type in it
  8. Repeat steps 4-6 to lock all bubbles individually
- Demonstrate how to input information into the pre-made organizer bubbles by clicking on each bubble and typing the information. Demonstrate how to add additional bubbles and move bubbles. To add a bubble click on a bubble and then click on the graphic organizer icon on the top toolbar. To move a bubble click on the bubble and drag the mouse to the desired location. Demonstrate how to go from the organizer to the writing format by clicking on the writing icon at the top toolbar.
- Activity Suggestions: “My Favorites” and “Hobbies” (see attached). Students will bring written information to technology class (classroom teacher responsibility).
- Model and guide students in creating a graphic organizer. In Kidspiration go to “New” and click on “Picture.” Demonstrate how to input information in the main idea bubble. Demonstrate how to create detail bubbles and input information by clicking on the main idea bubble (which is already on the page) and then clicking on the graphic organizer icon on the top toolbar. Do this for each detail.
- Activity Suggestion: Use “All About Me” as the main idea. Ask students to list four or five details such as favorite food, color, sport, music, etc. (see attached). Students will bring written information to technology class (classroom teacher responsibility).
- Content area suggestions: The Four Oceans, The Seven Continents, the Nine Planets, etc. (see attached). Students will bring written information to technology class (classroom teacher responsibility)

## **Grade 4 Topic/Unit Design: Science/ Technology**

### **Standard:**

**Science: A4.1;** ask, answer questions, **B4.1** Use a variety of resources to answer questions.

**Technology: A.4.4;** Explain the purpose of a designed object is to solve a problem or enhance the quality of life. **A.4.5;** Determine that humans have always developed tools to communicate, build, move things, and reshape their environment to meet their wants and needs. **A.4.9;** Predict possible evolution scenarios for a modern piece of technology **C.4.2;** Show how modern inventions and innovations have evolved as a result of new knowledge and technology **D. 4.2;** Explain how given technologies make life and work easier, but also how they make them more complicated

**Language Arts: B.4.1:** Create writing to communicate writing with different audiences for a variety of purposes.

### **Benchmarks:**

**Science B4.1, B.4.2., B.4.3** Research scientific topics,

**Technology E4.2, E4.4** Make judgments about media and products

**Language Arts: B.4.1., B.4.2** Write to communicate with different audiences.

**Learning Targets:** Students will develop a PowerPoint or KidPix presentation of six to twelve slides to investigate a scientific topic.

**Knowledge Content:** Inquire, organize and communicate information about specific science related topic.

### **Reasoning Skills:**

- Comparison:**
- Analysis:** Ask questions and analyze information to explain a topic of inquiry.
- Inference:** Predict possible evolution scenarios for a modern piece of technology
- Evaluation:** Select appropriate internet resources to reflect knowledge of topic.

**Assessment:** PowerPoint or KidPix presentation.

**Science:**

- 1) Question(s) are appropriate to topic: e.g. plants, animals, human body, and magnetism/electricity.
- 2) Select appropriate information from at least two types of resources (internet/print).
- 3) The question(s) are supported by details

**Technology:**

Presentation should include:

- 1) Six to twelve slides, including title/Author slide, introduction, details, conclusion and bibliography
- 2) At least 3 imported graphics from internet sites and/or other sources, cited in bibliography/final slide
- 3) Supportive original text on each slide
- 4) Visually appropriate fonts, colors and styles
- 5) At least 3 different transitions between slides
- 6) Animation, if used, which enhances presentation

**Scaffold Activities and Teaching Strategies:**

**Prerequisite skills needed:**

- 1) Name, save and retrieve document
- 2) Select font, size and style appropriate to topic
- 3) Copyright issues; citing of sources
- 4) Toggle between programs
- 5) Format skills appropriate to document
- 5) Bulleting and numbering
- 6) Appropriate site searching,
- 7) Copy/paste URL

## **Teaching Strategies:**

- 1) Review research skills.
- 2) Develop background knowledge through content specific lessons.
- 3) Help children develop appropriate questions for research. (Bloom's Taxonomy)
- 4) Review correct use of internet and copyright restrictions. Teacher should have a list of appropriate internet sites for students to use.
- 5) Use sample PP/KP presentation as a model.

