

School District of  
West Allis West Milwaukee, et al.  
Information (Library Media) &  
Technology Literacy Plan  
June 2005- July 2008

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Superintendent

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# Executive Summary

The purpose of the technology plan is to serve as a guide for integrating information (library media) and technology into the heart of the District's mission to provide 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.

The Department of Public Instruction requires that all Wisconsin School Districts submit a three-year, board approved technology plan to the DPI for certification. Plan certification is required for receiving funding from E-Rate, NCLB, and to apply for Ed Tech competitive grant funds.

Thirty-six District stakeholders participated in the planning process. The first part of the plan gives a summary of the current status of information and technology in the District (pg. 1-18). There are four major areas that make up the implementation action plans and themes under each of the main categories (pg. 19-32):

- Educator Proficiency
- Effective Teaching & Learning Practices
  - Curriculum
  - Software
- Access to Information & Learning Tools
  - Technology Resources
  - Information Resources
  - Connectivity
- Support Systems & Leadership
  - Assessment
  - Administrative Processes
  - Communication

The following goals and measurable objectives were developed for each section.

## **Educator Proficiency:**

**Goal 1:** 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% of educators will be proficient in District information technology proficiency standards for educators.

## **Effective Teaching & Learning Practices:**

**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% of 8<sup>th</sup> Graders will be proficient in the Wisconsin Information and Technology Literacy standards.
- By June 2008, 85% of educators will be proficient in District proficiency standards for educators.

### **Access to Information & Learning Tools**

**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.

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

A budget summary outlining anticipated costs and funding sources for the action plans is included on pg. 33.

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# 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. On-going 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

It is our hope that information (library media) technology can be used to support the teaching and learning process so that all can be participants in a digital, knowledge-based, global society.

In order to reach the vision the District will:

- Develop a combined information (library media) technology plan that will be accepted and effectively used by students, teachers, and parents.
- Provide equitable access to the resources needed to support the teaching and learning process.
- Provide professional development so that all teachers are comfortable using information (library media) and technology to support the District's curriculum in order to improve student achievement and prepare them for the 21<sup>st</sup> Century.
- Use technology to facilitate better communication between the school(s), students, parents and the community.

## 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 12 elementary schools, 2 middle schools and 2 high schools. Three additional buildings include an alternative school, 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
8,827	83.1%	5.5%	7.2%	2.7%	1.5%	28.2%

*\*2003-2004 District 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). Fiber optics was added among all of the buildings and all T1 lines that had previously been connecting the buildings for the transfer of voice, video, and data traffic were eliminated.

Currently, the District is working on standardizing to a PC platform and 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 is also working on a process to standardize educational software across the district and choosing a new student management system to purchase.

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

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

The district currently uses Alexandria for its circulation system. This was installed in 1998.

The role of the Library Media Specialist has evolved with the evolution of technology. The Library Media Specialists are an integral part of the instructional program as national and state standards advocate. In the late '80s and early '90s, Library Media Specialists worked as technology integrators within their districts. With the change of leadership, the librarians were taken out of the integration role and an attempt was made at centralizing technology. Most recently, library media specialists 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.

In 2004, Library Media Specialists did a presentation on the importance of strong library media programs for the Superintendent and administrators. A copy of the presentation is included in Appendix A.

## **Planning Process**

The School District has hired The Stephens Group LLC, an educational consulting company that specializes in information and technology integration to assist the District with the process of creating a combined Information Technology Plan.

### Needs Assessment

In March 2005, the District conducted a survey of the students and the staff as part of a District-wide needs assessment used in creating the plan. 64% of the teachers took the teacher survey and 30% of the students took the student survey. The teacher survey was the same survey used in the previous plan. The student survey was developed by The Stephens Group LLC and aligns to the Wisconsin Information Technology Literacy Standards. Separate surveys were developed for students grades 3-6, grades 7-8 and 9-12.

- A copy of Teacher Survey Questions is included in Appendix B.
- A copy of the student surveys is included in Appendix C.

### Information Technology Literacy Planning Committee

A committee made up of school board members, district administrators, principals, teachers, library media specialists, students, parents and community members was formed by the Superintendent.

Committee meetings were facilitated by consultants from The Stephens Group. Committee members:

- Reviewed the status of the current technology plan
- Formed the vision and mission statement for the plan
- Analyzed needs assessment data
- Participated in Plugging-In Needs Assessment to set goals for the plan
- Created Action Plans around identified needs

Committee members were also provided with research to review to assist them in the planning process.

Research reviewed included:

- AASL, Your School Library Media Program and No Child Left Behind, 2004.- This research gives a summary of studies to show that strong library media programs improve student achievement.
- NCREL, Plugging-In Choosing and Using Educational Technology, 1995.- This research was used in determining the District vision for information (library media) and technology. It defines characteristics of a high performing technology and engaged learning school District.
- Wisconsin DPI Educational Information & Technology Plan, 2003.- Stakeholders reviewed information in this document to better understand effective practices in the four action planning areas of Educator Proficiency, Effective Teaching & Learning Practices, Access to Information & Technology Tools, and Support Systems & Leadership.

Committee Meeting Agendas, Handouts and Minutes were posted on the District web site so that all stakeholders could access information about the planning process.

### Policies

Library Media Specialists wrote an Interlibrary Loan Policy in coordination with instructional services. A Special Needs Policy was written in coordination with Instructional Services and Pupil Services.

### Approval Process

Consultants from the Stephens Group worked with District leaders to write a draft of the plan using the information from the committee meetings. A draft of the plan was posted on this web site for stakeholders to review and from which to give feedback.

The plan was sent to the School Board for approval in May and then sent to DPI for certification in June.

