Medford Area Public School District

2012 – 2015

Information and Technology Plan

Medford Area Public School District Office
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Medford Area Public School District

Information and Technology Plan

Combined Comprehensive Information and Technology Plan

July 1, 2012 – June 30, 2015

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District Administrator Signature Date

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Executive Summary

The Medford Area Public School District's (MAPSD) Information and Technology Plan is the result of a year-long development process. The District's Information and Technology Committee completed a needs assessment, analyzed the current status of the previous plan, and used this information to write goals and objectives for the 2012-2015 Information Technology Plan.

The 2012-15 Information and Technology Plan will continue to focus on two former goals: (1) integrating literacy standards into core content areas, and (2) providing equal access to a wide variety of current and balanced information and technology resources. The 2012-2015 plan also includes two new goals: (3) continuing to improve staff technology skills/knowledge, and (4) supporting stakeholders as they use media and technology within the district.

Each year our district has to cut from our budgets. These cuts are exasperated by the fact that many grants, such as the TEACH grant have run out. Therefore, a major challenge to implementing the plan over the next three years will be to find the funding to not only maintain the current technology in our classrooms, but to continually improve our technology and the technology skills of our staff (goal #2).

The plan, which is realistic, measurable and focused, is achievable through monitoring by the Information and Technology Team and implementation through the use of Medford's collaborative team model or Professional Learning Communities (PLC). Portions of the plan may be dependent on consistent funding.

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Introduction

The Information and Technology Planning Team has developed plans for effective improvements of district technology and library/media services. Careful planning allows us to meet the demanding challenges of changing curriculums, technologies and teaching strategies. The Board of Education approved five-year Library/Media Long-Range Plans since 1988 and three-year Information and Technology Plans since 1997.

The mission of the Medford Area Public School District is "to ensure that all students learn." The vision states: "We expect all students to learn at high levels. We will work collaboratively with colleagues, students, and parents to challenge and support all individuals to achieve success." The district's Information and Technology Plan vision includes technology literacy as a descriptor of learning. The vision reinforces collaboration with all stakeholders to support their needs.

Results of the Wisconsin Knowledge and Concepts Examination (WKCE), local information and technology surveys, along with the observations of the professional staff and team members, were used to create goals and action plans.

Current research on academic achievement in relation to information and technology literacy was shared via literature discussions in preparation for creating an effective information and technology plan. Links to relevant articles were posted on a website, http://www2.medford.k12.wi.us:8400/mediacenter/rr.htm, where team members could choose articles to read. A quiz of all relevant research was completed at the first full group meeting in December 2011. The plan agenda and relevant research review are posted as a PowerPoint presentation at http://www2.medford.k12.wi.us:8400/infotech/TechPlan2012-15/Techplanmtg.pdf.

Vision / Mission Statements

The table below illustrates how the Information and Technology Plan is tied to the overall vision and mission of the Medford Area Public School District.

Medford Area Public School District	Information and Technology Plan
Vision District: We expect all students to learn at high levels. We will work collaboratively with colleagues, students, and parents to challenge and support all individuals to achieve high success.	**Vision** Library media and technology staff will collaborate with colleagues, students, and parents in integrating information and technology standards to create authentic products, access information, develop new skills, and promote learning strategies to meet the needs of all students.
Mission District: To ensure that all students learn.	**Mission** Information & Technology Plan: To ensure all students are technologically literate.

Relevant Research Bibliography and Summary

Each member of the Information and Technology Planning Team chose one or more journal articles to read. Links to journal articles that addressed areas of concern for our district were posted on a web page at http://www2.medford.k12.wi.us:8400/mediacenter/rr.htm

All members participated in a quiz at our fall meeting to review the relevant research. Our group discussed many of the questions and answers so that the entire team gained a working knowledge of the latest research.

Technology Integration

Lesisko, Lee J., Robert J. Wright, and Brenda O'Hern. "Technology Integration: A Best Practice Perspective." *Online Submission* (2010): *ERIC.* Web. 11 Oct. 2011.

Ross, Tweed W. "Tryanny of Consumerization." *Technology Integration for Teache*rs 16.3 (2011). *Technology Integration for Teachers.* Web. 16 Nov. 2011.

Scherer, Marge. " Transforming Education with Technology: A conversation with Karen Cator." Educational Leadership 68.5 (2011):16-21. Educational Leadership. Web. 11 Oct. 2011.

Scott, Fred. "Effective Strategies For Tech Integrators: Getting Teachers Onboard." *Learning & Leading With Technology* 37.8 (2010): 18. *Education Research Complete*. Web. 9 Dec. 2011.

Access to Resources

Consortium for School Networking. "Acceptable Use Policies In A Web 2.0 & Mobile Era: A Guide For School Districts." *Consortium For School Networking* (2011): *ERIC.* Web. 10 Oct. 2011

Darrow, Rob. "School Libraries Are Essential: Meeting The Virtual Access And Collaboration Needs Of The 21st-Century Learner And Teacher." *Knowledge Quest* 37.5 (2009): 78-83. *ERIC*. Web. 10 Oct. 2011.

Perez, Lisa. "Not Your Grandmother's Library*!." Learning & Leading With Technology* 38.6 (2011): 16-19. *ERIC.* Web. 10 Oct. 2011.

Professional Development

Alexander, Sonja, and Aleigha Henderson-Rosser. "Do-It-Yourself Professional Development." *Learning & Leading With Technology* 37.8 (2010): 24-27. *ERIC*. Web. 11 Oct. 2011.

Smolin, Louanne, and Kimberly A. Lawless. "Evaluation Across Contexts: Evaluating the Impact Of Technology Integration Professional Development Partnerships." *Journal Of Digital Learning In Teacher Education* 27.3 (2011): 92-98. *ERIC*. Web. 11 Oct. 2011.

Technology Support

Breiner, Beth. "Creating Tech Wizards: Tech-Savvy Students Help Teachers Transform Practice. "*Learning & Leading With Technology* 36.7 (2009): 24-27. *ERIC.* Web. 10 Oct. 2011.

Fitton, Kevin, “Is the Computer Plugged In?”: A Comment From the Other Side Of The Phone.” *Phi Delta Kappan* 92.5 (2011):62-64. *ERIC.* Web. 10 Oct. 2011.

Technology Integration

Current research stresses that true integration allows the use of technology to become seamless. Technology integrators support student learning and school improvement. Schools must address developing digital literacy in the areas of digital citizenship, using information to problem solve and effective communication. The person providing technology integration in our schools must possess or cultivate specific skills to be effective. These skills include leadership, communication, instruction, and supervising.

Access to Resources

Access to resources in school districts is now affected by mobile devices and the need to provide infrastructure, security and equity. Policies must be in place to lead school districts in using these new resources. Support for all types of learning environments, including virtual learning must be considered. Successful library programs reach out to teachers and students by providing access to resources in school and from home.

Professional Development

Teachers are expected to support students as they use technology, but districts often fail at meeting the needs of the teachers in this area. Teachers need time to absorb and practice with new technology, and follow-up or ongoing support is often absent. Although satisfaction surveys are most often used to evaluate professional development, a collaborative and holistic approach can be seen in new models.

Technology Support

Some schools are providing technology support through tech-savvy teens. This allows students to shine as well as provides just-in-time support to classrooms. Roadblocks that often arise while using technology include lack of time to train, lack of expertise and lack of applied problem solving. To help move school staff to a more self-supportive role, two rules are suggested: start at the wall, checking all connections and a guess and check strategy. These two methods can save support staff valuable time and begin to nudge staff toward attempting to solve problems on their own.

Background Information

Demographics

MAPSD is located in north central Wisconsin and is a composite of city and rural areas contained in approximately 400 square miles. The current enrollment is 2,157 students, almost 50 more students than three years ago, due largely to our virtual charter school open enrollment. Students attend school at four district buildings: Stetsonville Elementary School (SES) (Pre Kindergarten – Grade 4); Medford Area Elementary School (MAES) (Early Childhood – Grade 4); Medford Area Middle School (MAMS) (Grades 5 – 8); and Medford Area Senior High (MASH) (Grades 9 – 12). A District Alternative School is housed at our local Northcentral Technical College campus, and a Kindergarten – Grade 8 Virtual School has been in operation for six years. There are also Catholic, Lutheran and Amish schools located in the district's boundaries. MAPSD employs approximately 240 people, including 157 teachers, 83 support staff and 11 administrators.

The community of MAPSD includes the City of Medford, the Village of Stetsonville and all or parts of twelve townships. The size of the outlying community far surpasses that of the city, establishing us as a truly rural district. Approximately 38% of the county (Taylor) population works in manufacturing in the City of Medford. The top three employers (Weather Shield Manufacturing, Inc., Kraft Pizza Co., and Hurd Millwork Co., Inc.) in the county are based in the City of Medford.

MAPSD is recognized for having a comprehensive educational program, high academic achievement and demanding graduation requirements. This is due to a strong commitment to teaching and learning, progressive leadership and the provision of a wide range of innovative programs designed to meet the needs of all students, including distance learning courses and an alternative high school program, and a Kindergarten to Grade 8 virtual school. Approximately 70% of the graduating seniors seek continuing education at four-year colleges or two-year technical institutions, which is 9% higher than three years ago. Students leaving MAPSD are well prepared to enter either post-secondary education or the world of work.

Our district libraries have been the central location for print and traditional audio visual resources. With the introduction of new technologies, our library media centers were an obvious choice for centralizing and experimenting with emerging technologies. Audio visual, business and library media staff collaborate to incorporate new hardware and software as they become available. Indicators of our evolution include: e-readers in our libraries and middle school English classrooms, the use of iPads in classrooms, automated card catalogs, online access to materials from home or school, and popular print resources in digital formats. Library Media Specialists (LMSs) facilitate and encourage all staff to explore new resources. The library media and technology staff serve as technology staff development leaders and instructors. Library media centers have become a hub for serving the schools' information and technology needs. Our library resources support the classroom curriculum; students and staff can use the resources from their classroom computers and labs, as well as from home.

The district supports school-wide networks, providing internet access both hardwired and wireless in all of its buildings. The district continually evaluates current technology and is progressive in its support of the latest innovations (i.e. hardware, software, curriculum, etc.).

Overview of the Planning Process

Information and Technology Plan

The district's Information and Technology Committee began planning for the 2012-15 Technology Plan updates in spring of 2011 by completing surveys of stakeholders. The district's internal Information and Technology Committee met in October 2011 to brainstorm and discuss tentative goals and objectives for the new plan. The district's Information and Technology Committee recommended names of school and community stakeholders to serve on the Information and Technology Team. The Technology Integrator and District Media Specialist contacted nominated individuals and requested their assistance. The first official meeting of the Team took place in December 2011. Members were informed of the need for the plan, its components, and the development process. The committee reviewed tentative goals and solicited input from stakeholders, as well as reviewing research findings. The internal committee met throughout the school year, and the entire Team met in March 2012 to review the plan and prepare it for final Board approval.

District's Committees and Teams

District's Information and Technology Team

Kristi DeBruyne, District Instructional Computer Coordinator & Business Teacher – Medford Area Senior High
Pat Eloranta, District Lib. Media Specialist & Lib. Media Specialist – Medford Area Senior High
Shari Gajewski, Special Education Teacher – Medford Area Senior High
Charlie Heckel, Rural Virtual Academy Principal and Middle School Assistant Principal – RVA and Medford Area Middle School
Dennis Hinderliter, Administrator/Technology Director – District-Wide
Laura Lundy, Director of Curriculum and Instruction – District-Wide
Elizabeth Orth, Fourth Grade Teacher – Medford Area Elementary School
Caroline Radlinger, Occupational Therapist – District-Wide
Cathy Retzer, Library Media Specialist – Medford Area and Stetsonville Elementary Schools
Jennifer Shipman, Gifted/Talented Teacher – District-Wide and Science Teacher - Medford Area Middle School
Margo Swedlund, Second Grade Teacher – Medford Area Elementary School
Christie Wirz, Library Media Specialist – Medford Area Middle School

Information and Technology Plan Committee
(The District's Information and Technology Committee members are automatically on this Committee.)

Emily Barnetzke, Student – Medford Area Senior High
Clint Carbaugh, Weather Schield Mfg/Parent
Dave Fleegel, School Board Member – Medford Area Public School District
Jon Gouza, Student – Medford Area Senior High

Ann Harris, Director, Frances L. Simek Memorial Library - Medford
Cole Higgins, Student – Medford Area Senior High
Jeff Peterson, School Board Member – Medford Area Public School District
Kathy Strebig, Student Information Systems/Technology Support – Medford Area Public School District
Keith Wrage, Memorial Hospital/Parent
Tate Wrage, Student – Medford Area Senior High

Community Resources

The district has access to numerous internal committees and staff, as well as external educational and private business/industry individuals, to assist with the development and implementation of the district's new technology plan.

Internal

- Library Media Centers – These centers have developed Information and Technology Literacy standard integration models to facilitate team teaching and project-based instruction of these skills.

- District's Technology Committee – This committee is comprised of staff who have received advanced training in technology integration. This group is responsible for staff development, curriculum development and program implementation to support technology integration in the classroom.

- Core Assistive Technology Team (CATT) – This district team is made up of speech/language clinicians, the physical therapist, the occupational therapists, and the Director of Special Education and Student Services. This group provides resources, evaluations and training in assistive technology for school staff and students with exceptional needs. The Core Assistive Technology Team case manager writes a report summarizing the need for technology, the specifications required by the client, and the technology that best addresses the needs and specifications.

- District's Technology Support Team – This team is currently comprised of two staff members (1.5 FTE) supporting district network and hardware. One full-time AV Director provides audio visual support district-wide. Also, LMSs, teachers, and assistants at each building support instructional software and technology integration.

- District School Improvement Committee – The committee has teaching and administrative representatives from the four district buildings. The Director of Curriculum and Instruction, Director of Student Services and the District Administrator also serve on this committee. The committee's purpose is to monitor student achievement, develop/study innovative programs and problem-solve instructional concerns. A number of technology issues are dealt with by the committee each year.

- Monthly Administrative Team Meetings – All building administrators and various program directors meet once a month with the District Administrator to discuss and implement policies, procedures and programs. The district's Technology Director serves on this committee. Major technology issues are reviewed and communicated at these meetings.

External

- Northcentral Technical College – MAPSD consults with the area technical college on shared services, new educational technology and career opportunities for students. The Taylor Alternative Program (TAP) is located on this campus.

- Community Public Libraries – Two local public libraries serve the community and work cooperatively with the school district. For example, children may choose books from public libraries that support the leveled literacy approach and/or literature circles. Staff and students may also take part in interlibrary loans through their school or public library.

Private Business and Industry

The following private businesses and industries have staff members who are experts in network, hardware and software installation and maintenance. They have assisted the public schools by providing technical advice since the district began using computers in the schools.