## **Suggestions for Collaborative teaching strategies:**

Regular classroom teacher may:

- Allow students time to practice individual computer skills and provide reinforcement of those skills
- Teach or review research and writing skills
- Assign and approve topic choices
- Teach data collection and graphing skills
- Provide additional work time for final presentation
- Provide Social Studies content area instruction
- Assess content of final project

IMC/ Technology teacher may:

- Provide instruction for specific computer tasks
- Reinforce research and writing skills
- Provide some work time for final project
- Assess technology aspect of final project

\*It is assumed that students will have had a number of experiences with the PowerPoint program and research activities. This presentation would be considered a culminating activity to be completed by the end of the year.

## **Grade 5 Topic/Unit Design: Social Studies/ Technology**

### **Standards**

Social Studies: B.8.3; describe significant events throughout U. S. history.

Technology: D.8.1; Explain the difficulty in predicting the effects a new technology will have on society and the environment due to lack of experience with the technology. D.8.2; Explain the importance of making projections, studying scenarios, and making thoughtful decisions because of the direct and indirect effects technology will have on the future. E.8.2; identify relevant sources of information including print, non-print, electronic, and human and community resources, E.8.5; organize and compare information using graphic organizers, storyboarding and other relational techniques.

Language Arts: B.8.1; write for a purpose to an audience, B.8.2; follow the basic steps of the writing process.

### **Benchmarks**

Social Studies: Analysis of historical events

Technology: Collect information from various online sources, write informational articles that target audiences of a variety of publications.

Language Arts: Write for a purpose to an audience, follow the basic steps of the writing process

**Learning Targets:** Create a PowerPoint presentation with sound, graphics, and simple calculations/graphic presentations using the strand of history.

Knowledge Content: Inquire, organize and communicate information about specific social studies related topic.

Reasoning Skills:

Comparison:

Analysis: Ask questions and analyze information to explain a topic of inquiry.

Inference:

Evaluation: Select appropriate internet resources to reflect knowledge of topic.

## **Assessment: PowerPoint presentation**

### **Social Studies:**

- 1) Content is appropriate to topic: U. S. history.
- 2) Select appropriate information from at least two types of resources (internet/print).
- 3) Main ideas are supported by fully elaborated details.

### **Technology:**

- 1) Presentation should include:
- 2) Six to twelve slides, including title/Author slide, introduction, details, conclusion and bibliography
- 3) At least four imported graphics from internet sites and/or other sources cited in bibliography/final slide
- 4) At least one self developed graph or table that supports the content
- 5) Supportive original text on each slide
- 6) Visually appropriate fonts, colors and styles
- 7) At least four different transitions between slides
- 8) Animation, if used, enhances presentation  
Appropriate sound selections

## **Scaffolded Activities and Teaching Strategies**

### **Prerequisite skills needed:**

- 1) Name, save and retrieve document
- 2) Select font, size and style appropriate to topic
- 3) Copyright issues; citing of sources
- 4) Toggle between programs
- 5) Format skills appropriate to document
- 6) Bulleting and numbering
- 7) Appropriate site searching
- 8) Copy/paste URL
- 9) Subject directory navigation
- 10) Incorporate sound/graphics
- 11) Excel exposure; calculations/graph development

### **Teaching Strategies:**

- 1) Review research skills.
- 2) Develop background knowledge through content specific lessons.
- 3) Help children develop appropriate questions for research. (Bloom's Taxonomy)
- 4) Review correct use of internet and copyright restrictions. Teacher should have a list of appropriate internet sites for students to use.
- 5) Use sample PP presentation as a model.

\* It is assumed that students will have had a number of experiences with the PowerPoint program and research activities. This presentation would be considered a culminating activity to be completed by the end of the year.