## **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 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.*
- **Hartland Business Systems** *A local technological consultant that has helped support the District network with high-end difficulties.*
- **Hcap Strategies** *Donated computers, printers and other computer equipment which were used to replace older hardware in the District.*
- **School District of West Allis West Milwaukee Recreation Department** *Offers classes on technology for the community.*
- **Schwartz Pharma Foundation** *Donated computers and printers which were added to some of the District's smaller lab settings.*
- **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.
- **The 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 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. In addition, District IT staff assist the Public Library with technical support of their equipment.
- **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 of Current Technology Plan (2000-2005)

**Technology Goal 1:** To ensure that various technologies are used effectively and appropriately to improve learning.

#### **Current Status:**

The District is in the process of centralizing purchases to fund District priorities. In the past, purchasing decisions for technology were site based.

Some content areas have technology benchmarks integrated into the curriculum. The District is working on developing the K-6 technology benchmarks and integrating these benchmarks into curricular areas. The K-6 Technology Literacy Curriculum has been reinstated and is taught through the IMC Directors.

The District has purchased site licenses for instructional software such as Kidspiration and Inspiration. The District has purchased some technology tools that supplement text book adoptions. Each site has a plethora of software programs that have been purchased at the local sites to support departmental needs.

The District provides professional development opportunities through the Sally Ride Summer Academies. Pinnacle and voluntary email training has been provided at each site. The District has provided financial support for staff to attend technology classes outside of the District.

**Technology Goal 2:** To use technology to increase efficiency, access information and enhance communication between and among staff, students, parents and the community.

#### **Current Status:**

The District has a web site available at <http://www.wawm.k12.wi.us>, which includes links to each of the schools and staff contact information. It is used to share information with staff, parents, and the community. The District is in the process of identifying web masters at each school. A District calendar that will be shared on the District web site is being created.

The District has put in place an infrastructure that can support management and communication systems that can be used to improve efficiency, access information and enhance communication between and among staff, students, parents and the community.

The next step the District is working on is to continually phase in equipment across the District to better utilize the infrastructure's capabilities.

The staff at the secondary level is using email to communicate on a regular basis. At the elementary level usage varies. Students have access to email with the exception of Pershing Elementary, where their computer can't access the Internet. Teachers are very interested in expanding the use of email to facilitate parent/school connections.

The Internet is available at every building. It is used in classrooms and designated labs. Some teachers are including the use of the Internet in their lessons. Classes utilize the computer labs to do research.

The District is in the process of choosing a new student management system to implement District wide.

Students and staff at the middle and high school have personal folders on the network.

The District has the capability to do grades electronically.

**Technology Goal 3:** To provide access to technology in a fair, equitable and consistent manner.

**Current Status:**

The District has an infrastructure in place that provides Internet access to every school.

Because purchases for technology have been primarily site-based, each school has its own inventory of hardware and software. Each school has at least one computer lab which is used to support the IMC curriculum. The District is working on deploying more equipment to the schools.

**Technology Goal 5:** To maintain and update hardware and software to ensure the viability of the network and take advantage of current technology.

**Current Status:**

The District has been wired with fiber optic cabling. The District has moved from Novell to Microsoft platform. Network switches and routers have been replaced. The existing infrastructure has been upgraded in the summer of 2004. Improved cabling at Hale and Central high schools has been completed. At least half of the elementary schools have been rewired. Lab access points have been created in every elementary school.

The Manager of Technology Services is currently working on a plan for maintaining and upgrading the current network. By fall 2005, two computer technicians will be Microsoft certified in the use of the Microsoft Office suite.

Software upgrades have not been standardized across the District due to site based history of decision making. The District is has been working on establishing a process for standardizing software and hardware across the District to improve support capabilities and ensure consistent, equitable opportunities to learn through discussions and meetings with technology, curriculum and IMC personnel.

The elementary schools student computers and software are in the process of being updated with a projected completion date of April 2005.

**Technology Goal 6:** To establish and consistently enforce policies and guidelines related to the use, maintenance, acquisition and planned obsolescence of technology.

**Current Status:**

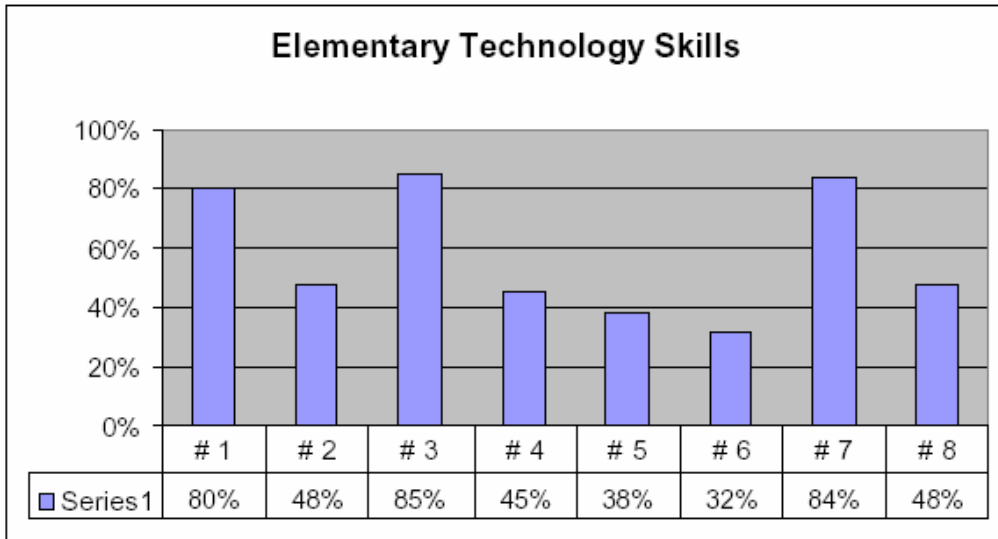
The District has established a District Help Desk to provide support to end-users, monitor support requests, and identify areas of need.

The District maintains accurate hardware inventories to help in the development of a plan for maintenance, repair, and replacement.