- Nestle', Inc.
- Weather Shield Manufacturing, Inc.
- Hurd Millwork Co., Inc.
- Medford Memorial Health Center

Adult Literacy Opportunities

- Distance Learning Lab – The distance learning lab is available for use by the community for a range of learning opportunities and courses.

- Community Learning Centers – Three Community Learning Centers, initially funded through grant dollars, are located in our current facilities. They offer courses to adults that include technology-related topics. Mini-workshops on hardware purchasing, internet topics and various software applications are also offered for the general public by technology-savvy students and staff.

- Open Hours – MAPSD offers opportunities for community members to be technologically literate. One of its most significant long-term efforts is the open evening hours provided Monday through Thursday nights in our high school Media Center. Community members are encouraged to take advantage of the library's print collection, as well as online resources (i.e. internet access, magazine and newspaper databases, etc.).

- Literacy Council – The Taylor County Literacy Council is an organization dedicated to helping people improve their literacy skills in Taylor County. We want a thriving community-wide effort to improve literacy.

The core values of the Taylor County Literacy Council:

L = life-long learning
I = individual improvement
T = trained tutors
E = education for everyone
R = respect for individuals
A = achieving goals
C = community partnerships
Y = you See More

The Taylor County Literacy Council is scheduled to meet on the last Monday of each month at 7:00 p.m. at the NTC Campus in Medford. Officers include:

Chairperson: Joseph Greget (Director of Students Services / Special Education – Medford Schools)
Vice Chair: Joyce Woletz (Reading Specialists/Reading Teacher – Medford Schools)
Treasurer: Laurie Prochnow
Secretary: Cindy Gibson (Alternative High School Teacher – Medford Schools)

- Alternative High School - Our Taylor County Alternative High School is a partnership between the Medford Area Public School District and the School District of Rib Lake. Students participating in our alternative high school have two options. The first option is students can participate in our competency based class track program where they attend school for half days in the morning or the afternoon, plus spend 15 hours per week working or volunteering. The second option is students can attend school for 15 hours per week (half days in the morning or the afternoon sessions) and work toward their High School Equivalency Diploma (HSED) which is preparing for and passing a series of tests at a certain score in core academic areas.

- Adult Diploma Academy – New since 2010-11, the Medford Adult Diploma Academy offers students 18 years old and older the opportunity to come back to school to earn a traditional high school diploma. Adult students can participate in our GED Option 2 Program, where they prepare for and pass a series of core academic tests, plus other competencies. The State of Wisconsin is one of the few states in the nation to be allowed to have school districts which can offer the GED Option 2 Program as a means for students to earn a traditional high school diploma. Adult students can also participate in the competency based class track program where they pass classes required for graduation.

Needs Assessment / Current Status

Information and Technology Goals

Current Status
2009 – 2012

	Objective Achieved?	Postponed or Delayed? Why?	Continue or Be Modified?
I. Integrate technology literacy standards into all core content areas to increase student achievement.			
A. By the end of the third year of the plan, Grades 5 – 12 students will complete a technology-enhanced project that supports real-world applications and incorporates content and information/ literacy standards.	Reviewed and revised target units of instruction at the high school (i.e. Media Mania, Biology & Social Studies, Research Paper) to include higher-level thinking skills. Ongoing. ARM (Athens – Rib Lake – Medford) Consortium funded and training summer 2010 where technology units were developed for Grade 5. Model classroom developed and observed by staff. Revisions in middle school technology curriculum completed via PLC process.	Not all grade levels covered due to lack of required in-service time for all staff and collaboration time with Media Specialists. The PLC process wasn't the best place to develop projects.	This objective will be continued as Goal I, Objective A, in the 2012-15 plan. The focus will be on real-world applications that incorporate content and information/literacy standards in Grades K-12. The focus is to be more consistent within grade levels.

	Objective Achieved?	Postponed or Delayed? Why?	Continue or Be Modified?
B. By the end of the third year of the plan, all students in Grade 8 will be technologically literate.	The Tech Literacy Assessment through Learning Point Associates was used all three years of the plan, testing 5th and 8th graders. The 2011 Tech Literacy Assessment for Grades 5 and 8 showed that 91% of 8th graders met the tech literacy proficiency standard. The Tech Literacy Assessment will continue to be used to monitor literacy and revise curriculum in the future.	Completed	
II. Provide equal access to a wide variety of current, balanced information and technology resources.			
A. By the end of each year of the plan, the collection of print and non-print resources for K – 12 curricular and recreational needs will be re-evaluated and updated.	Destiny was adopted district-wide in June 2010 as the on-line card catalog system. Resources are highlighted quarterly via the district library/media online newsletter. All newsletters are available on the district's Information and Technology web site. Budget planning provided for adding and replacing print and non-print library resources, aging hardware, software, and network hardware, etc.		This objective will be continued as Goal II, Objective A, in the 2012-15 plan and publicizing new resources to stakeholders has been added. This is an ongoing process.

	Objective Achieved?	Postponed or Delayed? Why?	Continue or Be Modified?
B. By the end of each year of the plan, hardware and software will be added, replaced, upgraded, or repurposed to support curricular and administrative needs.	Labs have been replaced on schedule. Instructional software purchases were prioritized and approved each year of the plan. Additional hardware was added (i.e. document cameras, mounted projectors, iPads, e-readers, whiteboards). Staff computers were replaced around the district. Software changes included switching staff email over to Google Mail, and the automated lab scheduling process at MASH was switched to Google Calendar. Other areas were added to calendars (open swim, club meetings, building calendars, etc).	There are still areas where additions, updates, and replacements are needed, but funds continue to limit our ability to provide comparable hardware and software to all stakeholders in the district.	This objective will be continued as Goal II, Objective B, in the 2012-15 plan, focusing on wireless technologies.
III. Staff will continue to improve their technology skills/knowledge.			
A. By the end of year three of the plan, 100% of K – 12 instructional staff will have access to timely, ongoing technology training to support technology needs and goals in our PLCs.	Surveys were conducted (either via e-mail or Survey Monkey) to solicit ideas for staff development. A majority of workshops were facilitated in-house, evaluated by participants, and advertised via web site, e-mail, and newsletter. Topics presented were: Google Sites & Docs, Destiny Card Catalog, Introduction to Moodle, Web Page Development, Promethean Boards, Advanced Searching with Google, Mac OS, Flip Cameras, and Technology Teasers. In order to reach all staff, some topics were required during the school day with subs provided or as a part of in-service or staff meetings at the high school. Promoted awareness and use of assistive technology through library/media newsletter updates and an updated web site.	Funding affected ability to offer after-school sessions.	This objective will be continued as Goal III, Objective A, in the 2012-15 plan, setting district initiatives for staff development when resources and/or time are limited.

	Objective Achieved?	Postponed or Delayed? Why?	Continue or Be Modified?
IV. The district will support stakeholders as they use media and technology within the district.			
A. *Each year of the plan, media and technology support will be provided following standardized procedures and levels of support.*	Conducted a Technical Support Survey in the spring of each year of the plan. Building support levels were followed. Currently following an updated District-Wide Computer Support Personnel Plan. An Instructional Technology Summer Support Program is funded by the district and has taken place in August all three years. Staff may use a newly created "float" day in August to request technology support. A new piece to summer support includes hiring students to work with janitorial staff in tearing down and resetting classroom technology for the upcoming school year. A Summer Technology Checklist is distributed to all staff in May of each year to help them prepare technology for the summer. This, and other documents related to technology support, is published on the District's Information and Technology web page.	Completed	The next plan will address technology-related policies for hardware/software in the district.

Current Status

To determine our current status, we examined data from: Wisconsin Knowledge and Concepts Examinations (WKCE); Technology Literacy Assessments/ Learning.com, Grades 5 and 8, 2009-11; local Information and Technology Staff Development/Support Survey, 2009-11; and local Grade 12 Exit Survey, 2009-11. All survey results are available online at http://www2.medford.k12.wi.us:8400/infotech/index.htm. Local staff development programs, integration matrices, and library/media collections were also analyzed.

Analysis of Student Proficiency

WKCE data analysis shows that our students are performing above the state average in most areas. Strengths noted in the 2010-11 WKCE results include: test scores in social studies were above the state average for all three levels. Students scored at or above the state average in all content areas tested except Grade 8 science. The only significant decline this year was a drop in Grade 10 reading scores from their scores in Grade 8.

The district has a tool in place to measure that students are technologically literate by the end of 8th grade. Data obtained from technology literacy assessments from 2006-11 measured the following: Systems and Fundamentals, Social and Ethical, Word Processing, Spreadsheets, Multimedia and Presentations, Telecommunications and Internet, and Database. In 2010-11, 91% of 8th graders met the standard; in 2009, 88% met the target. Results from 2011 indicate high performance in Systems and Fundamentals and Medford scored higher than all 8th graders tested using this tool. Database continues to be our lowest area.

In reviewing Professional Learning Community data, there appears to be lack of consistency in using technology for grade-level projects. Professional development has been given to teachers to create integrated technology projects, but this approach has had limited success. Often, the projects created are not repeated in following years; thus, the skills are not taught or developed consistently. Therefore, we will address development of units in Grades 3-8; each grade level must develop a technology-based project. We will continually monitor resources available to meet technology needs K-12.

A Grade 12 exit survey was conducted each year of the plan. Over half of all students use their own online devices for communication, classroom information, resources, and materials. Ninety percent of students have a good understanding of ethics and copyright issues. Ninety-five percent of students feel they are adequately prepared for school or work after graduation. Over two-thirds of students in all grades completed high-level units of instruction in core content areas. Fifty percent of students could not recall or were not aware of being informed about new resources added to the Library/Media Center.

Identification of Underserved Populations

The Medford Area Public School District (MAPSD) identifies special needs students and integrates them into regular classes when possible. Inclusion staff provides assistance within the classroom (including use of hardware and software). A program proposal process provides one avenue for staff to request new technologies to support all students, with a portion of funds ear-marked for the special needs population. Staff also has budgets available to order technology needed for effective teaching. A district-wide policy is in place to address

identification of under-served populations, to include students with special needs, information/technology literacy access and/or equity, and assistive technology.

MAPSD utilizes a Core Assistive Technology Team (CATT) to provide information, assessment, evaluation, training, and staff development to ensure that each child who needs assistive technology will have equal access. For more information, visit the CATT website http://www2.medford.k12.wi.us:7196/~radlica/index.htm and the Occupational Therapy site at https://sites.google.com/a/medford.k12.wi.us/occupational-therapy/. The CATT team regularly contributes articles for the district's online Library Media Newsletter.

The Medford district is part of a consortium of schools called the Rural Virtual Academy. It was launched in 2005-06 and will be continued to support at-risk, home-bound, non-traditional K – 8 students. For more information, visit: http://ruralvirtual.org/site/index.php?flash. The Taylor County Alternative High school provides a separate facility and curriculum for high school students who have difficulty succeeding in a traditional setting. For more information, visit: http://www.medford.k12.wi.us/do/alt%20school%20web/index.htm. English Language Learner (ELL) students are provided with interpreters and software to assist them within the regular classroom. One part-time professional serves the Gifted and Talented population at Medford Area Public School District.

Analysis of Educator Proficiency

Based on a local yearly professional development survey, teachers provide input for professional development topics. Throughout the past three years, some of the topics included: Google apps, web page development, iPads, web 2.0 tools, Moodle, Promethean boards, library card catalog, and various productivity software trainings. All teachers are required to post lesson plans and maintain their web pages. Our survey indicates a need to provide additional options for revising and updating websites, as about half do not regularly update their websites. Options for delivery have included: after-school, in-service, release time with subs, paid workshops outside the school day, summer flex time, and technology teasers during staff meetings. Updating district online help resources would be an additional option to obtain information in a timely manner. We already have a district staff development website in place and should investigate utilizing that site for organizing future options.

In the past, most teachers have reported that the workshop content could be applied in their classrooms and was worth the time spent. Therefore, this mode of in-district staff development is important and will continue as funding allows. In the past two years more in-service and release time with substitute teachers have been used to deliver professional development. Teachers incorporate skills learned in classroom instruction. Teachers are personally more proficient with their own wireless devices. Therefore, policies and equity issues are addressed in the new plan.

New employees' technology skills are assessed as a part of the interview process. Also, teachers' technology use is evaluated through a three-minute walk-through process.

Awareness of social, ethical, and legal use of information and technology continues to grow. The district provided an online resource for teachers through its Copyright Café (http://www2.medford.k12.wi.us:8400/Copyfair/index.htm). Teachers seek answers to copyright questions when they arise from their Library Media Specialists. An online District Information

and Technology Newsletter contains a "Copyright Corner" section to continue to provide current information to staff.

Please refer to http://www2.medford.k12.wi.us:8400/infotech/_index.htm for this and other survey questions and district results.

Effective Teaching and Learning Practices

The school district uses a Certified Performance Evaluation Program, resulting from the input of a District Improvement Committee. Goals for the plan include using a process that helps teachers grow professionally, that is based on the Wisconsin ten teaching standards, and that is manageable for teachers and administrators. Teachers are evaluated on: planning and preparation, professional responsibilities, classroom environment, and instruction. The process is specialized for probationary and tenured teachers. One important piece is the implementation of a "three-minute walkthrough." Throughout the year, teachers are informally evaluated on teaching strategies, including technology use. Once every three years, a summative or formal evaluation is done. Mentors are also assigned to observe and support initial educators. Experienced staff includes many national board certified professionals, which indicates effective, innovative teachers in the district. A tool for evaluating library media specialists was in updated in 2009.

Our district has been committed to Professional Learning Communities since 2006. Through the PLC process, teachers use data-driven decision making to improve classroom practices by analyzing data and participating in study groups. Most teachers use technology regularly to collect and analyze student assessment data.

Teaching and learning practices are also enhanced through professional learning communities in the following ways: developing essential outcomes, creating formative and summative assessments, articulating curriculum among grade levels and disciplines, and exploring trends in grading and effective classroom management.

Student surveys indicate that teachers are incorporating high-level projects using technology in most subject areas. Eighty-four percent of MASH seniors believe that most of their teachers had the technology skills necessary to assist them with their school work. Eighty-five percent of these seniors answered that they had ample opportunities to incorporate hardware and software in their classes.

As technology changes, staff will need to continually update their skills to be effective in the classroom.

Access to Information Resources and Learning Tools

All district buildings provide library media centers that are open during the school day, and offer access to print and non-print materials and equipment. Mobile laptop carts and desktop labs in each building provide computers for students and staff. All teachers have a desktop or laptop computer. Students and staff in all buildings have access to the Destiny web-based union catalog, installed in June 2009, and other electronic databases at home. Resources include Badgerlink, as well as purchased products to support curriculum. These subscriptions are reviewed annually to determine use, and new databases are investigated and added as needed. Building site web pages provide links to resources such as: SIRS, Facts on File

products, Culturegrams, Science Today and local public libraries. Copyright and fair use guidelines, district guides as well as other materials, are available from these home pages. Library media centers and Audio Visual Departments offer equipment checkout, including digital still cameras, laptops, Flip cameras, flash drives, digital voice recorders and e-readers. CESA 10 IMC services were maintained through 2010, the contract was not renewed for the 2011-12 school year.