## **Grade 6 Topic/Unit Design: Language Arts/ Technology**

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### **Standards:**

#### **Technology**

B.4.4 Develop information seeking strategies

E.8.1 Use computers to acquire, organize, analyze and communicate information,

F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

#### **Language Arts:**

B.8.2 Plan, revise, edit, and publish clear and effective writing,

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### **Benchmarks:**

#### **Technology:**

B.4.2 Evaluate possible sources based on currency, genre, and relevance to topic

B.4.3 Locate information from pre-selected internet sites and web pages

B.4.5 Recognize and organize information

#### **Language Arts:**

B.8.2 Follow the basic steps of the writing process

---

### **Learning Targets:**

#### **Technology:**

- Select more than one resource-print/no print
- Refine search by using appropriate key words
- Record the sources of information as notes are taken (Inspiration)
- Organize information using simple outlining techniques (Inspiration)
- Cite basic bibliographic sources for the information used
- Use keyboarding skills to type into Microsoft Word

#### **Language Arts:**

- Compose first draft, revise, edit and publish a research paper (minimum 5 paragraphs)
-

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**Reasoning Skills:**

**Comparison:**

**Analysis:** Clearly define main idea, organize related information, select important and appropriate facts, synthesize from multiple sources

**Inference:**

**Evaluation:**

---

**Assessment:****Language Arts:**

- A printed research paper with a minimum of five paragraphs and includes a title page and bibliography
- Demonstrates the use of the writing process (prewritten, draft, revise, edit, publish)
- Demonstrates the use of the Big6 research model
- A “Research Report Rubric” is included

**Technology:**

- Keyed research project using as least two web sites and one print resource
  - Correct form for citing of sources
- 

**Prerequisite Skills:****Technology:**

- Keyboarding skills
- Create, save, move, copy, retrieve, and delete electronic files
- Formatting skills

**Language Arts:**

- Write an informative essay

**Scaffolding Activities:****Technology:**

- Instruct/review the use of graphic organizer (Inspiration)
- Instruct/review formatting skills (indent, center, underline, bold, italics)

**Language Arts**

- Instruct the skill of outlining
- Instruct the skill of note taking
- Instruct/review Big6 research model

**Collaboration Tips:**

- Classroom teacher and IMC director collaborate to compile a list of appropriate web sites
  - Create a timeline for the project
  - Meet to create/discuss possible topics for scaffolding activities
-

# ***Big 6 Research Unit Assessment***

***Standards:***

***LA Unit Connection:***

***Length of project:***

***Differentiation component:***

***Attach sample of project detail, assignment and student work***

# Big 6 Tool for Research Assessment

Name \_\_\_\_\_

## Big 6 Skills

*Highly  
Competent*      *Competent*      *Acceptable*      *Adequate*      *Not Yet  
Acceptable*      *Evidence*

**Task**

**Definition**

**Information**

**Seeking**

**Strategies**

**Location &**

**Access**

**Use of**

**Information**

**Synthesis**

**Evaluation**

---

Point Possible

Total Points

Percentage

Grade

# Math Technology Assessment (Excel)

## Standards:

### 7<sup>th</sup> and 8<sup>th</sup> Grades

A 8.1 Use reasoning to perceive patterns

A 8.4 Develop effective oral and written presentation that include appropriate technology

E 8.1 Work with data in the context of real-world situations by

- Formulating questions that lead to data collection and analysis
- Designing and conducting a statistical investigation
- Using technology to generate displays, summary statistics and presentation  
Using Excel to create a spreadsheet and appropriate graph for intended purpose

E.8.2 Organize and display data from statistical investigation using

- Appropriate tables, graphs, and/or charts

### 8<sup>th</sup> Grade

E. 8.4 Use the results of data analysis to

- Make predictions
- Draw conclusions

E 8.1 Use Excel to manipulate data with math functions in charts-averages/percentages

## Learning Targets: Statistics and Data Analysis Unit

7<sup>th</sup> & 8<sup>th</sup> Grades:

Students will collect and organize data in spreadsheets and graphs to compare statistics and draw conclusion

Students will use Excel to organize and manipulate data and build graphs to represent data for different purposes