The District has board approved Acceptable Use Policies for students and staff which are posted on the District web site at [http://www.wawm.k12.wi.us/Policies/Technology\\_Policies.htm](http://www.wawm.k12.wi.us/Policies/Technology_Policies.htm) .

### Analysis of Student Proficiency

The following charts show student proficiency on information and technology skills for each level based on data from a District needs assessment administered in March 2005. These skills are aligned to the Wisconsin Information and Technology Literacy Standards.



1= I can save and open information on a disk, hard drive, my documents or the network

2= I can use the keyboard to type assignments on the computer with two hands without looking at my fingers

3= I know how to do things in a word processing program such as show to spell check, bold, underline, change fonts and colors, and cut and paste

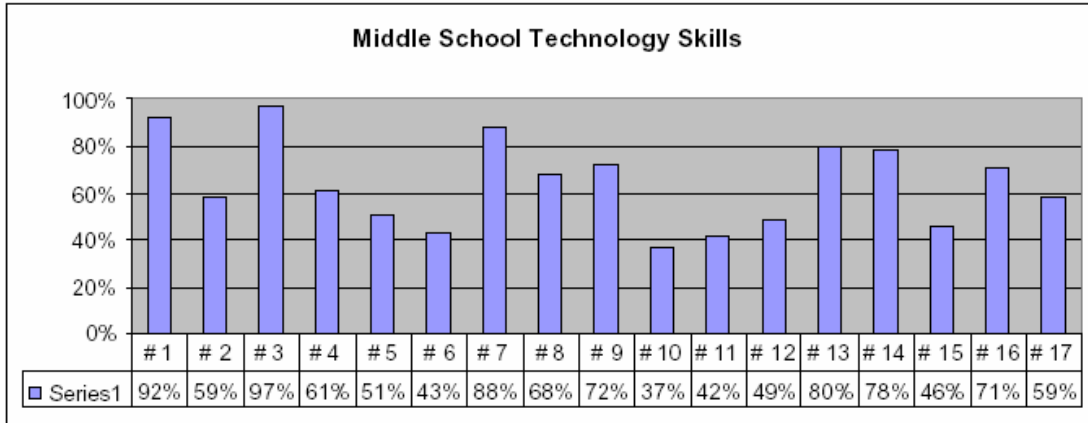
4= I know how to import pictures into a word processing document

5= I can use a database to store, locate and edit data

6= I know how to enter data on a spreadsheet and produce a graph or chart

7= I use things such as online catalogs, encyclopedias, CDs or the Internet to find information

8= I know how to use multimedia software such as PowerPoint, Kid Pix slide shows to create projects in school



1= I can save and open information on a disk, hard drive, my documents or the network

2= I can use the keyboard to type assignments on the computer with two hands without looking at my fingers

3= I know how to do things in a word processing program such as spell check, bold, underline, change fonts and colors, and cut and paste

4= I know how to import pictures into a word processing document

5= I can use a database to store, locate and edit data

6= I know how to enter data on a spreadsheet and produce a graph or chart

7= I use things such as online catalogs, encyclopedias, CDs or the Internet to find information

8= I know how to use multimedia software such as PowerPoint, and Kid Pix slide shows to create projects in school

9= I use word processing and desktop publishing to complete assignments in school

10= I use the computer to help me organize my ideas through programs such as Inspiration

11= I use programs such as PowerPoint, HyperStudio or Kid Pix to create presentations on things we are studying in school

12= I use search strategies, such as using Boolean operators ("and", "not") to help me find things on the Internet

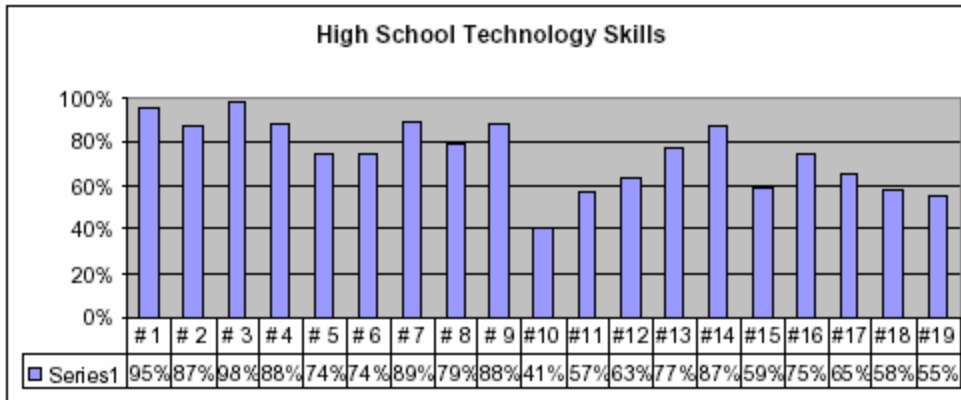
13= I evaluate the truth of information I find on the Internet

14= I know how to cite sources, and I follow copyright rules

15= I use things such as probes, graphing calculators, computer simulations and online tools to conduct experiments and do research

16= I use technology to help me solve complex problems

17= I use telecommunications and online resources to communicate with experts and others outside the school



1= I can save and open information on a disk, hard drive, my documents or the network

2= I can use the keyboard to type assignments on the computer with two hands without looking at my fingers

3= I know how to do things in a word processing program such show to spell check, bold, underline, change fonts and colors, cut and paste

4= I know hoe to import pictures into a word processing document

5= I can use a database to store, locate and edit data

6= I know how to enter data on a spreadsheet and produce a graph or chart

7= I use things such as online catalogs, encyclopedias, CDs or the Internet to find information

8= I know how to use multimedia software such as PowerPoint, Kid Pix slide shows to create projects in school

9= I use word processing and desktop publishing to complete assignments in school

10= I use the computer to help me organize my ideas through programs such as Inspiration

11= I use programs such as PowerPoint, or HyperStudio to create presentations on things we are studying in school

12= I use search strategies, such as using Boolean operators (“and”, “not”) to help me find things on the Internet

13= I evaluate the truth of information I find on the Internet

14= I know how to cite sources and I follow copyright rules

15= I use things such as probes, graphing calculators, computer simulations and online tools to conduct experiments and do research

16= I use technology to help me solve complex problems

17= I use telecommunications and online resource to communicate with experts and others outside the school

18= I use technology to gather and organize statistical or survey data

19= I assess the effective the effectiveness of a production or presentation by judging the delivery, pacing, focus, and technical quality of a presentation

## **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 will be purchasing NWEA MAPS program to help staff identify learning needs.