The new Common Core Standards will be reviewed and we will revise matrices to incorporate them. Current information and technology literacy skills are embedded into core content projects. Both the middle and high schools require that students successfully complete a technology course which provides basic technology literacy skills to include units in ethics and acceptable use, applications, terminology, network use/access, etc.

Follett TitleWise provides print collection analysis reports for each building library. Data shows average age of collections, comparisons to collection tools, books per student, and individual Dewey areas of strength and weakness. A complete copy of the analysis is available upon request. A breakdown of each collection is addressed below, within the building narratives.

Medford Area Senior High

The facility runs on a flexible schedule, open for students to sign in during study hall or from classes, and allows students to work in the center with permission when closed for class projects. Library closing and LMS weekly schedules are posted online under the Weekly Library Schedule at http://www2.medford.k12.wi.us:8400/InternetStart/weekly.htm. Teachers are encouraged to schedule classes in the library to work collaboratively on research projects and papers. Hundreds of students from study halls and classes use the library each week. During the week of December 5, 2011, 468 sign-ins were counted as part of a national survey. Evening library hours serve approximately 1,650 patrons each year. The MASH media center is accessible to community members after school four days a week.

Data gathered from the May 2011 Grade 12 exit survey shows that 80% of students make use of internet and library resources at school and from home. Eighty-six percent of high school students used their school media center for school-related work. Over half of seniors indicated that they used online library resources for their school or personal work. However, the 2011 grade 12 exit survey showed that 50% of students either were not aware or could not recall being informed of new resources added each year.

The high school's November 2011 TitleWise report shows a balanced collection, with the oldest books in the literature section. Further investigation shows Language and the Arts sections are in need of updating. Reports indicate the number of titles in both the reference and science collections could be increased. With the aid of the TitleWise report, the entire collection has been reviewed for weeding in the past three years. This has resulted in changing the average age of the collection from 1996 to 1998. MASH Titlewise reports are posted at: http://www2.medford.k12.wi.us:8400/mediacenter/lib.htm

The high school staff uses Google calendars to schedule their classes for labs and roaming laptop carts, as well as other facilities. Two PC labs and one Mac lab, each with 24 stations, may be reserved when regular Business and Information classes are not scheduled for the rooms. Two COWS (Computers on Wheels) with 18 laptops purchased in 2011 can be reserved and moved to classrooms with wireless access. MASH lab utilization and scheduling

steps are available to all MASH staff at http://www2.medford.k12.wi.us:8400/SchoolInfo/schoolinfo.htm.

MASH offers opportunities for students to sign in to special-purpose centers outfitted with technology. These include a Math/Writing Lab, staffed by regular education teachers, providing 14 PC stations for student use. There also is a resource room with PC workstations geared specifically to special needs learners. In addition, the Distance Learning (DL) classroom has ten workstations to support the DL classes and six computers were added to the tutor/credit recovery room as part of our RtI program. Several classes use Moodle, a course management system, to deliver the curriculum, and students access their course(s) from home and school. Occasionally, students will enroll in the Wisconsin Virtual Academy to complete specialized courses. The high school has many labs with varying numbers of workstations that are used specifically by those departments, including: Technology Education, Math, Credit Recovery, Science and Journalism. Students attending our Alternative High School have access to school servers as well. The media center provides 15 desktop computers and two mobile labs that are available when not in a classroom. The LMS also reserves one of these mobile labs to provide access when larger classes use the center. The two MASH library mobile labs had over 3700 users during the 2010-11 school year. At times, teachers request to bring students into the library when classes are large and no other labs are available.

The MASH Library Media Program offers many opportunities including: a Battle of the Books Team at the high school, a library club, student workers, e-readers, reading promotions, contests and new classroom projects. Freshmen are introduced to our online resources and use them for assignments as part of our Media Mania Program, which aligns online resources to an assignment in the content area. Quick access to the new Destiny catalog and other research tools is provided on our Internet Start homepage at http://www2.medford.k12.wi.us:8400/InternetStart/index.htm. Students are able to access these resources from home as username and passwords for remote access are published on bookmarks, business cards, assignment notebooks and the MASH Research Guide. In 2010, the Library and English departments collaborated on Free Choice Reading which resulted in a 40% increase in library circulation.

Based on the Grade 12 Exit Survey administered in May 2011, 95% of seniors felt their technology skills were adequate for entry level work and post-secondary schooling. Surveys indicate that students complete high-level projects that require technology in most core classes. By grade 12, over 75% of seniors reported completing a high-level technology project.

Medford Area Middle School

The middle school library is open to students during the school day. Students have access to library resources, four search stations, and the nine library computers. They may use the computers to work on research or projects. Any overflow from the nine computers is directed to the adjacent PC Computer Lab or nearby Mac Lab.

The 2012 Follett TitleWise report shows 2000 as the average age of the library collection. This compares to 1997 in 2009 and 1992 in 2006. The average age has held steady since 2009. Collection development has been targeted toward nonfiction to increase student interest in reading, especially that of boys. There is a much better balance of nonfiction and fiction books in the current collection. This will continue as nonfiction takes a bigger role in reading classes

aligned to the Core Standards. The library continues to support Accelerated Reader for grades five and six and multiple copies of titles are purchased for seventh and eighth grade literature/book group selections. There is a graphic novel collection and Playaways have replaced the audiobooks on cassette tapes. The print reference books and newspaper and magazine subscriptions are decreasing as they are available online. The middle school library subscribes to four professional journals that are used frequently by teachers. Teachers may request a copy of the table of contents of each journal issue.

The middle school library catalog is online. The catalog includes Accelerated Reader and Lexile measure search capabilities to help students meet the reading goals set with their teachers. Subscriptions to online resources include Grolier Online and CultureGrams. Both resources can be accessed in school and at home. Badgerlink provides access to newspapers and periodicals. Instruction in the use of resources is flexibly scheduled according to request/demand.

The middle school library staff offers instruction and support to students and staff in the use and maintenance of all building technology.

The middle school does not have a current scope and sequence alignment to the Wisconsin ITLS. However, all staff continually work to improve their knowledge of resources and integration into their classes. A nine-week computer basics class is also required in seventh and eighth grades.

We use Learning.com's Tec Literacy Assessment to determine Eighth Grade Proficiency. This assessment is aligned to the ISTE NET-S 2007 standards. We have used this tool with eighth graders since 2006. In 2007, we began giving this test to fifth graders to serve as a pretest for eighth grade. Students are assessed at the end of the school year.

Our eighth graders have always scored above the national average of those taking this assessment. Proficiency scores range from a low of 81% in 2008 to a high of 91% in 2011. We can now compare class scores from fifth grade to eighth grade. In 2010, the eighth grade proficiency was 88%, and that class had a 25% proficiency at the end of fifth grade. In 2011, the eighth grade proficiency was 91%. This class had a proficiency of 15% at the end of fifth grade. We use these assessment results to target areas in need of improvement. Our current focus is to increase student knowledge and use of databases.

Stetsonville Elementary School / Medford Area Elementary School

Both of the district's elementary schools have staffed library media centers under the direction of one LMS. All classes come to the library media center at least once a week for instruction and checkout by the staff; students come individually at other times during the week for additional checkout.

According to 2012 TitleWise reports, the average age of the collections at the elementary schools is 1994; this compares with an average age of 1990-91 when a TitleWise analysis was done in 2009. Both building collections hold an appropriate number of titles based on the student population. The elementary collection analyses indicate similar ratios of titles in the main classifications, but according to the Follett Library Resources and Wilson Catalog data, both collections appear to be down slightly in the nonfiction and fiction categories. This is misleading data, as the Easy category, which is shown to be substantially above the suggested Follett and Wilson standards, includes both fiction and nonfiction titles that are not

averaged into the hundreds divisions, for nonfiction, or the general fiction category. The age sensitivity reports suggest that much of the nonfiction collections are beyond the acceptable age; although titles are being added and removed, the collection is not keeping pace with the suggested acceptable age of five years or less. Efforts to remove and replace nonfiction needs to be continued.

The elementary library media program provides instruction to help meet Wisconsin's Information and Technology Literacy standards. In addition to basic skill instruction, K – 4 students are involved in a yearly author/illustrator visit and the Golden Archer Award. Third and 4th graders are involved in a battle of the books program and selected 4th graders compete in WEMTA's Statewide Battle of the Books Program. The library media center staff works closely with the classroom teachers in the Accelerated Reader Program. In 2012, both elementary collections (computer catalog) will be sent to a vendor to have Fountas & Pinnell guided reading levels added to the catalog. As many staff members currently use this leveling device, the addition of this searching tool will assist both students and staff in choosing materials that better meets the reading abilities of the students. Efforts are made to include collection purchases that will support new textbook adoptions.

The elementary library media centers provide audio visual and technology equipment to help meet the needs of the students and staff. During computer lab updates, the old lab computers at MAES were moved into a second computer lab, helping meet the need for lab availability at MAES. The old lab computers at SES, as well as former teacher computers from a recent replacement cycle, were placed in classrooms at both elementary schools for student use, replacing the oldest computers. Efforts are made to place computers in a room to meet the particular technology needs of that classroom (Wordmaker, Earobics, Accelerated Reader and Math Facts in a Flash, for example). Plans for the summer of 2012 are to replace all three computer labs with new computers, replacing the oldest computers in the classrooms with computers from the newer existing labs in each building. All classrooms at both buildings are fitted with large wall-mounted televisions connected to video/DVD equipment, computer, and document cameras.

At least one classroom at each grade level in both buildings has voice amplification systems. Plans are to continue installing systems until all rooms are fitted. Wireless capabilities are installed throughout SES. Much of MAES also has this capability with plans to complete the process in the near future.

Analysis of Support Systems and Leadership

Leaders in the Medford district are supportive and encourage appropriate technology use within the district. Administrative leaders model effective technology use in their daily activities. Instructional staff proficiency is measured through classroom evaluation procedures.

MAPSD supports technology with one full-time network engineer, one full-time Director of Curriculum and Instruction, one 0.4 FTE instructional technology integration position, one full-time district audio visual technician, and three full-time library/media specialists (LMS). Many support services are handled by the three building LMSs. Most maintenance and repair is done in-house. We will continue with the present support staff and will also hire high school students to help install new teacher workstations and labs and perform periodic maintenance. The part-time technology integrator makes regular visits to K-12 classrooms to work with staff in their integration efforts.

Based on the 2011 MAPSD Information and Technology survey, 88% of our professional staff are aware that the district has a computer support plan in place that outlines technology support responsibilities and state that they follow that plan. Eighty-eight percent generally receive a response to their technology support requests within 24 hours, compared to 89% in 2008. Staff receive a solution to their support requests within an acceptable time frame 91% of the time, compared to 85% in 2008. The district offers one or more days of summer technology support in each building. Several staff members in each building act as resource people to assist their peers with hardware and software issues. In addition, a Summer Technology Support Checklist is distributed in May to remind staff of their responsibilities to care for hardware, software and data. They can request summer repairs and help on this form. Technology support can be requested during summer "float" days; two will be available in August 2012.

Library/media staff is knowledgeable and helpful in working with teachers to meet information and technology standards. We depend on LMS staff for leadership in planning, delivering, and evaluating content-area projects.

MAPSD is continually striving to provide students and staff with the most recent technology to improve achievement and assist in the attainment of the state model academic standards. A district-wide program development cycle is used to systematically implement technology as new teaching materials are adopted. Ongoing staff development is needed to support teachers as they integrate technology in their classrooms.

Analysis of Resources/Fixed Assets

The Medford Area Public School District has used the Wisconsin Information and Technology Literacy skills to guide integration efforts since 1998. The new Common Core standards published in 2011 will now be considered and implemented.

Currently, the Medford Area Senior High uses a matrix of teachers and required courses that are aligned with the Wisconsin Information and Technology Literacy skills. Analysis of the matrices from the past three years indicates that Media and Technology skills (Standard A) and Information and Inquiry (Standard B) are consistently integrated into the English and Science curriculums. Media Mania assignments, completed during the 9th grade, provide activities that allow all freshmen to practice using library resources within assignments in English, Science and Social Studies. A web-based Copyright Café web site and MASH Research Guide are available in print and online and have helped in the efforts to integrate Standard D, the Learning Community. The Standard C skills that address literature are now better integrated with our Free Choice Reading program, which started in 2010-2011. Future integration efforts will be guided by the new Common Core standards.

The Medford Area Middle School Information and Technology literacy matrix is not current due to changes in curriculum, curriculum materials, software, and hardware. Curriculum for middle school computer classes is being revised to incorporate more activities that address results from the 8th grade Tech Literacy Test (i.e. computer ethics, database use). Like the high school, future integration efforts will be guided by the new Common Core standards.

Elementary schools have been using a grid, StarTech, which is based on the *Wisconsin's Model Academic Standards for Information and Technology Literacy*. In 2007, the district's K –

4 teachers met by grade level with the LMS to update the 4th grade level standards to ensure that they were appropriate and achievable for each grade level. Teachers use this grid each year as a reference when planning lessons; and report data to the LMS at the end of the year.

Completed standards grids show that students in grades Kindergarten through second grade get a good introduction to the information and technology literacy standards in their coursework. In the third grade, more effort needs to be concentrated on Information and Inquiry (Standard B), particularly differentiating between copying and summarizing, note taking and drawing conclusions. At the fourth grade level, work needs to focus on assessment of a multimedia product; citing sources and using quotes in research; recognizing that media can convey different messages, viewpoints and values; understanding more complex word processing skills; and creating and/or using a database or spreadsheet. Part of the shortfall in the upper grades is due to increased time spent on a mathematics intervention program in an effort to improve student proficiency in this area, leaving less time for technology-based project work.

Hardware

The district supports both Macintosh and PC platforms. Each teacher has a computer for his/her use (presenting, grading, e-mail, attendance, research, etc.) and varying numbers of computers per classroom for student use. Students primarily use Macintosh computers in grades PK – 6 and grades 7 – 12 students spend most of their time on PCs. The Network Engineer and hired summer help set up and move computer hardware, preparing for the upcoming school year. They report additions and location changes to the district administrative assistant in charge of fixed assets.

The district has numerous computer labs for student use. One elementary building has two wired Macintosh labs and one mobile lab, and the smaller elementary facility has one wired lab. The middle school has three labs (two PC, one Macintosh) available for classroom use. The high school has three fixed computer labs available at various times during the day for classes to use. In addition, there are two mobile labs (18 each). These labs are scheduled by staff through Google Calendars. There are three additional labs dedicated to Technology Education classes and 30 computers in the library and Writing Lab for students to use during their study hall and free time. In addition to the student computer labs, there is a distance learning studio with a dozen computers at the high school. This room is regularly used for instruction, meetings, workshops, and evening classes for students, staff, and community. We also have a portable video CODEC in each building to bring video fieldtrips and meetings directly to the classrooms and for staff meetings when needed, eliminating travel time. The Medford Area Public School District is a member of the Northern Wisconsin Educational Communications System (NWECS.net). The district currently receives high school and technical college courses and transmits courses, such as Medical Terminology, and Introduction to Programming and CISCO networking. The general public, students, and staff have access to computers in the building libraries. The high school library has evening hours four nights a week during the school year.