Name\_\_\_\_\_ Hr\_\_\_\_\_ Date\_\_\_\_\_

## Student Excel Technology Assessment

### 7<sup>th</sup> Grade Checklist

- Collect data on a specific question with 3 possible responses
- Accurately enter data on a Excel spreadsheet
- Title and label x & y axis
- Use Excel tools to manipulate spreadsheet and data
- Select appropriate bar graph to show comparison of data
- Produce a product: spreadsheet chart and graph
- Color appropriate*
- Font/Size appropriate*

**Proficient, checks in boxes 1-6**

**Advanced, checks in all boxes**

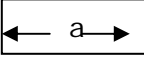
### 8<sup>th</sup> Grade Checklist

- Collect data on a specific question with 3 possible responses
- Import data from Word to Excel spreadsheet
- Title and label x & y axis
- Use Excel tools to manipulate spreadsheet and data
- Use Excel to find averages of responses
- Select appropriate graphs to show comparison of data: choices (bar) and percentages (pie) of response averages
- Produce a product: spreadsheet chart, bar graph, and pie graph
- Explain usefulness of each graph type.*
- Color appropriate*
- Font/Size appropriate*

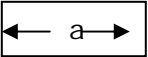
**Proficient, checks in boxes 1-7**

**Advanced, checks in all boxes**

## 7<sup>th</sup> Grade

1. Collect Data
2. Open Excel: Go to Start, then Programs, then Microsoft Office, then Excel
3. Click Excel, opens spreadsheet
4. Click 1A and drag to highlight to 1E
5. Go to toolbar and click  to merge cells
6. Type title and adjust font size, color
7. Click 2A, Tab and to Cell 2B and label choice 1, Tab to 2C and label choice 2 and Tab to Cell 2D and label choice 3
8. Click on 3A and type Class 1, Click on cell and put cursor on the black square in the lower right corner of the cell, click and drag down to make classes 2-5
9. Enter data directly onto spreadsheet accurately
10. Build bar graph by Highlighting from B2 to 7D
11. Go to Toolbar, Insert, Chart
12. Click on Column, Click Next, Next
13. Title Chart -"Pizza Preference"
14. Label x and Y axis X-"Class" Y- "Number of Students Making Selection"
15. Click Next and Finish
16. Click and drag graph below chart/table
17. Make color, font size adjustments
18. Click on cell 2H and type name and hour
19. Save As and print

## 8<sup>th</sup> Grade

1. Collect Data and record on Word document and save as data
2. Open Excel: Go to Start, then Programs, then Microsoft Office, then Excel
3. Click Excel, opens spreadsheet
4. Click 1A and drag to highlight to 1E
5. Go to toolbar and click  to merge cells
6. Type title and adjust font size, color
7. Click 2A, Tab and to Cell 2B and label choice 1, Tab to 2C and label choice 2 and Tab to Cell 2D and label choice 3
8. Click on 3A and type Class 1, Click on cell and put cursor on the black square in the lower right corner of the cell, click and drag down to make classes 2-5
9. Go to word document and copy data only for choice 1
10. Go to spreadsheet and click on 3B and paste data
11. Go to word document and copy data only for choice 2
12. Go to spreadsheet and click on 3C and paste data
13. Go to word document and copy data only for choice 3
14. Go to spreadsheet and click on 3D and paste data
15. Click on 8A and Type Mean
16. Click 8B and go toolbar -fx- and click "ok" average
17. Click 8B and drag lower right corner and drag to 8D to get averages/mean
18. Build bar graph by Highlighting from B2 to 7D
19. Go to Toolbar, Insert, Chart
20. Click on Column, Click Next, Next
21. Title Chart -"Pizza Preference"
22. Label x and Y axis X-"Class" Y- "Number of Students Making Selection"
23. Click Next and Finish
24. Click and drag graph below chart/table
25. Go to Toolbar, Insert, Chart
26. Double Click on Pie graph type
27. Click Next and Click Data Labels
28. Click percentage, Next, Finish
29. Click and Drag on Graph, move below bar graph
30. Adjust color and font size
31. Click on cell 2H and type name and hour
32. Save As and Print