## **Adult Literacy Opportunities**

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

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

## **Analysis of Educator Proficiency**

The following chart shows a rank ordered list of teacher proficiency skills based on the District needs assessment administered in March of 2005.

Skill Area	% proficient
Keyboarding Skills	95%
Word Processing	91%
General Computer Skills	74%
Internet Browser	74%
Email	73%
Graphics	52%
Troubleshooting	45%
File Management	43%
Video Technology	29%
Advanced Calculator Skills	27%
Spreadsheet	22%
Presentation	19%
Database	18%
Sound and Music	11%
Web Page Development	8%

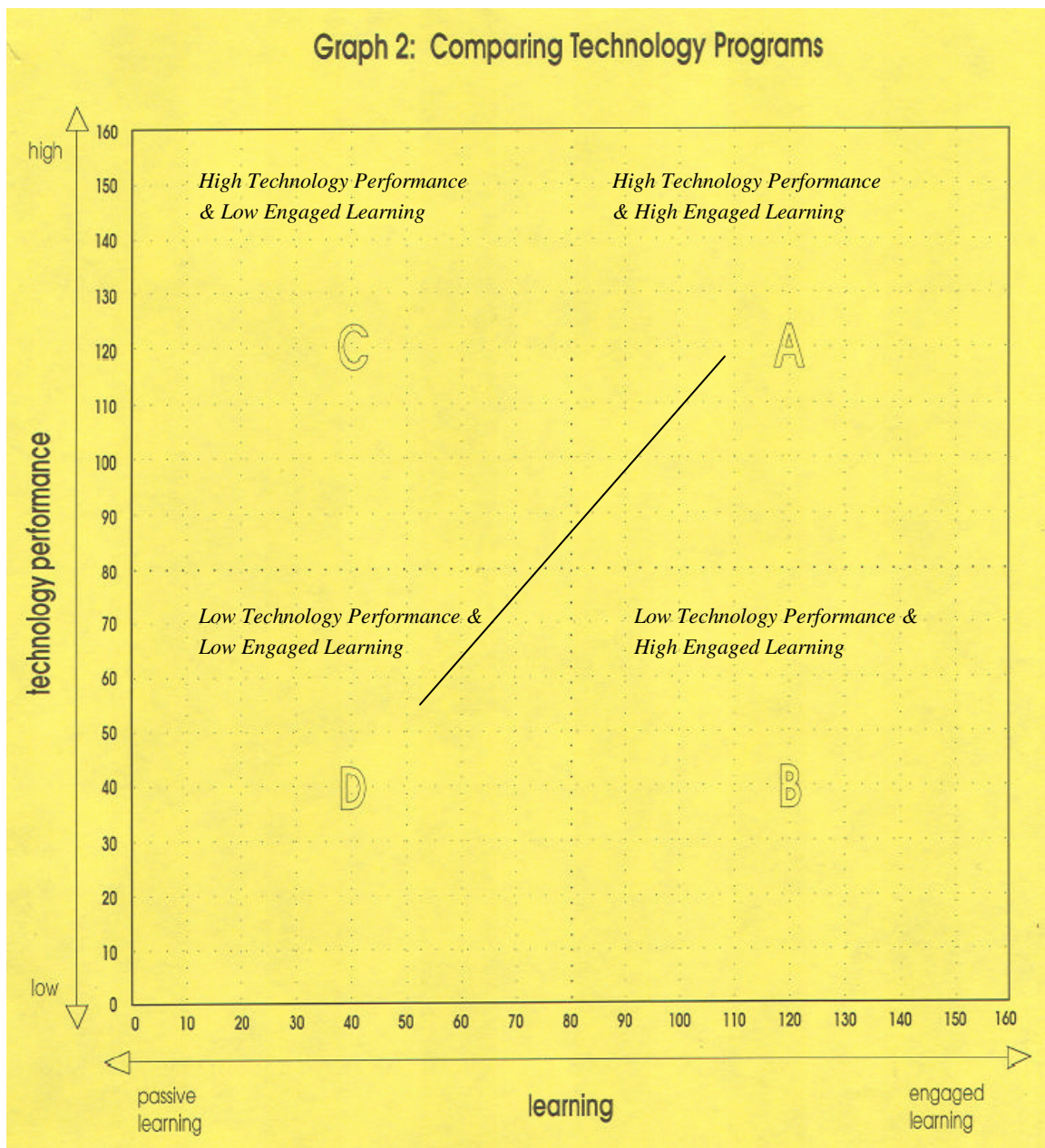
Data indicated a range of teacher proficiency levels on the following topics: Educational Software Knowledge, Technology Integration, Instructional Planning, Assessment, Ethical Use of Computers, and Organizational Skills. The majority of teachers were in Level 2. In this level

educators are beginning to explore integrating technology into the curriculum to support teaching and learning.

## Analysis of Effective Teaching & Learning Practices

Gap analysis completed by the Information Technology Planning Committee shows that the committee envisions the District moving from Low Technology Performance & Low Engaged Learning to High Technology Performance & High Engaged Learning.