The district will continue to replace teacher workstations and student labs, based on fund availability. One goal is to replace a number of teacher workstations each year and to add technology tools as each department adopts new teaching materials following the curriculum cycle. Additionally, wireless devices will be added as funds are available. Policies will need to be reviewed and updated related to their use. As these hardware/software changes are made,

all staff may/will need to be trained to effectively use the technology. Tentatively, student labs targeted for replacement in the next cycle are listed below:

2012-13 MAES Mac Lab (28); SES Mac Lab (28); Library Desktop Computers (16 at MASH, 14 at MAMS, 3 at SES, 3 at MAES)

2013-14 MAES 2nd Mac Lab (27 – may be done at beginning of budget year); MASH 218 (23)

2014-15 MASH 117 (24); MASH 216 (14); MAMS B138 (29-PC Lab)

Software

The district office maintains a categorized hard copy, by building, of the software licenses of programs currently being used in the district. All purchase orders that contain software are flagged before they go to vendors in the summer for the next school year. Appropriate staff is required to send license information accompanying the software to the district office for filing. Software may be included in regular classroom budgets or through proposals submitted to the Information & Technology Committee.

Audio Visual

The district audio visual program provides support for media needs. Each classroom at the middle school has a monitor connected to an in house distribution system designed to distribute cable, Channel One News, and live daily announcements. Current events and school information are distributed via digital signage with monitors located by the office and in the lunchroom. At the high school, current educational and event information, as well as select live events, are programmed through our local cable access channel to the community. The cable channel is also currently being streamed to the internet, and other areas of web streaming are continually explored for future addition. Digital signage is also being utilized to display lunch menus, upcoming events and other student information.

The audio visual and library media departments provide technology support for student productions, musical programs, and classroom presentations. Digital still and video cameras, digital video and audio editing suites, remote mice, responder sets, document cameras, ceiling-mounted projectors and speakers, interactive white boards, and other technology devices are used in the district for web page development, teacher demonstrations, school events and student projects. Basic AV tools are replaced as needed throughout the school year. Audio visual equipment is part of the annual fixed asset inventory.

Networking

The district data network reaches all classrooms, offices, etc. in the district. Every classroom is wired for voice, video, and data. The district network is connected to the Internet through Wisconsin's Badgernet 2. The district uses Novell Netware and Ethernet 10/100/1000. The building networks are designed to provide a server for office personnel use and a separate server for student/instructional use. The district uses Windows 2003/2008 servers and various application servers (Skyward, READ180, etc.). District e-mail and Internet use is filtered through a service provider by WiscNet using Postini technology. Wireless gear is needed in various "dead" areas within school buildings to provide more equitable access.

Infrastructure

The network servers are currently Novell 6.0 and 6.5 and the plans are to upgrade the remaining servers to OES with dramatic increases in storage capacity. The district will continue maintaining the four schools with wireless network access points. To provide the infrastructure for data between buildings, the district leases a fiber optic line to connect the school buildings within the city limits. There are various network hardware items that need upgrading. Switches will continuously be upgraded and added to handle more digital traffic, including layer 3 switching.

Administrative, Communication and Data Management Software

The district maintains servers for school finance and student information databases. Periodic updates from Skyward are installed for the student and finance database to keep us up-to-date with state and federal requirements and increase functionality. PaC Family Access provides families with grading, attendance and lunch account information; all student grades are posted on-line using Skyward Family Access. Standards-based grading is used at the K – 8 levels; typical secondary grading is used at the high school. The district converted from Groupwise to Google Mail in the summer of 2011. High school students are provided filtered e-mail accounts through Gaggle. Blogs, wikis, and Gaggletube are available through Moodle and/or Gaggle. Instructional software is continually updated to support the project-based approach, basic computer skills curriculum, electronic portfolios, website development, and Information and Technology Literacy Standards.

E-Rate (Telecommunications Act of 1996)

MAPSD currently applies for and utilizes e-rate discounts and reimbursements for telecommunication service, including, but not exclusively, for basic phone service, long distance service, and internet access. The district converted to a VOIP phone system in the summer of 2011. Current or projected purchases include:

- Local service
- Internet and student e-mail accounts
- Long distance service and charges
- CENTREX trunks
- Digital Data Services
- Lease new fiber connecting MASH, DO, MAMS, SES (MAES connected via district-owned fiber)
- Paging service
- Cellular service
- STS/SCS

District Information and Technology Website

Current resources, policies, a district copyright café, lesson plan templates, help files, current Information and Technology Plan, survey results, a technology integration calendar, and district library media newsletters can be found at:
http://www2.medford.k12.wi.us:8400/infotech/index.htm.
Staff development information/ registration may be found at:
https://sites.google.com/a/medford.k12.wi.us/medfordprofessionaldevelopment/

Based on the analysis above, areas of concern that will be addressed in this Information and Technology Plan include:

- Provide equitable wireless access within all district facilities
- Update district policies to reflect new and changing technology use within the district
- Continue to revise or build units of instruction to a high level, using new curriculum, strategies (differentiation) and technology
- Provide ongoing staff development in technology focused on district initiatives
- Continue to build and evaluate resources to provide current, balanced information and technology resources

Plan Goals and Objectives

Effective Teaching and Learning

I. Integrate technology literacy standards into all core content areas to increase student achievement.

a. By the end of each year of the plan, grades K-12 instructional staff will be accountable for incorporating technology that supports real-world applications and incorporates content and common core standards.

Access to Information Resources and Learning Tools

II. Provide equal access to a wide variety of current and balanced information and technology resources across the district.

a. By the end of each year of the plan, the collection of print and non-print resources for K-12 curricular and recreational needs will be re-evaluated, updated and publicized.

b. By the end of the third year of the plan, we will provide equal access to wireless infrastructure to support emerging technologies used by all stakeholders.

Educator Proficiency

III. Staff will continue to improve their technology skills / knowledge.

a. By the end of each year of the plan, staff will be competent in technology skills that support district initiatives.

Systems Support and Instructional Leadership

IV. The district will support stakeholders as they use media and technology within the district.

a. By the end of each year of the plan, the district will ensure that policies are reviewed to accommodate existing and emerging technologies to support appropriate and efficient access by stakeholders.

Implementation Action Plan

Need Statement	In June 2006, NCLB required that the district have a plan in place to ensure that all students be technologically literate by the end of eighth grade. Using the data obtained from the Tech Literacy Assessments of 2009 through 2011, results showed 8th graders have improved overall from 84% to 91%. However, there is room for improvement. Evaluation of core area curriculums and Professional Learning Community data indicate inconsistent use of real-world applications of technology within grade levels. Research indicates that when teachers are able to move beyond basic technology competencies, they are better equipped to integrate technology effectively to support learning.
Goal IA	Integrate technology literacy standards into all core content areas to increase student achievement.
Objective(s)	A. By the end of each year of the plan, Grades K-12 instructional staff will be accountable for incorporating technology that supports real-world applications and incorporates content and common core standards

Activities or Resources	Person /Team Responsible	Timeline Start --- Finish	Budget: Expenditure & Source	Success Indicators
Instructors review new common core standards focusing on information technology changes/additions	Director of Instruction Gr. K-12 instructional staff, Technology Integrator, and LMS	2012 – ongoing		Meetings held
Identify one area in your curriculum for short-term upgrades (revision and replacement of dated curriculum and assessment with more vital contemporary forms)	Director of Instruction Gr. K-12 instructional staff, Technology Integrator, and LMS	Annually		Identified areas Lesson Plans/Units updated
Offer professional development opportunities related to technology needs	Director of Instruction Technology Integrator and LMS	Annually	Release time or stipends for participants	Attendance lists
Communication between library/media specialists and classroom teachers to meet resource needs of educational units	Library Media Specialists	ongoing		Library Calendar
Devise a review procedure for reporting technology and 21st Century skill changes in curriculum and instruction	Director of Instruction & Technology Committee	2012		Report

Relevant Policies to Review that may have impact on Goals, Objectives, and/or Activities	Internet Safety/District Web Site -- Students – IIBGAB Internet Safety/Telecommunications – Students -- IIBGA Technology Concerns for Students with Special Needs – IGBAC Copyright Policy – IIBGC Software Regulation -- IIBGB

Need Statement	Research shows that, outside of socioeconomic status, a robust district library/media program supported with technology resources is the number one indicator of student success. A 2011 Grade 12 exit survey indicates that 50% of students either were not aware or could not recall new resources added each year. In addition, 57% of these students commented they were limited by software issues, outdated or non-functioning equipment, or did not always have access to current software and hardware. The 2011 survey shows that almost all seniors use wireless devices. Research shows that bandwidth issues will be more prevalent as demand increases. Current wireless infrastructure is inconsistent within buildings and across the district.
Goal IIA	Provide equal access to a wide variety of current and balanced information and technology resources across the district
Objective(s)	A. By the end of each year of the plan, the collection of print and non-print resources for K – 12 curricular and recreational needs will be re-evaluated, updated, and publicized. B. By the end of the third year of the plan, we will provide access to wireless infrastructure to support emerging technologies used by all stakeholders.

Activities or Resources	Person /Team Responsible	Timeline Start --- Finish	Budget: Expenditure & Source	Success Indicators
Evaluate and update resources (Titlewise Analysis for print and administrative records for non-print)	LMS	annually	Local Budget (already included)	Yearly Titlewise analysis and reports, weeding records
Develop plan to communicate with students about the availability of resources (district-owned and those outside district)	LMS	Fall 2012	Local Budget (already included)	Communication Plan
Survey Grade 12 students about their awareness of new resources	LMS Instructional Technology Coordinator	Spring, Annually	Local Budget (already included)	Grade 12 Survey (at least 75% of the students surveyed indicate that they are aware of resources)
Update MASH web pages related to library/media resources	LMS	2012		Updated web page(s)
Promote community awareness about resources—i.e. Badgerlink, Family Access from home, Overdrive.	LMS	ongoing	Local Budget (already included)	Newsletters; number of users

Relevant Policies to Review that may have impact on Goals, Objectives, and/or Activities	Instructional Materials Centers/School Libraries – IIBC Educational Materials Selection and Adoption – IIA Interlibrary Loan of Materials – IIBD Internet Safety/District Web Site – Staff – GBCAC

Need Statement	Research shows that, outside of socioeconomic status, a robust district library/media program supported with technology resources is the number one indicator of student success. A 2011 Grade 12 exit survey indicates that 50% of students either were not aware or could not recall new resources added each year. In addition, 57% of these students commented they were limited by software issues, outdated or non-functioning equipment, or did not always have access to current software and hardware. The 2011 survey shows that almost all seniors use wireless devices. Research shows that bandwidth issues will be more prevalent as demand increases. Current wireless infrastructure is inconsistent within buildings and across the district.
Goal IIB	Provide equal access to a wide variety of current and balanced information and technology resources across the district
Objective(s)	A. By the end of each year of the plan, the collection of print and non-print resources for K – 12 curricular and recreational needs will be re-evaluated, updated, and publicized. B. By the end of the third year of the plan, we will provide access to wireless infrastructure to support emerging technologies used by all stakeholders.

Activities or Resources	Person /Team Responsible	Timeline Start --- Finish	Budget: Expenditure & Source	Success Indicators
Map current wireless access points in the district	District Network Engineer	2012		Map communicated to stakeholders
Develop a plan to secure additional resources to provide equitable access in all buildings	District Network Engineer Technology Team	2012-13		Plan created
Budget and install hardware/software	District Network Engineer Board of Education	2013-14	E-rate Funds District Funds Cost unknown	Updated map; budget; technology installed
Develop procedures for stakeholders to use the resources	Technology Team District Network Engineer	2013		Procedures communicated

Relevant Policies to Review that may have impact on Goals, Objectives, and/or Activities	Student Use of Two-Way Communication Devices – JFCM Internet Safety/Telecommunications—Students – IIBGA Internet Safety/Telecommunications—Staff – GBCAB Technology Concerns for Students with Special Needs – IGBAC

Need Statement	Due to reduced funding, after-hours professional development in technology is no longer available for the majority of teaching staff. For example, without this option, 49% do not regularly update their class web pages. The 2011 staff survey indicates a need for staff development using alternate venues to acquire skills that support their teaching and district initiatives. Research states that teachers need access to ongoing support to implement instructional strategies.
Goal III	Staff will continue to improve their technology skills/knowledge.
Objective(s)	A. By the end of each year of the plan, staff will be competent in technology skills that support district initiatives.

Activities or Resources	Person /Team Responsible	Timeline Start --- Finish	Budget: Expend-iture & Source	Success Indicators
Survey staff for professional development needs	Technology Integrator	Ongoing		Survey results
Review delivery methods and funding for staff development (in-service time, breakfast meetings, after school and/or summer workshops, during school day utilizing substitutes, PLC/early release days, online)	District Curriculum Director, Technology Integrator, Technology committee	Annually		Staff development needs documentation Newsletter Info Tech Webpage
Plan staff development options based on surveys, district initiatives, and Technology committee input	Technology Integrator, District Library Media Specialist District Curriculum Director	Ongoing		Staff development needs documentation
Offer staff development options and conduct workshops and evaluate their effectiveness	Technology Committee Technology Integrator	Ongoing	Title IIA, local – ($1000-$4000)	List of workshops offered Attendance Lists Analysis of Workshop Evaluations
Update district online technology resources to meet staff technology needs (i.e. step by step trouble shooting guides, FAQ wiki/forum)	Technology Integrator District Media Specialist	2012-2013		Web page available Hard copy resource book
Investigate utilizing the district staff development web site for all technology staff development.	Curriculum Director, Technology Integrator	2012		Web site updates
Continue district library/media & technology newsletter web page to communicate opportunities and active links to internet resources	District Media Specialist, LMS, Technology Integrator	Quarterly		Web page newsletters

Relevant Policies to Review that may have impact on Goals, Objectives, and/or Activities	Software Regulation – IIBGB Internet Safety/District Web Site – Staff -- GBCAC Copyright Policy – IIBGC Internet Safety/Telecommunications—Staff – GBCAB

Need Statement	Other than two-way communication devices (cell phones), most district policies related to libraries and technology have not been reviewed or updated since 2005. Procedures and policies need to be in place to guide use of new technologies that are connected to district. Research states that school districts should regularly update policies as technology is dynamic and prevent rather than react to crisis situations.
Goal IV	The district will support stakeholders as they use media and technology within the district.
Objective(s)	A. By the end of each year of the plan, the district will ensure that policies are reviewed to accommodate existing and emerging technologies to support appropriate and efficient access by stakeholders.