## Appendix N      Plan at a Glance

### Annual Actions:

- 1.A.9      Provide opportunities for Unit Proposals (salary advancement per District contract aligned with PI34) that support Teacher goals related to ITL standards
- 1.A.10     Create a District-wide resource for teachers that contain tutorials, lesson plans, ITL standards, etc.
- 1.A.11     Communicate the role of the Teacher-Teacher Librarian as a liaison in the integration of technology within a content area and in the school they serve
- 2.A.4      Provide examples of project based learning that embed Wisconsin State Information Literacy and Technology Standards
- 2.A.5      Maximize District resources to share tasks and templates
- 2.A.6      Provide tiered or differentiated training for developing technology skills (i.e., through online tutorials, pod casts, etc.)
- 3.A.2      \*Continue to fund elementary leased computers
- 3.A.3      \*Continue to fund secondary leased computers
- 3.A.4      Establish as a priority to assess computer usage and define need for wireless computer carts. This will be done in the context of monetary priorities being established with current funding.
- 3.A.7      Update/Upgrade Premier Assistive technology
- 3.A.9      Add two Smartboards at each elementary school, and three per secondary school per year
- 3.A.10     Continue to support and expand Skype
- 3.B.3      Research and review proposals
- 3.B.4      Pilot approved proposals
- 3.B.5      Report out on progress on pilot initiatives to Emerging Technology Committee and disseminate this information throughout the District
- 1.A.3      Include ITL standards in school improvement goal setting process and professional evaluation
- 1.A.6      Further incorporate ITL standards into content area lessons. Specifically, grades 9-12 will be a focus while we maintain K-12 support
- 1.A.7      Write individual Teacher goals to include at least one technology goal related to the ITL standards
- 1.A.8      Incorporate professional learning goals within the evaluation process
- 2.A.1      Provide collaborative K-12 professional development time for grade level and department teams to develop model lessons and assessments that integrate ITL standards (UNIT Proposal Work)

## **2008-2009 Actions**

- 1.A.12 Expand and develop K-8 technology rubrics for high schools (Use model developed for K-6 grades)
- 2.A.3 Provide opportunities for differentiated professional development during District in-service time and new Teacher orientation
- 3.A.1 Assess current usage of computers
- 2.A.7 Develop a page on the Intranet and/or District website that lists all software purchased by the District and offers links to tutorials, online expert sites, and institutions that offer classes
- 3.A.6 Provide online subscriptions for entire District, Encyclopedia, Nettekker , United Streaming
- 3.A.8 Update Alexandria software to include the text book tracker module
- 3.A.12 Add 25 Marratech licenses
- 3.B.1 Committee researches data that supports the use of emerging technologies and makes recommendations to an administrative oversight committee.
- 3.B.2 Investigate filtering options to support instruction (including options like Moodle and Movable Type)
- 3.C.1 Upgrade transport layer to ISP to 30 meg
- 3.C.2 Upgrade service from ISP to support 30 meg transport
- 3.C.4 Purchase replacement server hardware necessary to maintain current services
- 3.C.5 Purchase software to virtualization servers
- 3.C.6 Purchase EMC hardware necessary to expand disk space
- 3.C.3 Purchase updated web filtering software
- 3.C.5 Purchase file backup software
- 1.A.1 Present ITL standards to management team
- 1.A.2 Present ITL standards at Building Leadership Team Meeting (BLT)
- 1.A.4 Inform staff of the grade level breakdown of the K-12 standards
- 1.A.14 Present best practice learning models (Super 3, Big 6)
- 2.A.2 Implement a mentor program pairing less-experienced technology users with more-experienced technology users
- 4.A.1 District and Administration Building Administrators will work with parents/community members to determine what technology classes are desired
- 4.A.3 Continue parent portal
- 4.B.1 Determine a minimal level of technology proficiency for all staff positions (Administrators, Teachers, Secretarial Staff, Support Staff, Custodial Staff, etc.)