High Technology Performance & High Engaged Learning means that students are engaged in meaningful learning and collaboration involving challenging and real-life tasks and technology is used as a tool for learning, communication, and collaboration.



*NCREL, Plugging-In Choosing and Using Educational Technology, 1995.*

The Library Media Specialists have developed Grade Level Benchmarks for the Information Technology Literacy Standards included in Appendix D. District level writing curriculum writing projects have been underway to develop local benchmarks K-6. Keyboarding and information technology is currently taught through the library media specialists at the elementary schools for approximately an hour a week and through a Business Education Instructor at the middle schools.

In the past, each site purchased its own software. As a result, 479 software applications are currently being used in the District. The IT Dept. and Instructional Services cannot adequately support or assist educators in effectively integrating all of these applications into the curriculum.

## **Analysis of Access to Information and Technology Resources**

### **Network Infrastructure:**

The District has a fiber optic network connecting nineteen (19) 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 which means that with a computer upgrade to include 10/100/1000 network cards, there will be 1 gigabit data transmission to each computer. This technology is leading edge. Most networks only have 10/100 switches and network cards which only allows 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 Cabling Notes of the Old Configuration vs. the New Configuration is included in Appendix H. A copy of the Final Nortel Network Design is included in Appendix I.

The district uses Cyber Patrol to filter Internet content.

### **Bandwidth:**

The bandwidth capacity is beyond 1 Terabit or 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 in-ground four strands single-mode fiber, 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 Norstar.

### **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. This will help save the district a considerable amount of money if WAWM decides to convert to Voice Over IP. (VoIP) technology in the future. WAWM will not be forced to replace all of the telephones in the district with VoIP telephones.

**Student Management System:**

The District currently uses Pearson School Systems CIMS as its student management system. Oasis is used for Special Education. Excelsior is used for the grading system.

The District is in the process of choosing a new system. Stakeholders in the District were asked to review different options and to give feedback on these programs as part of the decision-making process.

**Computers:**

An inventory of computers is included in Appendix E. Instructional computers have not been replaced in the last seven year. Currently, the district is in the process of negotiating a lease agreement to update computers in the elementary schools.

**Educational Software Inventory:**

An inventory of instructional software is included in Appendix F.

**Special Education Software Inventory:**

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

**Library Hardware:**

Each Library has its own Alexandria server with several Macintosh searching stations.

**Online Subscriptions:**

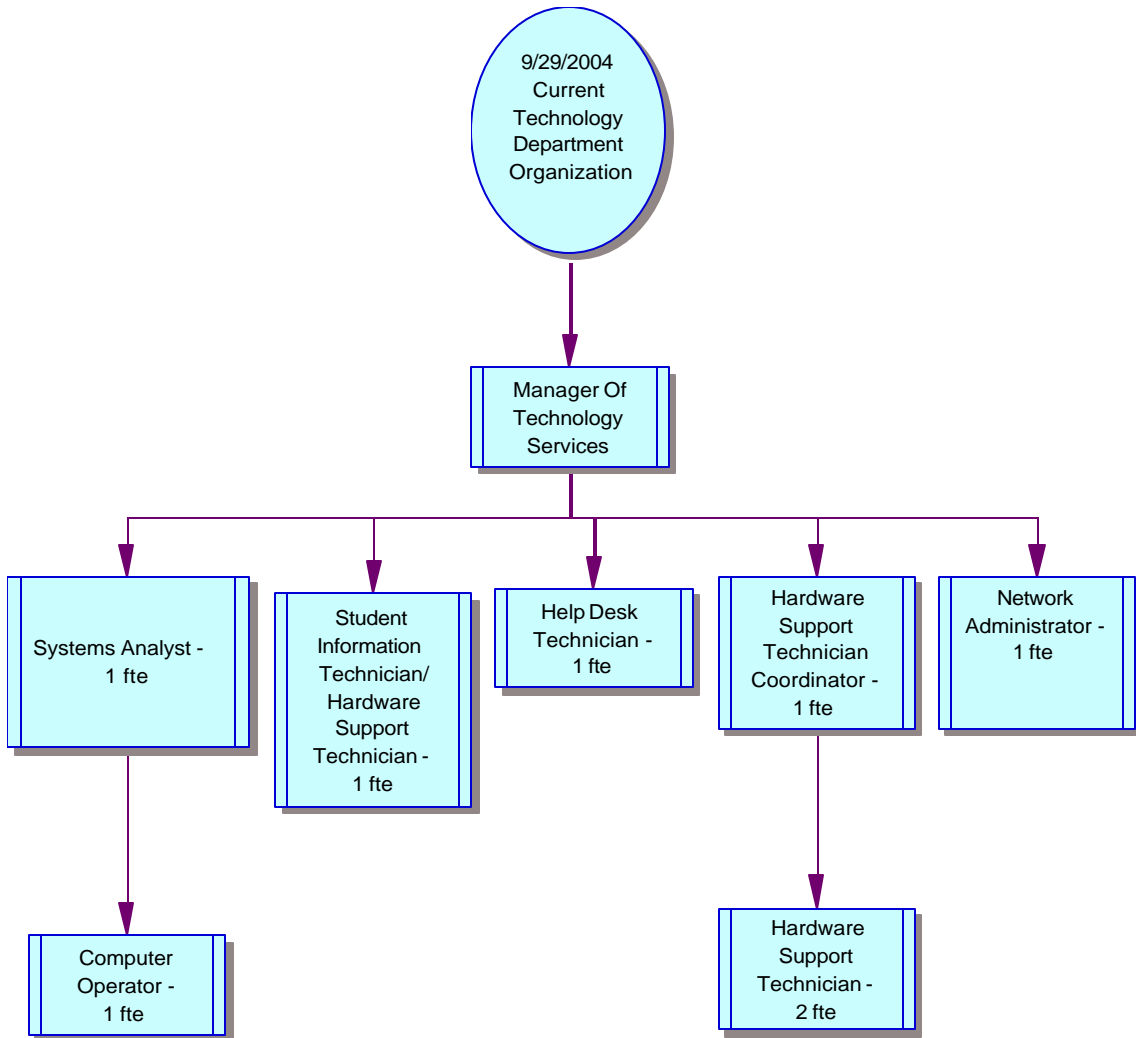
All of the schools have World Book online and Badgerlink.