Activities or Resources	Person /Team Responsible	Timeline Start --- Finish	Budget: Expenditure & Source	Success Indicators
Review existing district policies related to technology	Information & Technology Team AV Director	2012		Team agenda
Develop a plan to regularly review policies to accommodate existing and emerging technology.	Information & Technology Team	2012		Draft Plan
Meet with administration to share team information and prepare draft(s)	Administration Curriculum Director Technology Integrator LMC	2013		Draft Policies
School Board Policy Committee considers the draft policies	School Board Policy Committee	2013-14		Meeting held
Full School Board consideration and approval of updated policies	School Board Administration	2014-15		Updated Policies Board Minutes

Relevant Policies to Review that may have impact on Goals, Objectives, and/or Activities	Student Use of Two-Way Communication Devices – JFCM Internet Safety/Telecommunications—Students – IIBGA Internet Safety/Telecommunications—Staff – GBCAB Internet Safety/District Web Site -- Students – IIBGAB Internet Safety/District Web Site – Staff -- GBCAC Technology Concerns for Students with Special Needs – IGBAC Copyright Policy – IIBGC Authorized Use of Audio-Visual Equipment – EDCA Educational Materials Selection and Adoption – IIA Interlibrary Loan of Materials – IIBD Software Regulation – IIBGB Internet Safety/Telecommunications – Public -- KGA

Budget for Plan

Budget Summary of Action Plans

	CITP Goal Obj.	2012-13	2013-14	2014-15	Budget
Software Procurement					
• Instructional Software/Tech Literacy Assessment	IIB	$8,249	$7,424	$6,682	800 129300
• Software for New Computers (Reg Ed)	IIB	$12,000	$12,000	$12,000	800 229000
• Software for New Computers & Additions for Installed Base (Special Ed)	IIB	$3,500	$3,500	$3,500	Special Ed
• Network Software Expenses	IIB	$10,000	$10,000	$10,000	800 229000
Total		$33,749	$32,924	$32,182	
Hardware, Facilities, Networking Acquistion and Implementaiton					
• Wireless Access Points	IIB	$3,000	$3,000	$3,000	800 229000
• Network Server Maintenance & Replacement	IIB	$12,000	$12,000	$12,000	800 229000
• Replace approximately 120 Workstations Annually (Regular Ed)	IIB	$108,000	$108,000	$108,000	800 229000
• Upgrade/Replace Network Hardware (firewall, switches, routers)	IIB	$22,000	$22,000	$22,000	800 229000
• Instructional Classroom Technology Updates by Building (Regular Ed)	IIB	$47,000	$47,000	$47,000	129300
• Replace/Upgrade Special Education Hardware	IIB	$31,500	$31,500	$31,500	Special Ed
Total		$223,500	$223,500	$223,500	
Operations, Maintenance and Upgrade					
• Leased Data Connections (2 - 100 Mbps; 2 1 Gbps) (70% e-rate)	IIB	$9,000	$9,000	$9,000	800 260000
• Internet Access from WiscNet (70% e-rate)	IIB	$3,600	$3,600	$3,600	800 260000
• Internet Filtering Service (iboss)	IIB	$4,200	$4,200	$4,200	800 229000
• E-mail Service for Students (70% e-rate)	IIB	$3,300	$3,300	$3,300	800 260000
• Telecom Access (70% e-rate)	IIB	$18,000	$18,000	$18,000	800 260000
• Skyward Annual Updates	IIB	$40,000	$40,000	$40,000	District Wide
Total		$78,100	$78,100	$78,100	
Professional Development					
• Revising Units to Include New Technology	IA	$2,000	$2,000	$2,000	800 221000 365
• Offer Staff Development Based on Annual Survey	IIIA	$2,000	$2,000	$2,000	800 129300
• Summer Support	IIIA	$17,100	$17,100	$17,100	800 229000
Total		$21,100	$21,100	$21,100	
Human Resources in Support of Technology					
• Network Engineer (1 FTE)		$87,000	$87,000	$87,000	800
• Technology Integrator (0.5 FTE)		$31,500	$31,500	$31,500	800
Total		$118,500	$118,500	$118,500	
Other					
• School Library Resources (Common School Fund)	IIA	$77,344	$77,344	$77,344	800 2222000
Total		$77,344	$77,344	$77,344	
Grand Total		$552,293	$551,468	$550,726	
Possible Funding Sources					
District Budget--Support Media Tech & Instruct. Media Tech		*$189,664*			
E-rate (discounted in itemized list above)					
Title IIA & District Inservice Funds		*$4,000*			
Special Education		*$35,000*			
General Fund/Salaries		*$118,500*			
General Fund/Central Services		*$73,900*			
General Fund/Building Budget		*$47,000*			
Common School Fund		*$77,344*			
Totals		*$545,408*			Updated: 3/2012

Dissemination to Stakeholders

The district's Information and Technology Committee will take the responsibility to disseminate the plan to all school/community stakeholders. We plan to complete the following activities to accomplish this task:

Electronic

- Excerpts and executive summary on District and Information Technology web sites
- Link to full plan in PDF
- E-mail to staff, board members, and education connections
- District library/media online newsletter
- CESA 10 Moodle Submission Site

Print Resources

- Links to the web site and excerpts published in hard copy brochures, student services newsletters, district staff newsletter, and annual reports

Other Media

- Board meeting presentation(s) during the curriculum segment
- Newspaper features

In-Person Presentations

- Annual spring review of plan accomplishments and goals for the coming year presented to the school board
- Information about the plan presented at the Fall building staff meetings

Monitoring Progress and Evaluating the Plan

The district's Information and Technology Committee will be responsible for monitoring the implementation of the plan during its three-year duration. The committee will review the status of the action plans each semester at their regular meeting. The chairperson of the committee will present documentation that indicates successful completion. Each Spring, the district's Information and Technology Committee will review the status of the plan's goals, objectives, and action plans and make necessary adjustments. As action plans are completed, the objectives will be considered attained by the committee. When the objectives are completed, the goal itself will then be considered achieved by the committee. A yearly progress report reviewing the plan's implementation status will be provided to the school board in the Spring by members of the district's Information and Technology Committee. At the same time, goals and objectives to be worked on in the upcoming year will be reviewed with the board. The district will disseminate an "executive summary" of the board report to stakeholders through one or more of the following: District Library/Media Newsletters, school building newsletters, the district website.

The Director of Curriculum will provide results of the Wisconsin Knowledge and Concept Tests to the district's Information and Technology Committee on an annual basis. The committee will use this data to evaluate the effect of the implementation on district student achievement scores.

The Information and Technology Committee will continue assessing staff's integration of technology into instruction, as well as the district's support for technology, during the plan's duration to prepare for the next development cycle the committee will monitor plan progress by reviewing K – 12 curriculum maps, staff development workshop evaluations, internal stakeholder surveys, support tools, and budget. The committee will also continue to play a part in providing guidance as curriculum and common assessments are developed related to technology. In the district evaluation plan for staff, administration performs regular evaluations and periodic three-minute classroom walkthroughs of all professional teaching staff and technology use is noted. They also handle PI34 licensing requirements, where technology use for classroom instruction and management are components. Through information gathered, goals and objectives will be revised to meet current needs for the school district. We believe this process will provide us with a clear picture of the district's technology progress for the next three-year Information and Technology Plan.

Procedures and Policies

The Medford Area Public School District reviews all policies on a scheduled basis to update and ensure that they are in compliance with all current federal state laws and regulations. All information and technology related policies for Medford are posted at http://www.medford.k12.wi.us/do/Policies/policies.htm and are listed below.

- Authorized Use of Audio Visual Equipment – EDCA
- Purchase and/or Use of School Equipment for Students/Staff with Disabilities – EDCB
- Internet Safety/Telecommunications – Staff – GBCAB
- Internet Safety/District Web Site – Staff – GBCAC
- Technology Concerns for Students with Special Needs – IGBAC
- Educational Materials Selection and Adoption (and Material Reconsideration) – IIA
- Instructional Materials Centers/School Libraries – IIBC
- Interlibrary Loan of Materials – IIBD
- Internet Safety/Telecommunications – Students – IIBGA
- Internet Safety/District Web Site – Students – IIBGAB
- Software Regulations – IIBGB
- Copyright Policy – IIBGC
- Student Use of Two-Way Communication Devices – JFCM
- Use of Laser Devices – JFCP

The entire plan is linked under Information and Technology on the district's website: http://www.medford.k12.wi.us/do/index.htm.

Appendices

Appendix A

3 Minute Walk-Through Tool

Teacher: Course/Content: Date/Time: Administrator:		Learning Objective: *Students will be able to…*
Instruction Who? ☐ Teacher ☐ Student(s) ☐ Multi-Media ☐ Guest Speaker ☐ N/A	Instruction How? ☐ Lecture ☐ Reading ☐ Audio/Visual ☐ Demonstration ☐ Discussion Group ☐ Practice by Doing ☐ Teach Others Non-Instruction Time ☐ Assessment ☐ Snack Time ☐ Transition Time ☐ Other	You are engaging students through the best practices: ☐ Whole class response (individual white boards, choral response, responders, talk to your neighbor, etc.) ☐ Appropriate wait time (8 hands up, etc.) ☐ Purposeful student selection (cards, popsicle sticks, etc.) ☐ Positive, specific feedback ☐ Peer tutoring ☐ Technology ☐ Use of Multi-Intelligences (music, movement, graphic organizers, small groups, etc.) ☐ Group Discussions ☐ Other
Comments: Today, when I visited your class, I saw . . .		

Appendix B

Sample Graphs Analyzing the January-February 2011-12 Collections

TitleWise
Collection Analysis

MEDFORD SR HI SCHOOL
January 2012

Analysis Overview

Collection Information

Date of Analysis:	26-Jan-2012 09:03:09
Circulation System:	Follett Destiny
Data Integrity:	Good: 99.99% holdings recognized
# of Records:	12953
# of Holdings:	14353
Recognized Call Numbers:	14352
Average Age:	1999
Enrollment:	651
Items per Student:	22.05

School Information

MEDFORD SR HI SCHOOL
1015 W BROADWAY AVE
MEDFORD, WI 54451

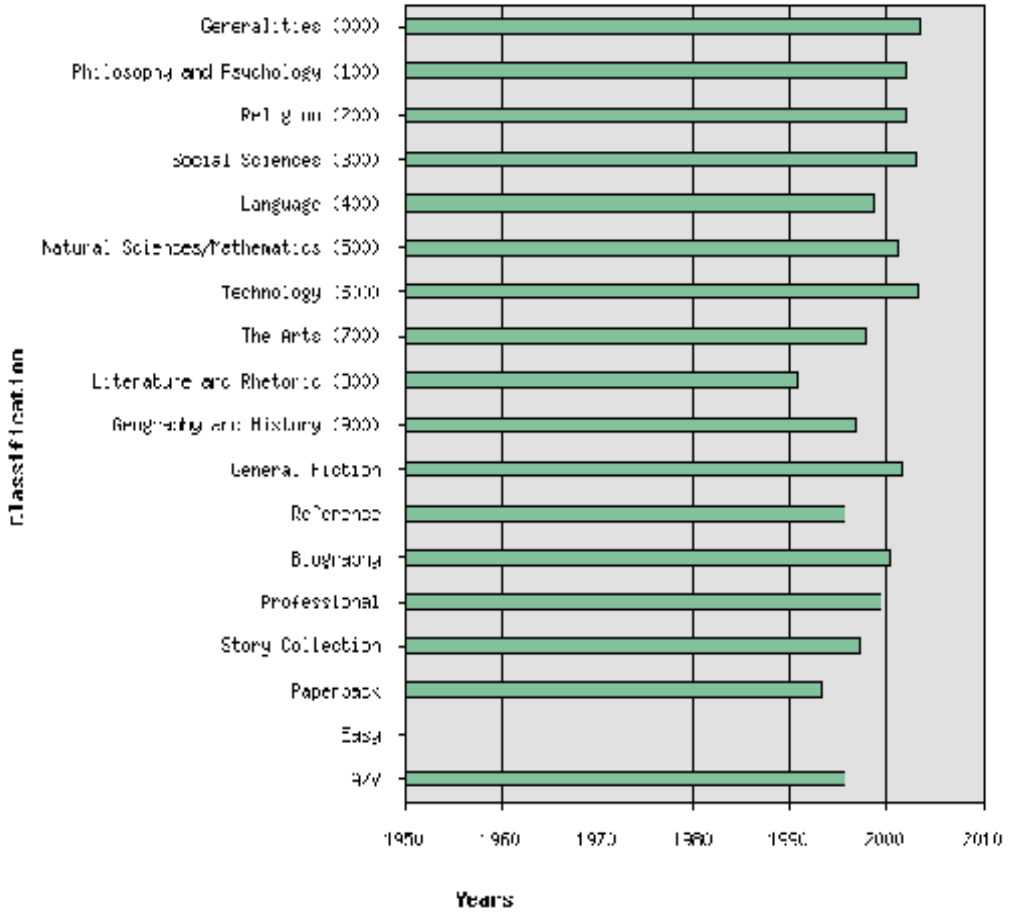
Contact Information

Name:	Pat Eloranta
Phone:	715-748-5951
Phone (alt):	
Fax:	715-748-8438
Email:	elorapa@medford.k12.wi.us
Email (alt):	

TitleWise Collection Analysis
www.titlewave.com

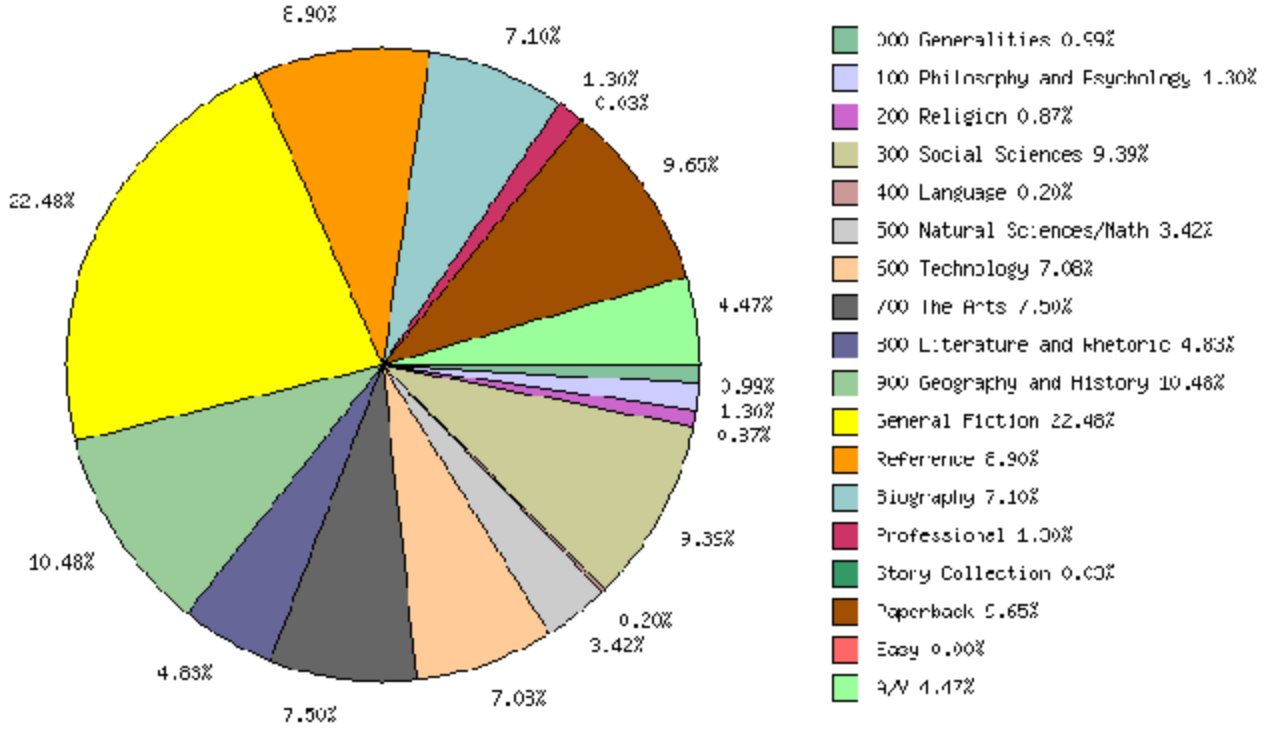
MEDFORD SR HI SCHOOL
Prepared By : Pat Eloranta
26-Jan-2012 09:03:09