## **2009-2010 Actions:**

- 3.A.5 Investigate and determine the feasibility of implementing Project Lead The Way
- 3.C.9 Purchase EMC Clarion SAN hardware necessary to expand disc space
- 4.A.2 District Team to determine online modules/tutorials for community

## **2010-2011**

- 1.A.5 Present the ITL standards to the staff
- 1.A.13 Create student portfolios

## **Appendix O      Policy at a Glance**

### **Acceptable Use Policy**

The District uses independently-supplied facilities to identify and block Internet content that is inconsistent with the educational and professional development goals of the District. We will block access from within our networks to all such sites that we know of or that our facilities identify. To be clear, these facilities endeavor to block use of the network to create, view, send, receive, store, display, or print text or graphics which may reasonably be construed to be obscene, disruptive, or harmful to the educational or working environment, but we acknowledge that no blocking or filtering mechanism is capable of blocking all inappropriate content all of the time. Offensive, disruptive, or harmful data include, but are not limited to any messages or files, or data, which contain the following:

- Pornographic or erotic images,
- Sexual implications,
- Racial slurs,
- Derogatory gender-specific comments,
- Information or instructions designed to cause physical harm to another person,
- Comments that offensively address a person's age, sexual orientation, religious beliefs, political beliefs, national origin, or disability,
- Any comment which in any way defames, slanders, or libels another person,
- Any comment intended to frighten, intimidate, threaten, abuse, annoy, or harass another person,
- Those data or activities which invade the privacy of another person

### **Copyright Policy**

Copyrighted materials may be duplicated only with the prior written permission of the copyright holder, or when the duplication constitutes a "fair use" of the materials as defined by law. No school equipment or materials shall be used by school employees, students or others for illegal copying or usage. Those violating the copyright laws shall be liable for their own actions.

### **Interlibrary Loan Policy**

Any type of material may be requested on loan from any other school library media center. The decision to loan materials is at the discretion of the lending, library media specialist.

The school library will ordinarily not loan the following:

Books in current and recurring demand that have extensive holds and waiting lists.

- Reference materials.
- Materials on reserve for group or class use.

Borrowers:

- Borrowing school library media centers and patrons of those centers should make every effort to exhaust their own resources before requesting from another library.
- Borrowing school library media centers and patrons will make every effort to return materials promptly.

Lending libraries:

- The decision to loan material is at the discretion of the library media specialist. The library will be as generous as possible with due consideration to the interests of its primary clientele.
- The library is not expected to process subject requests.
- The library will process requests promptly.

# Special Needs Policy

Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities or other special needs who are educated in regular classes.

## Materials Selection Policy

### General Selection Criteria

1. Materials are selected on the basis of an identified need for the materials and their relationship to the curriculum.
2. Materials are evaluated for their general suitability to the experiences, interests, and abilities of those who will use them.
3. Materials are evaluated for their aesthetic, literary, and social value, and reflect sensitivity to the achievements, experiences, and rights of different cultures and other groups.
4. Materials are selected for their strengths and/or significance. Materials are judged on the whole, rather than on specific parts.

## Materials Reconsideration Policy

When citizens have concerns about particular instructional or library media materials, these concerns should be presented to the building principal in accordance with established procedures. If a citizen is not satisfied with the administrative decision regarding the instructional or library media materials in question, he/she may submit the concern to the Board for consideration.

## Library Media Center Policy

Library media centers shall exist in the District to promote the intellectual, cultural and social development of the student body and to enrich and support the educational programs of the schools.

The purpose of the library media program is to ensure that students and staff are effective users of ideas and information. This is accomplished by providing a current diverse collection of print and no print materials, computer software, online resources, and electronic databases through collaboration of the library media specialist with classroom teachers.

Teacher Librarians shall be responsible for maintaining a comprehensive collection of print and no print such as books, reference materials, periodicals, newspapers, audio and visual materials, broadcast television programs, computer software, Internet resources, online databases, maps and globes, multimedia kits, and other learning resources in accordance with established policy and procedures.

The collection shall support and expand the curriculum, reflect and support diverse individual interests and needs in an accurate and unbiased way, increase literacy for all, and promote life-long learning.

Well planned technological solutions and access points are essential for effective use of information and other library services by all children. Library Media Centers will work to integrate assistive technology into their facilities and services to meet the needs of students with a broad range of disabilities, including learning, mobility, sensory, and developmental disabilities.

Each school library media center, regardless of student population, shall be supplied with basic resources which are updated regularly.

# Network Diagram