**District Web Site:**

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

**Technical Support:**

The following chart shows the organization of the Technology Department.



The district has a Help Desk that can be accessed by either phone, email or the Internet. The District uses Blue Ocean’s Track-It software. The District plans to upgrade this system.

**Analysis of Support Systems & Leadership**

The District has not regularly done a needs assessment to track progress on the current plan in an ongoing basis. While, the District had a good sample in its Needs Assessment for this plan, district leaders would like a process in place that would measure the technology proficiency levels of 100% of the students and the staff on an annual basis.

Currently, the District shares information through district newsletters and the Internet. The District does not email parents information. The current student management system does not allow parents the capability of checking student grades or attendance online. The District would like to add this capability in the future.

# Implementation Action Plans

## Educator Proficiency Action Plan

**Needs:** District data shows that educator proficiency was in Level 2 in the areas of: Educational Software, Integration, Instructional Planning, Assessment, Ethical Use, and Organizational Skills. Data showed various levels of competency among educators.

**Goal 1:** 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% of educators will be proficient in District information technology proficiency standards for educators.

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Provide differentiated professional development <ul style="list-style-type: none"> <li>• Level I- Basic training in PC Platform</li> <li>• Level II- Training on functionality of established software</li> <li>• Level III- Integrate technology in the curriculum and built-in features of MS Office for differentiating instruction</li> </ul>	Teachers, Library Media Assessments, Administrators, and others as interested	Immediate and ongoing	Time and funding for training the trainers, additional funding for supplemental contract or stipends for trainers, staff development time for mentors to work with staff, supporting curriculum	Trainers fully trained, Teacher pre/post evaluations

<b>Action:</b>	<b>People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
Provide professional collaboration time to work in small groups that focus on integrating information and technology into curriculum goals	Teachers can be utilized to teach groups, Teacher Librarians, Administrators	At least twice a quarter	Substitutes, Administrative Support, Funding for release time (building funds and/or <u>District funds</u> )	Team learning logs
Study adding a K-12 instructional technology coordinator(s) to serve as a resource, to serve on curriculum writing teams, and to provide professional development	District Directors, Possibly School Board	Summer 2005	Background in instructional technology, time allocated for this position, funding to attend conferences (i.e. WEMA), professional development days, release time or stipends	Position established, funded, duties designated and incorporated into the school year
Provide staff development in use and options for assistive technology	Teacher Leader in Special Education	Ongoing	Time	Training occurred
Provide administrative training in Excel	IT Dept., Human Resources	2005-2007	Instructor	Implementation of Excel program

## Effective Teaching & Learning Practices Action Plan

### Effective Teaching & Learning Practices: Curriculum

**Needs:** Currently information and technology standards are not formally integrated into the curriculum.

**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.

**Objective:** By June 2008, 100% of 8<sup>th</sup> Graders will be proficient in the Wisconsin Information and Technology Literacy standards.

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
In each content area benchmarks aligned to the Wisconsin Information and Technology Literacy Standards will be developed in integrating technology to promote inquiry based learning	Teachers within content areas, Library Media Specialists	Fall 2005	Time, Professional Development	Articulated and implemented curriculum
Focus elementary, middle and high school instruction on accessing and applying information and technology literacy to problem solve	Director of Instruction, Manager of Technology Services, Library Media Specialists	Annually	Time, Leadership, Professional Development	Benchmarks that have been reached at each level
Provide instruction on information technology skills	District Level Administration, IMC Directors in coordination with teacher leaders. Library Media Specialists	2007	Time, Leadership, Professional Development opportunities to use trainer-of-trainers model	All IMC Directors, Technology Specialist, and teacher leaders teach information technology skills

## Effective Teaching & Learning Practices: Software Procurement

**Needs:** In the past, each site purchased its own software. As a result the District has acquired 479 different software applications. The IT Dept. and Instructional Services cannot adequately support and assist educators in effectively integrating all of these applications into the curriculum.

**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.

**Objective:** By June 2008, 85% of educators will be proficient in District proficiency standards for educators.

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Standardize & install basic productivity software packages <ul style="list-style-type: none"> <li>MS Office, Inspiration/ Kidspiration, keyboarding and Kid Pix</li> <li>District leaders will inform staff of standardization process</li> <li>Identify by building/department committee (2 teachers per building and department chairs) what is needed for curricular software (prioritize for installation)</li> <li>Develop an evaluation plan for standardization of software that supports the curriculum</li> </ul>	IT Dept.	2005-2006 School Year	Funding, Time	Staff trained, Students using these software programs
	Director of Instruction, Manager of Technology Services, Library Media Specialists	2006-2007 School Year	Time during building staff meetings	New policy communicated
	Committee of Elementary Teachers, Committee of Secondary Teachers, Pupil Services, Library Media Specialists, Assistive Technology Committee, EEN Teachers	May 2005- January 2006	Time	Committee established
	Director of Instruction, Manager of Technology Services, Teacher Committee, Pupil Services, Assistive Technology Committee	Fall 2005	Funding, Time  Time	Evaluation plan completed

<b>Action:</b>	<b>People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
<ul style="list-style-type: none"> <li>Determine what other software should be added</li> <li>District will install software on the network</li> </ul>	Director of Instruction, Technology and Teacher Committee, Pupil Services, Assistive Technology Committee  IT Dept.	Ongoing  2007-2008 School Year	Time  Funding, Time	Software acquisition plan in place  Software installed
Standardize keyboarding program and install on the network	Director of Instruction, Manager of Technology Services, Library Media Specialists for elementary program	Fall 2005	Time, Training	District typing program available on the network
Provide professional development on educational software	District Trainers, IT Department, Building Level Trainers, Assistive Technology Committee	Ongoing	Building and District Level Trainers, Time, Funding	Staff and student proficiency levels increase
Maintain a central inventory of all educational software	IT Dept., Instructional Services, Assistive Technology Committee, Library Media Specialists	Ongoing	Time	Signed agreement in place

## Access to Information Resources & Learning Tools Action Plan

### Access to Information Resources & Learning Tools: Technology Resources

**Need:** In the past, each site made technology purchasing decisions. As a result, inequalities in access to equipment exist.