Collection Analysis (by 100s) - Average Age



MEDFORD SR HI SCHOOL
Prepared By : Pat Eloranta
26-Jan-2012 09:03:09

Collection Analysis (by 100s) - Main Classification Percentages



MEDFORD MIDDLE SCHOOL

Analysis Overview

Collection Information

Date of Analysis:	07-Feb-2012 10:29:55
Circulation System:	Follett Destiny
Data Integrity:	Good: 100.00% holdings recognized
# of Records:	9573
# of Holdings:	13485
Recognized Call Numbers:	13485
Average Age:	2000
Enrollment:	630
Items per Student:	21.40

School Information

MEDFORD MIDDLE SCHOOL
509 E CLARK ST
MEDFORD, WI 54451

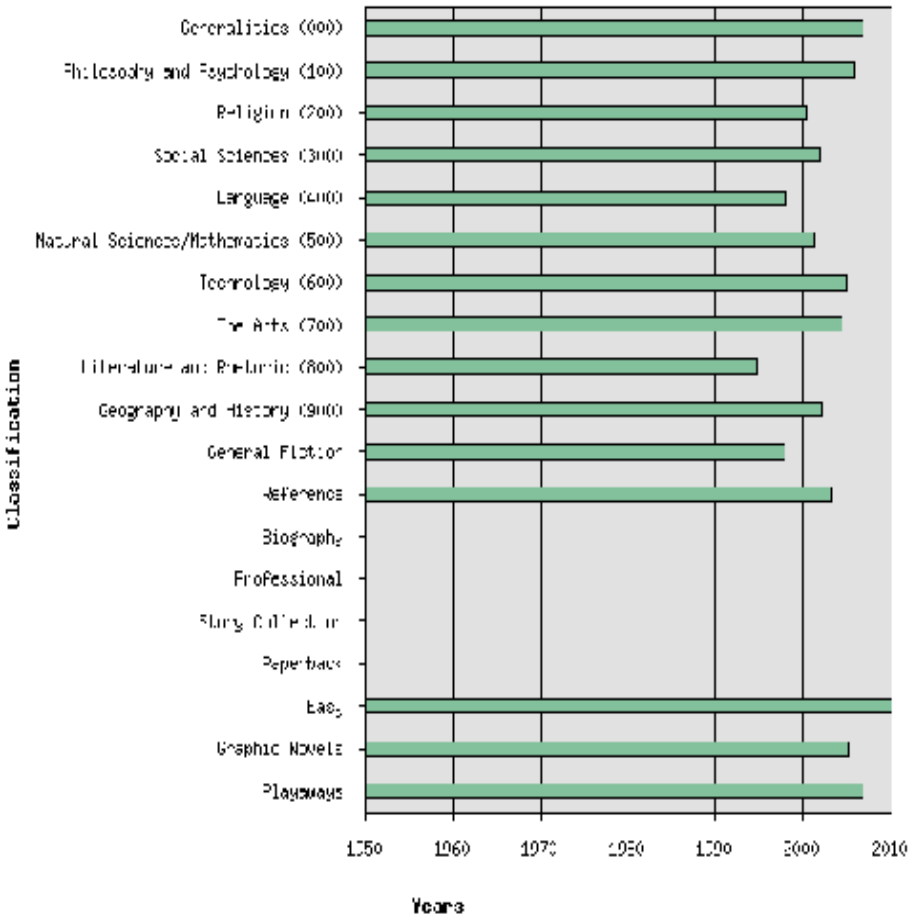
Contact Information

Name:	Christie Wirz
Phone:	715-748-2516
Phone (alt):	
Fax:	715-748-1213
Email:	wirzch@medford.k12.wi.us
Email (alt):	

TitleWise Collection Analysis
www.titlewave.com

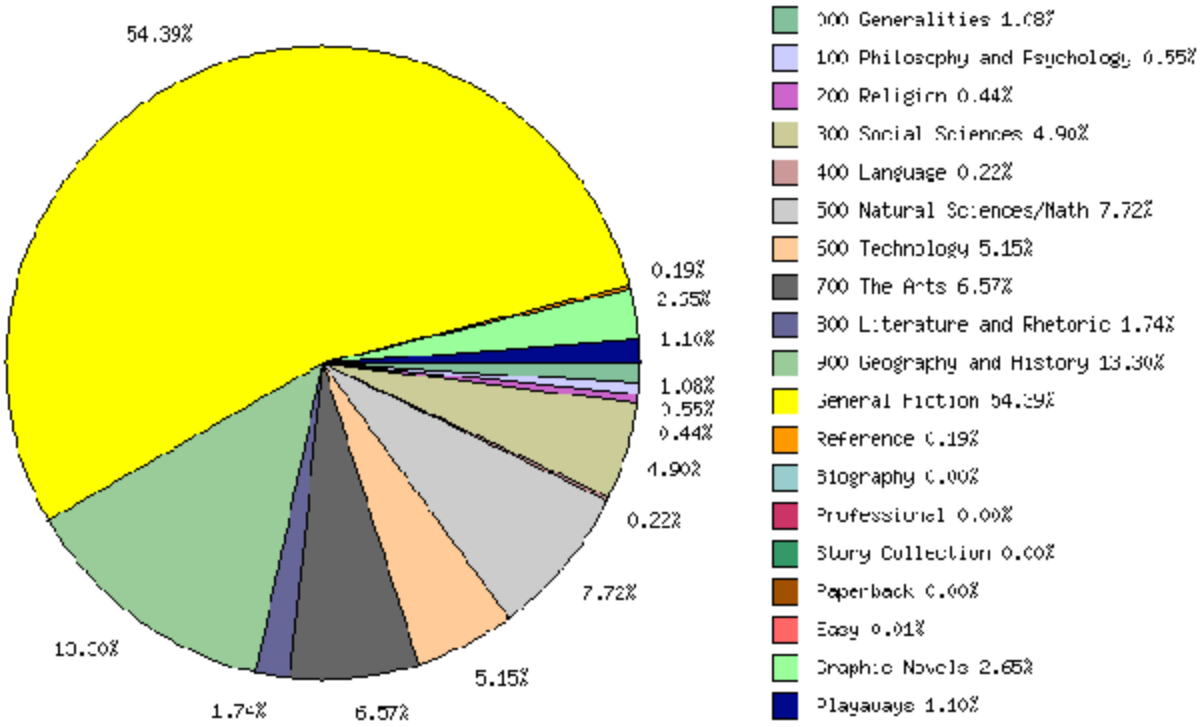
MEDFORD MIDDLE SCHOOL
Prepared By : Christie Wirz
07-Feb-2012 10:29:55

Collection Analysis (by 100s) - Average Age



MEDFORD MIDDLE SCHOOL
Prepared By : Christie Wirz
07-Feb-2012 10:29:55

Collection Analysis (by 100s) - Main Classification Percentages



MEDFORD ELEM SCHOOL
MAES January 2012

Analysis Overview

Collection Information

Date of Analysis:	17-Jan-2012 11:36:38
Circulation System:	Follett Destiny
Data Integrity:	Good: 100.00% holdings recognized
# of Records:	23790
# of Holdings:	25812
Recognized Call Numbers:	25812
Average Age:	1994
Enrollment:	600
Items per Student:	43.02

School Information

MEDFORD ELEM SCHOOL
1065 W BROADWAY AVE
MEDFORD, WI 54451

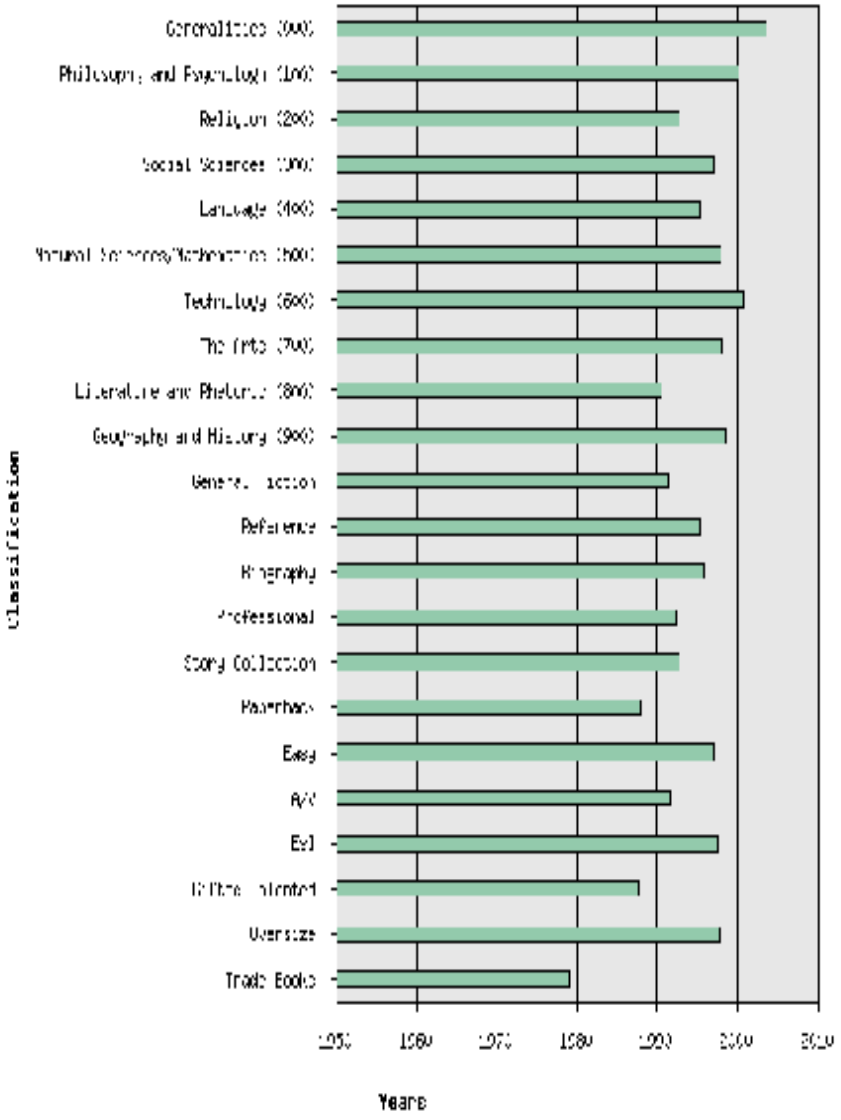
Contact Information

Name:	Cathy Retzer
Phone:	715-748-2316
Phone (alt):	
Fax:	
Email:	retzeca@medford.k12.wi.us
Email (alt):	

TitleWise Collection Analysis
www.titlewave.com

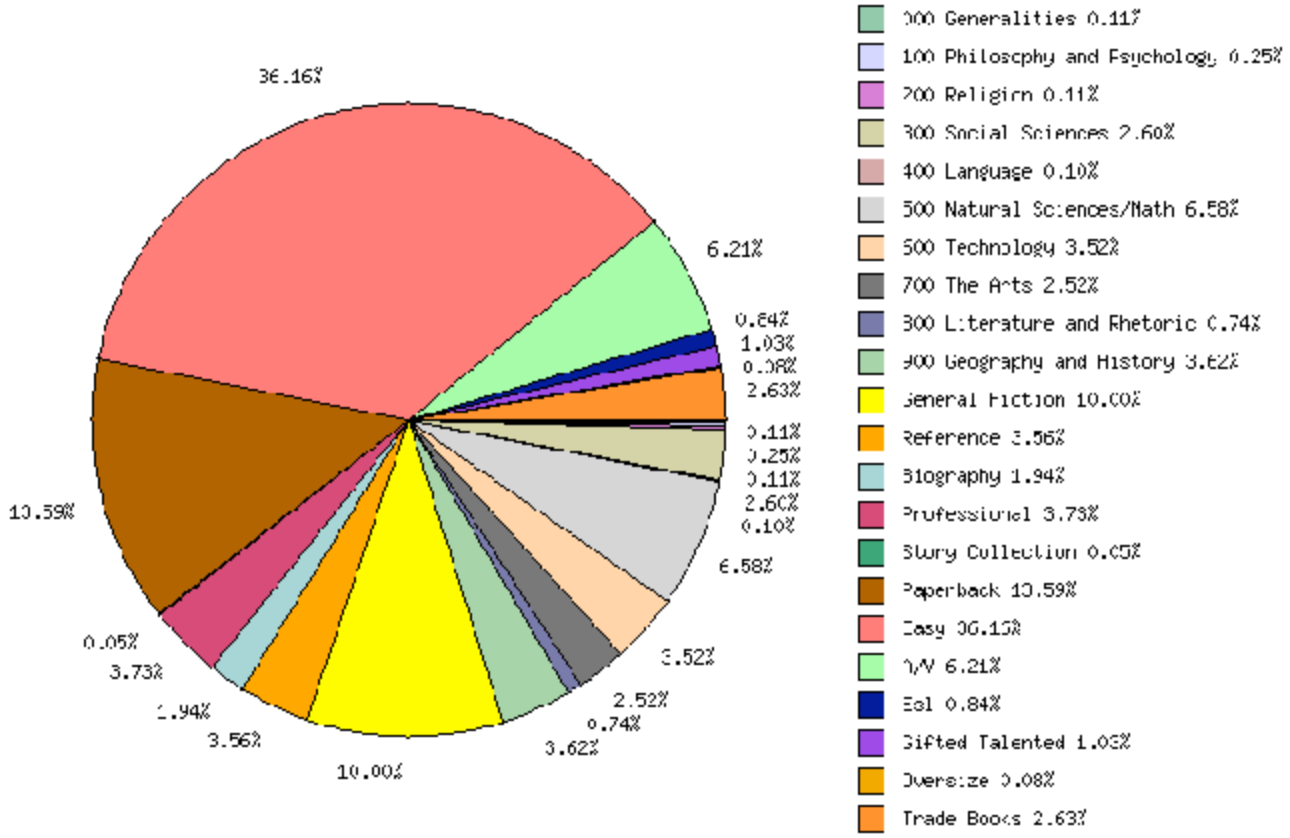
MEDFORD ELEM SCHOOL
Prepared By : Cathy Retzer
17-Jan-2012 11:36:38