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

**Objective:** By June 2008, all students and staff will have access to an updated computer lab and teacher workstations.

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Determine the optimum number of computers the District can support and the optimum number for student learning	Technology Department, Superintendent, Director of Instruction, Business Manager	2005-2006 School year	Time	Report on optimum number of computers and gaps for effective learning. Plan for narrowing the gap.
Centralize all technology funding and communicate change to all stakeholder groups	Business Manager, Building Principals	Ongoing	Time	Centralized funding, New process communicated to all stakeholders
Lease 735 computers for the elementary schools <ul style="list-style-type: none"> <li>• Fixed lab of 31 computers in every elementary school</li> <li>• Teacher &amp; Office Computers</li> <li>• Purchase mobile carts for Longfellow and Madison</li> </ul>	IT Dept., Instructional Services	2005-2006 School Year	Funding, Board Approval	Computers distributed into buildings

<b>Action:</b>	<b>People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
Investigate purchasing mobile labs and identify possible funding sources for elementary schools and share results with principals	Business Office, Technology Department, Instructional Services	2005-2006 School Year	Time	Report completed and distributed to principals
Pilot palm pilots in target classrooms for administrative purposes (i.e. Phy. Ed, Special Education, Assessment, Attendance etc.)	Instructional Services, IT Dept.	2006-2007 School Year	Time, Target classrooms, funding for hardware	Report on pilot project
Provide training for elementary staff on PC Platform	IT Dept., Instructional Services	2005-2006 School Year	Time, Certified trainers, Funding	Training provided
Certify staff in MS Office	IT Dept., Instructional Services	2005-2006 School Year	Web based training	Staff certified in MS Office
Research hardware inventories/needs at secondary schools	IT Dept., Building Principals	2005-2006 School Year	Time	Report of hardware needs completed
Make recommendation for replacement plan for secondary schools	IT Dept., Building Principals, Directors	2006-2007 School Year	Time	Recommendations published and shared
Begin implementation plan at secondary schools	IT Dept.	2006-2007 School Year	Time, Funding, Board Approval	Computers distributed into buildings
Do a yearly analysis of replacement needs	IT Dept.	Annually	Time	Report
Define minimum standards for hardware for special education classrooms and deploy needed hardware	IT Dept., Assistive Technology Committee	2005-2006	Time, Funding	Special Education classrooms have appropriate access

## Access to Information Resources & Learning Tools: Information Resources

**Need:** More district-wide online subscriptions are needed.

**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, 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.

<b>Action:</b>	<b>People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
Purchase online subscriptions and databases	Library Media Directors and Teacher Grade Level Leaders and Chairpersons on Textbook Committees will choose subscriptions, IT Dept. will be consulted about system requirements	Ongoing	Funding, Training of students and staff	Databases accessed by students and staff and information used in writing and projects
Study existing circulation software and vision for increasing student access to collections in the District	Library Media Specialists	2005-2006 School Year	Time	Study completed
Conduct site visits of other sites with various types of circulation software and begin to work on a proposal for a new circulation software	Library Media Specialists, IT Dept., Administrators	2006-2007 School Year	Time	Site visits completed
Present proposal for a new circulation system	Library Media Specialists, IT Dept., Administrators	2007-2008 School Year	Time	Proposal presented to the school board

## Access to Information Resources & Learning Tools: Connectivity

**Need:** Consistent utilization and access to the Internet is needed.

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

**Objective:** By Fall 2005, 5MB Internet service will be provided at all of the sites through the District ISP.

<b>Action:</b>	<b>People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
Pilot wireless capabilities at some sites	IT Dept.	2007-2008 School Year	Funding from Building Budgets, IT Staffing	Access map at each building
Pilot voice over IP	IT Dept.	2007-2008 School Year	Funding, Time	Pilot occurs
Install wireless managed switch	IT Dept.	2007-2008 School Year	Funding, Time	Switch installed
Expand current positions to include a web based help desk	IT. Dept.	Winter 2006	Funding, Time	Help desk available on the web and easily found

## Support Systems & Leadership Action Plan

### Support Systems & Leadership: Assessment

**Need:** Baseline data was collected through an online survey. 64% of teachers took the survey and 30% of students took the survey.

**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% of high school graduates will demonstrate proficiency in the Wisconsin Information and Technology Literacy standards by 12<sup>th</sup> grade.
- By June 2008, 100% of educators will be proficient in District proficiency standards for educators.
- By June 2012, 100% of administrators will be proficient in District proficiency standards for administrators.

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
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	2005-2006 School Year	Time	Minimum proficiency levels established
Collect and analyze baseline survey information regarding the proficiency of all staff and students in technology	IT Dept., Instructional Services, Technology Trainers, Integrators	Spring 2006	Time	Data collected and analyzed
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, Representative Teachers, Secretarial, and other Support Staff	2006- Spring 2007	Time	District-wide model established

## Support Systems & Leadership Action Plan: Administrative Processes

**Need:** Currently the District has very little technological support for data analysis. Some of the electronic grading systems have resulted in more paper generation. No one scored themselves as an expert on using technology to support data on the District online assessment.

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

**Objective:** By June 2008, 100% of educators and administrators will use student data to help drive instructional practices.

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Install new student management system <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Grading</li> <li>• Scheduling</li> <li>• Parent Access</li> </ul>	IT Dept., Teachers, Administration, Guidance Department, Support Staff	September 2005	District Funding	Student management system implemented
Provide training on new student management system	IT Dept., Administration	Fall 2005	Time, Funding, Trainers	Staff is proficient at new student management system, Continuous improvement to student achievement, Parents, students, teachers and administrators are able to access data online
Purchase NWEA MAP testing program for diagnostic teaching & learning	IT Dept., Instructional Services, Administration	Fall 2005, Ongoing	Funding, Training, Pilot Groups	Instruction modified based on MAP results

<b>Action:</b>	<b>People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
Purchase Curriculum Builder to provide curriculum access and extend the teacher learning community	IT Dept., Instructional Services, Teachers, Administration	2006-2007 School Year	Funding, Training	Curriculum documents built and revised electronically, 100% of curriculum is accessible

<b>Action:</b>	<b>People Responsible:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>
Analyze data to drive instructional decisions	Administrators, Teachers	Ongoing	Time to collaborate, MAP Testing Results	Changes in instruction are based on data, Continuous improvement of student achievement

## Support Systems & Leadership: Communication

**Need:** The District needs a system for sharing current information among all stakeholder groups.

**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 2008, 100% of buildings will have an updated web page.
- By June 2008, information will be shared electronically with administrators, parents, staff and students

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
Identify individuals to update web site, to update content, to keep information current on the web site	Administrators, Teachers, Students	2005-Spring 2007, Ongoing	Software, Training, Funding, Class time	Updated web site
Broadcast school information through email	Principals	2005-Spring 2007	Software, Student email addresses, Time	Improved communication with parents
Promote awareness of "shared folder" on the intranet for teachers and administrators	IT Dept.	2005-Spring 2007	Time, Training	Shared folder used by teachers and administrators to share information
Provide training on creating web pages for all teachers and administrators	IT Dept.	2005-Spring 2007	Funding, Software, Training	All teachers have a web page
Provide remote access for grading and email using a secure system	IT Dept.	2005-Spring 2007	Funding, Software, Training	Teachers have remote access to grading system and email

## Budget Summary

Area	Budget	Technology	Curriculum & Instruction	Title II D	E-Rate	Common School Fund	TEACH
Software Procurement	2005-2006	\$ 162,000	\$ -	\$ 38,000	\$ -	\$ -	\$ -
	2006-2007	\$ -	\$ -	\$ 38,000	\$ -	\$ -	\$ -
	2007-2008	\$ -	\$ -	\$ 38,000	\$ -	\$ -	\$ -
Information Resources	2005-2006	\$ -	\$ -	\$ -	\$ -	\$ 355,956	\$ -
	2006-2007	\$ -	\$ -	\$ -	\$ -	\$ 355,956	\$ -
	2007-2008	\$ -	\$ -	\$ -	\$ -	\$ 355,956	\$ -
Hardware	2005-2006	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
	2006-2007	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
	2007-2008	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
Operations/ Info. Structure	2005-2006	\$ 349,925	\$ -	\$ -	\$ 37,847	\$ -	\$ 147,943
	2006-2007	\$ 458,143	\$ -	\$ -	\$ 37,847	\$ -	\$ -
	2007-2008	\$ 446,468	\$ -	\$ -	\$ 37,847	\$ -	\$ -
Professional Development	2005-2006	\$ 61,200	\$ 7,000	\$ -	\$ -	\$ -	\$ -
	2006-2007	\$ 10,000	\$ 7,000	\$ -	\$ -	\$ -	\$ -
	2007-2008	\$ 10,000	\$ 7,000	\$ -	\$ -	\$ -	\$ -
<b>TOTALS</b>	2005-2006	\$ 823,125	\$ 7,000	\$ 38,000	\$ 37,847	\$ 355,956	\$ 147,943
	2006-2007	\$ 718,143	\$ 7,000	\$ 38,000	\$ 37,847	\$ 355,956	\$ -
	2007-2008	\$ 706,468	\$ 7,000	\$ 38,000	\$ 37,847	\$ 355,956	\$ -

## E-Rate Criteria

E-Rate Criteria:	Page in Plan
The plan must establish clear goals and a realistic strategies for using telecommunications and information technology to improve education or library services;	Pg. 19-32
The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;	Pg. 19-21
The plan must include an assessment of the telecommunication service, hardware, software, and other services that will be needed to improve education or library services;	Pg. 9-11, 16-18, 24-27, 35
The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and	Pg. 33
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.	Pg. 35

E-Rate funds are used to support qualified e-rate eligible items, including:

- Local and long distance phone service;
- Phone system services and cell phones;
- Internet access

Telephone services are crucial to meeting internal and external communication needs of the District. The Internet provides access to student resources and supports research/information needs of students and staff.

## **Dissemination to Stakeholders**

The plan will be published on the District Web Site. The plan will be shared at Management Team Meetings. Principals will share the plan with staff members at faculty meetings. A press release about the plan will be published in the local paper.

School District of West Allis West Milwaukee Recreation Department will continue to offer adult classes in Technology.

## **Monitoring, Evaluation and Revision**

Each building will establish an active technology committee to involve staff in planning for classroom needs. Representatives from each building will make up a District committee to bring needs and concerns to the IT head and curriculum director.

Stakeholders will be surveyed annually on the progress on the plan and adjustments to the plan will be made based on feedback.

A yearly analysis of replacement needs will be completed. The plan will be revised to align with these needs.

In year one of 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 2008-2011 Information (Library Media) & Technology Plan.

## Appendices

Library Media Presentation .....	Appendix A
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Student Survey Questions .....	Appendix C
Information & Technology Literacy Benchmarks .....	Appendix D
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