Collection Analysis (by 100s) - Average Age



MEDFORD ELEM SCHOOL
Prepared By : Cathy Retzer
17-Jan-2012 11:36:38

Collection Analysis (by 100s) - Main Classification Percentages



STETSONVILLE ELEM SCHOOL
SES, January, 2012

Analysis Overview

Collection Information

Date of Analysis:	17-Jan-2012 11:02:22
Circulation System:	Follett Destiny
Data Integrity:	Good: 100.00% holdings recognized
# of Records:	13379
# of Holdings:	14458
Recognized Call Numbers:	14458
Average Age:	1994
Enrollment:	250
Items per Student:	57.83

School Information

STETSONVILLE ELEM SCHOOL
W5338 COUNTY ROAD A
STETSONVILLE, WI 54480

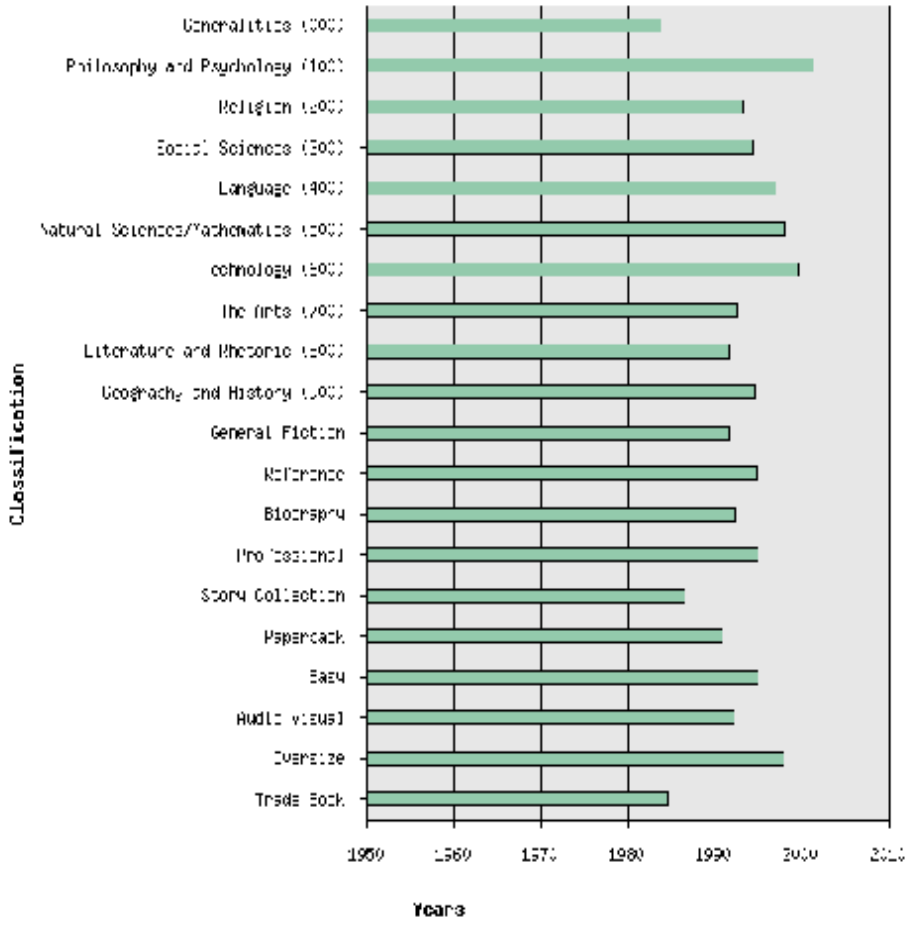
Contact Information

Name:	Cathy Retzer
Phone:	715 678 2600
Phone (alt):	
Fax:	
Email:	retzeca@medford.k12.wi.us
Email (alt):	

TitleWise Collection Analysis
www.titlewave.com

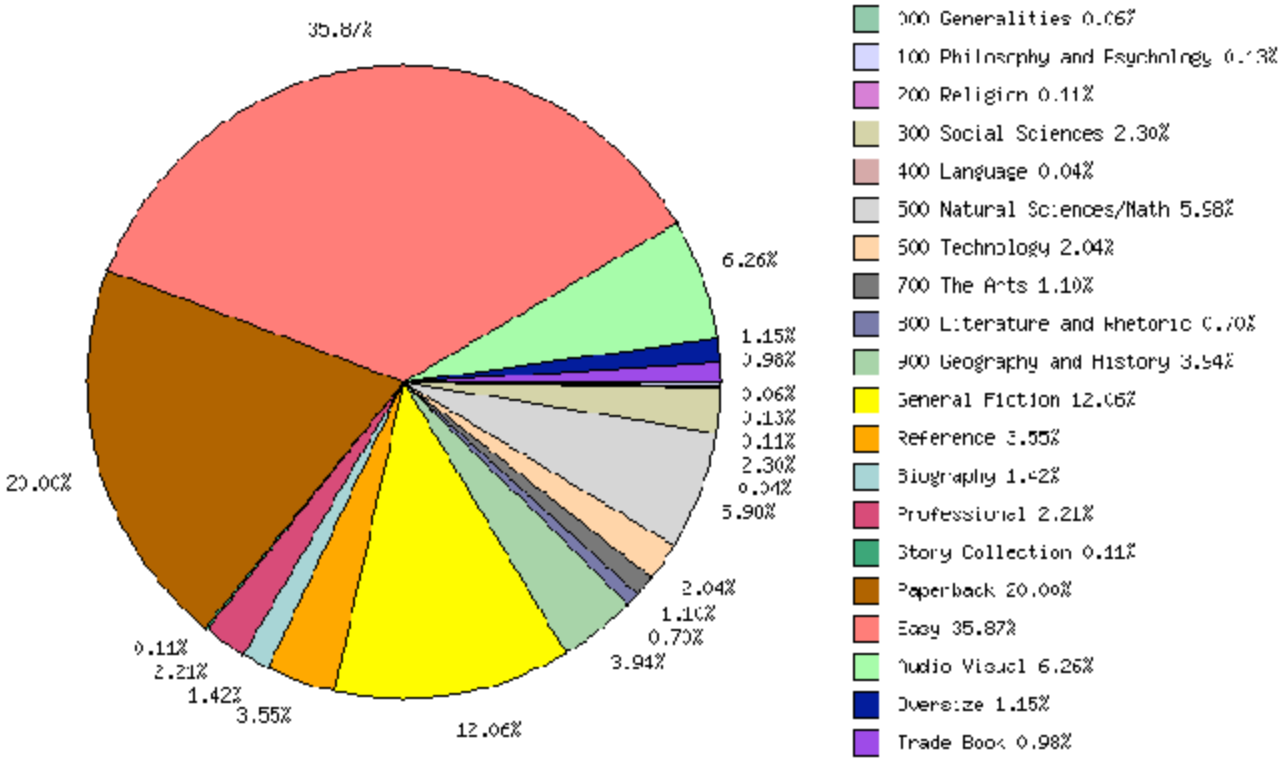
STETSONVILLE ELEM SCHOOL
Prepared By : Cathy Retzer
17-Jan-2012 11:02:22

Collection Analysis (by 100s) - Average Age



STETSONVILLE ELEM SCHOOL
Prepared By : Cathy Retzer
17-Jan-2012 11:02:22

Collection Analysis (by 100s) - Main Classification Percentages



Appendix C

Current Program Development Cycle

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Year 1 Examines current state and local standards and bench-marks; chooses essential outcomes (big ideas) in every subject and grade level; pilots different resources and programs; adopts common resources.	Guid. Art Music Tech Ed Bus. FACE Ag.	Social Studies Physical Education	Science & Health	Foreign Language Media & Tech Serv.	Comm. Arts	Comm. Arts	Mathematics
Year 2 Implements new resources; refines and creates common assessments per course/grade level; examines and revises curriculum map; district provides staff development for newly adopted resources.	Mathematics	Guid. Art Music Tech Ed Bus. FACE Ag.	Social Studies Physical Education	Science & Health	Foreign Language Media & Tech Serv.	Comm. Arts	Comm. Arts
Year 3 Examines data from common assessments; revises common assessments if necessary.	Comm. Arts	Mathematics	Guid. Art Music Tech Ed Bus. FACE Ag.	Social Studies Physical Education	Science & Health	Foreign Language Media & Tech Serv.	Comm. Arts
Year 4 Examines data from common assessments; revises common assessments if necessary; meets with all grade levels to align curriculum K - 12.	Comm. Arts	Comm. Arts	Mathematics	Guid. Art Music Tech Ed Bus. FACE Ag.	Social Studies Physical Education	Science & Health	Foreign Language Media & Tech Serv.
Year 5 Examines data from common assessments; revises common assessments if necessary; meets with all grade levels to align curriculum K - 12.	Foreign Language Media & Tech Serv.	Comm. Arts	Comm. Arts	Mathematics	Guid. Art Music Tech Ed Bus. FACE Ag.	Social Studies Physical Education	Science & Health
Year 6 Examines data from common assessments; revises common assessments if necessary.	Science & Health	Foreign Language Media & Tech Serv.	Comm. Arts	Comm. Arts	Mathematics	Guid. Art Music Tech Ed Bus. FACE Ag.	Social Studies Physical Education
Year 7 Performs a needs assessment; what is lacking in the curriculum area; attends conferences for cutting-edge ideas.	Social Studies Physical Education	Science & Health	Foreign Language Media & Tech Serv.	Comm. Arts	Comm. Arts	Mathematics	Guid. Art Music Tech Ed Bus. FACE Ag.

Appendix D

Sample Integration Tools

*Codes
L Library Media
C Classroom Teacher
S SOAR Program
O Other - identify

StarTech
Information and Technology Literacy
Kindergarten Objectives
Information Literacy
2010 - 2011

Objectives	Anderson	Brown	Coillard	Hickberth	Leonard	Zeller	Cernick / Nelson
What do I Need to Do? Identifies the need for information B.4.1a	SS + Science C	Soc Studies Science C	Soc. Studies Science C	Soc. Studies Science C	Soc. Studies Science C	Soc. Studies Science C	Soc. Studies Science C
Recall what is already known B.4.1b	story recall C Science	story recall C Science	story recall C Science	story recall C Science	story recall C Science	story recall C Science	C pre-reading strategies
How Do I Find What I Need? Recognizes the library organization system B.4.3a	L	L	L	L	L	L	L
Differentiates between fiction and nonfiction resources B.4.4b	reading science C L	reading science C, L	reading science C, L	reading science C, L	reading science C, L	reading science C, L	L
How Do I Use the Information? Uses the information to answer the question B.4.6c	reading science C	reading science C	reading science C	reading science C	reading science C	reading science C	comprehension activities C journal writing
Appreciate literature Choose fiction of personal interest C.4.2a	student book checkout C L	student book selection C, L	student book selection C, L	student book selection C, L	student book selection C, L	student book selection C, L	student book selection L
Recognize award winning books C.4.2b	student book selection C reading L	student book selection C, L	student book selection C, L	student book selection C, L	student book selection C, L	student book selection C, L	student book L selection
Relate literature to personal experiences C.4.2c	student book selection C reading L	student book selection C, L reading	student book selection C, L reading	student book selection C, L reading	student book selection C, L reading	student book selection C, L reading	student book L selection
Technological Awareness Names and identifies computer terms and parts of computer system A.4.1a,b	computer lessons C	computer lessons C	computer lessons C	computer lessons C	computer lessons C	computer lessons C	computer lessons C
Takes care of and uses equipment properly A.4.1c	computer C lessons	computer C lessons	computer C lessons	computer C lessons	computer C lessons	computer C lessons	computer C lessons
Uses computer devices properly A.4.1d	computer C lessons	computer C lessons	computer C lessons	computer C lessons	computer C lessons	computer C lessons	computer C lessons
Opens and runs software from a variety of formats A.4.2g	computer C lessons	computer C lessons	computer C lessons	computer C lessons	computer C lessons	computer C lessons	computer C lessons
Video Operates basic audio and/or video equipment to listen to and view media programs A.4.1i							operating listening center C

*Codes	
L	Library Media
C	Classroom Teacher
S	SOAR Program
O	Other - identify

StarTech
Information and Technology Literacy
Grade 2 Objectives

Information and Technology Literacy

2010 - 2011

Objectives	Klingbeil	Nelson	Swedlund	Buechel	Gehrke		
What do I Need to Do? Identifies the need for information B.4.1a		lang. C arts	informational C writing	C	C		
Formulates questions B.4.1c		C "	C all subjects	C	C		
Recall what is already known B.4.1b		C "	modeling/ C discussion	C	C		
Identifies possible sources B.4.2a		C "	C " "				
Identifies the keywords B.4.2.d		C "	weekly C readers	C	C		
Recognizes ways to organize ideas B.4.2e		C "	C " "	C	C		
How Do I Find What I Need? Recognizes the library organization system B.4.3a	fiction/ nonfiction L unit	fiction/ nonfiction L unit	C fiction/ nonfiction, CRSSroom L discuss.	L	L		
Uses an index or table of contents B.4.3g			C all books				
Differentiates between fiction and nonfiction resources B.4.4b	fiction/ nonfiction L unit	fiction/ nonfiction L unit	C fiction/ nonfiction L Daily 5	L	L		
Distinguishes fact and opinion B.4.4c		C lang. arts	C lang. arts	C	C		
How Do I Use the Information? Summarizes in your own words B.4.5a		reading/ C lang arts	dinosaur writing C activity	C	C		
Draws conclusions B.4.6b		C reading	reading, C science, soc. st.	C	C		
Uses the information to answer the question B.4.6c		lang. arts/ C soc. st./ science	all subjects C	C	C		
Seek information relevant to self Identify topics of interest and seek information about them C.4.1a	student book selection L	student book selection L	student C book selection L Daily 5	student book selection L, C	student book selection L, C		
Information can be used to make decisions or satisfy interest C.4.1b	student book selection L	student book selection L	C student book selection L	student book selection L, C	student book selection L, C		
Appreciate literature Choose fiction of personal interest C.4.2a	student book selection L	student book selection L	C student book selection L	student book selection L, C	student book selection L, C		
Recognize award winning books C.4.2b	Caldecott Award/ Newbery Award	Caldecott Award/ Newbery Award	Caldecott L C Newbery Award	Golden L Archer	Golden L Archer		
Relate literature to personal experiences C.4.2c	student book selection L	student book selection L	C student book selection L	student book selection L, C	student book selection L, C		
Technological Awareness Names and identifies computer terms and parts of computer system A.4.1a,b		computer time C	mystery bag C	C	C		
Takes care of and uses equipment properly A.4.1c		reading C center	all C subjects	C	C		
Uses computer devices properly A.4.1d		computer C time	morning C routine	C	C		
Identifies media formats A.4.2a		reading C center	class C discussion	C	C		
Opens and runs software from a variety of formats A.4.2g		C computer time	math C intervention				
Integrated Word Processing Produces a document A.4.3b		creative C writing	writing C projects	C	C		
Telecommunications and Network Awareness Uses bookmarks A.4.4d		weather bookmark C	math intervention AR C	C	C		
Locates information from pre-selected Internet sites and web pages B.4.3g A.4.4c		math intervention C games	math, science C	C	C		
Opens and runs a software program from a network server A.4.2g		AR/ C MFF	AR, MFF C				
Video Operates basic audio and/or video equipment to listen to and view media programs A.4.1i		C listening center	listening center C				

*Codes
L Library Media
C Classroom Teacher
S SOAR Program
O Other - identify

StarTech
Information and Technology Literacy
Grade 4 Objectives
Information Literacy
2010 - 2011

Objectives	Klapperusas	Klemm	Lesiuiz	Mildbrand	Orth	Bell	Stead
What do I Need to Do? Identifies the audience & purpose B.4.7b		Lan. Arts C & trans	Animal C reports	ppt C creations	ppt C		
Determines focus B.4.1d	L Bridgerlink	L Bridgerlink	L Bridgerlink	L Bridgerlink	L Bridgerlink	L Bridgerlink	L Bridgerlink
Identifies the keywords B.4.2.d	L Bridgerlink ency.	L Bridgerlink ency	L Bridgerlink ency	L Bridgerlink ency	L Bridgerlink ency	L Bridgerlink ency	L Bridgerlink ency
Recognizes types of products and presentations B.4.7c				C ppt creations	C ppt Prez.		
Chooses an appropriate format B.4.7d		writing C skills					
Lists steps to research B.4.2f							
How Do I Find What I Need? Selects more than one source if needed B.4.2c		Information C serial report	animal C reports	research C projects	research C projects	Country C research	
Evaluates sources B.4.2b		C " "		C auth. encl.		C Country research	
Evaluates the information B.4.4b,c,d		C All areas		C encl. books/sources	encl. books/ C sources		
How Do I Use the Information? Summarizes in your own words B.4.5a		All areas C	animal reports C	research projects C	research projects C	animal project C	
Differentiates between copying and summarizing D.4.2f		C " "	C " "	C " "	C " "	C Country/animal project	
Takes notes B.4.5a		C Content areas	C " "	C " "	C " "	C Country research	
Records sources as notes are taken B.4.5b			C " "	C " "	C " "	C research	
Cites sources D.4.3g			C " "	C " ppt	C " "	C research projects	
Recognizes the need to cite quotes B.4.5c, D.4.3f							
States quotes in exact words D.4.3f						C research	
Arranges notes to answer your question B.4.5d		C Content Curr.		C research projects	C research projects		
Lists bibliographic sources used B.4.5f				C research projects	C " "		
How Did I Do? Identifies assessment criteria for product & process B.4.8a		rubrics C					
Determines how well your need was met B.4.8b		C self-eval.					
Assesses the process B.4.8c		C all areas		C reflection research	C reflect on research		
Identifies ways to improve B.4.8d		C " "		C " "		C rubric for research	
Seek information relevant to self Identifies topics of interest and seek information about them C.4.1a	Student book select. L	Student C book selection L	Student book selection L	Student book selection L	Student book selection L	Student book selection L	Student book selection L
Information can be used to make decisions or satisfy interest C.4.1b	Student book L select.	C " " L	" " L	" " L	" " L	" " L	" " L
Appreciate literature Choose fiction of personal interest C.4.2a	Student book L select.	C " " L	" " L	" " L	" " L	" " L	" " L
Recognize award winning books C.4.2b	Booktalks L Gold. Archer	L booktalks Gold. Archer	C Booktalks Gold. Archer	L booktalks Gold. Arch.	L Booktalks Gold. Archer	L Booktalks Gold. Arch.	L Booktalks Gold. Arch.
Relate literature to personal experiences C.4.2c	L booktalks	C L booktalks	L booktalks	L Booktalks	L booktalks	L Booktalks	L booktalks
Compare own interpretations of literature with those of others C.4.2d	Golden L Archer	Golden L Archer	Golden L Archer	Golden L Archer	Golden L Archer	Golden L Archer	Golden L Archer
Develop skill in selection of materials Choose appropriate materials for developmental level C.4.3a	Student book L selection AN	Student C book selection L AN	Student book selection L AN	Student book selection L	Student book selection L	Student book selection L	Student book L selection
Differentiate between written, oral, and visual forms of literature C.4.3c		author/illustrator C	Daily 5 C				
Recognize that media can convey different messages viewpoints and values C.4.3d		Guidance C Curr.				C research	
Demonstrate responsibility for own learning Identify topics for independent learning C.4.4b		C Int. Studies	Daily 5 C	C research project	C Choice time for research		
Apply criteria when evaluating projects C.4.4c		C " "					
Assess progress and quality of work C.4.4e		C Sharing student work		C Badger State field trip	C Exit slip during wk project	C River Quality	

*Codes	
L	Library Media
C	Classroom Teacher
S	SOAR Program
O	Other - identify

StarTech
Information and Technology Literacy
Grade 4 Objectives

Technology Literacy

2010 - 2011

Objectives	Klapa-ruszka S	Klemm	Kesewicz	Mildbrand	Orth	Beil	Stead
Technological Awareness Names and identifies parts of computer system A.4.1a,b		Computer C Class				Comp. C Class	
Takes care of and uses computer devices properly A.4.1c and A.4.1d	library Comp. L cat	lib. Comp C cat L	lib. Comp cat L	lib. Comp. cat. L	lib. Comp cat. L	lib. Comp. cat. L	lib. Comp cat. L
Identifies common types of software A.4.2c		C					
Uses common electronic media programs A.4.2e	lib. Comp cat. L Badgerlink	L lib. Comp cat. Badgerlink	L Badgerlink lib. Comp cat.	lib. Comp cat. Badgerlink	lib. Comp cat. L Badgerlink	lib. Comp cat. L Badgerlink	lib. Comp. cat. L Badgerlink
Opens and runs software from a variety of formats A.4.2g		C				Comp C class	
Demonstrates correct keyboarding A.4.1e		microtype C	microtype C			C microtype	
Integrated Word Processing Defines basic word processing terms A.4.3a		technology C " "				typing C documents	
Produces a document A.4.3b		C " "	C writing			C class	
Applies a spell checker to a document A.4.3c		C " "	C " "			comp. C class	
Uses text editing features A.4.3d		C " "	C " "			C " "	
Explores special formatting features A.4.3e		C " "					
Incorporates graphics, pictures & sound into another program A.4.2i			C " "			Comp. C Class	
Uses graphics software to create visuals A.4.5a			C animal reports HT				
Telecommunications Uses search strategies to retrieve information A.4.4e		C Content Curr.				C research	
Identifies and uses a simple search engine A.4.4a		C technology	Animal reports C Google			C " "	
Uses web browser to navigate & bookmarks to locate information A.4.4d		C " "	Internet C			Class C bookmarks	
Locates information from preselected Internet sites and web pages B.4.3g, A.4.4c	Badgerlink L	L Badger-link C	Badgerlink L	Badgerlink L	Badgerlink L	Badgerlink L	Badgerlink L
Identifies the sponsor/author for Internet sources B.4.4f							
Multi-media Demonstrates use of digital & video cameras, or scanners A.4.1g						everyday work C	
Accesses & plays audio and video files from a variety of formats A.4.2d A4.1i		technology C					
Plans a multimedia production using an outline or storyboard A.4.5b							
Creates and presents a short video or hypermedia program A.4.5.c							
Electronic Presentation Identifies the media and technology used in a presentation A.4.6a							
Explains how well media and technology contributed to impact A.4.6b							
Identifies criteria for judging the quality of a presentation A.4.6c							
Judges a presentation using identified criteria A.4.6d							
Recommends ways to improve future presentations A.4.6e							
Database/Spreadsheet Identifies a database and explains basic terms A.4.3f						data collect C + sort	
Uses prepared database to enter data, locate and sort records A.4.3g						" " C	
Uses prepared spreadsheet to enter data, produce and interpret a simple graph or chart A.4.3i						" " C	

Appendix D

Sample Information Technology Matrix

MASH Information and Technology Matrix
2011-12

Anyalze: Thinking About the Information

A1 Evaluate and select information from a variety of print, non print and electronic formats B12.4

	Grade 9					Grade 10										Grade 11											Gr 12
	Eng		Sci		Soc	English		Science			Soc		Other			Eng			Soc			Math All Grades					Econ
	Heikkinen	Budzinski	Brooks	Paff	Mirman	Coyer	Budzinski	Gingras	Brooks	Swedlund	Nazer	Mirman	Comp. Sys.	LM Gelhaus	HthLehman	Budlimija	Coyer	Greiner	Dallas	Mirman	Hackbarth	Austin	Borchardt	Gelhaus	Krueger	Strick	Nazer
Apply evaluative criteria to potential sources B12.2b						√	√																				
Select information most appropriate to content B12.4g						√	√																				
Evaluate information for bias B12.4b																√		√									
Distinguish among fact, opinion, point of view B12.4c																√		√									
Determine authorship B12.4f						√	√									√		√									
Evaluate graphics for misrepresentation B12.4e																√		√									

A2 Interpret and use information to solve the problem or answer the question B12.6

	Grade 9					Grade 10										Grade 11											Gr 12
	Eng		Sci		Soc	English		Science			Soc		Other			Eng			Soc			Math All Grades					Econ
	Heikkinen	Budzinski	Brooks	Paff	Mirman	Coyer	Budzinski	Gingras	Brooks	Swedlund	Nazer	Mirman	Comp. Sys.	LM Gelhaus	HthLehman	Budlimija	Coyer	Greiner	Dallas	Mirman	Hackbarth	Austin	Borchardt	Gelhaus	Krueger	Strick	Nazer
Use a variety of techniques to analyze and relate information						√	√	√	√	√																	
Draw conclusions B12.6c	√					√	√	√	√	√						√		√									
Access conclusions in relation to defined need B12.8b																√		√									
Organize ideas related to subject and purpose B12.2e																											

A3 Appreciate and derive meaning from literature and other creative expressions of information C12.2

	Grade 9					Grade 10										Grade 11											Gr 12
	Eng		Sci		Soc	English		Science			Soc		Other			Eng			Soc			Math All Grades					Econ
	Heikkinen	Budzinski	Brooks	Paff	Mirman	Coyer	Budzinski	Gingras	Brooks	Swedlund	Nazer	Mirman	Comp. Sys.	LM Gelhaus	HthLehman	Budlimija	Coyer	Greiner	Dallas	Mirman	Hackbarth	Austin	Borchardt	Gelhaus	Krueger	Strick	Nazer
Recognize reading lists provide literary background C12.2a	√	√				√	√									√	√	√									
Apply personal criteria for choosing literature C12.2b	√	√				√	√									√	√	√									
Relate literature to personal experiences C12.2c	√	√				√	√									√	√	√									
Compare and contrast literatures C12.2d	√	√				√	√									√	√	√									

Appendix E

Assistive Technology Equipment Inventory Sample

Medford Area Public Schools
Assistive Technology Equipment Inventory

Equipment ID Description	In Use	Serial Number Model Number	Manufacturer Vendor	FundingSource Other	Comments	Purchase Date and Cost
AB100 Adapted Book-How Do I Feel?	☑	AB100				1/1/2005 $0.00
AB101 Adapted Book-Itchy Itchy Mosquito Bite	☐	AB101	Homemade			$0.00
AB102 Adapted Book-I Love You Mouse	☐	AB102	Homemade			1/1/2005 $0.00
AB103 Books on Tape and CD	☐	AB103		School System	Treasure Island; The Red Badge of Courage; The Adventures of Huckelberry Finn.	1/1/2005 $0.00
AB104 Books on Tape and CD	☐	AB104		School System	Grave Robbers; Crossbow Killer; Alcatraz-The Rock.	1/1/2005 $0.00
ADL100 Survival Signs	☑	ADL100	PCIcatalog.com		MacOS or Windows 95,98, or NT; purchased through Shelly's funds	1/2/1995 $0.00
ADL101 Survival Signs	☑		PCI Education Publishing		MAC or WIN	1/1/2000 $0.00
ADL102 Shop Til You Drop	☐		Soft Touch		WIN or MAC	1/1/2000 $0.00
ADL103 Teen Tunes Plus	☑		Soft Touch		MAC or WIN	1/1/2000 $0.00
ADL104 Picture Words	☑		PCI Education Publishing		MAC or WIN	$0.00
ADL105 Attention Teens	☐		Soft Touch		MAC and WIN	1/1/2000 $0.00
ADL106 Grocery Words - 3CD set	☑	TFL200-297868-1012658 PO#804317	Attainment Attainment	School System	WIN/ Mac Version 3.0	8/18/2008 $198.45
ADL107 Switching on Science - Habitats	☐	PO#806035	LabResources		no installation required-just put CD in and play	11/15/2010 $104.95
ADL108 Songs I Sing at Preschool	☑	PO#806035	LabResourses		no installation required-put CD in and play	11/15/2010 $104.95
ADL109 Pocket chart	☐		Really Good Stuff		Green daily schedule	9/1/2000 $0.00

Wednesday, March 14, 2012 Page 1 of 64

Appendix F

Sample Inventory Pages

3xxmbt01.p MEDFORD AREA PUBLIC SCHOOL DISTRICT 1:27 PM 03/12/12
04.12.02.00.00-010007 Fixed Assets Summary Report in Site/Building/Floor/Room Sequence PAGE: 1

ASSET KEY	DESCRIPTION 1	DESCRIPTION 2 / SERIAL NUMBER	TAG NUMBER	TYPE / DEPT	MANUFACTURER / QTY	MODEL #	CLASS #	QTY	EXTENDED COSTS PURCHASE	REPLACEMENT	INSURED
Site: 400	Building: 000	Floor:	Room: 0215								
CAB10068	STORAGE CABINET W/WHEELS							1	776.00		
CAB30195	CABINET W/WHEELS	STORAGE					00188	1	775.00		
CRT10X80	APPLE EMAC 1GHZ COMPUTER	G84220SDQJ7	200406105				20	1	624.75	624.75	624.75
CRT10Y02	AMPRO P4 COMPUTER	110399-48	200506060			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110399-86	200506098			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-02	200506103			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-03	200506104			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-04	200506105			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-05	200506106			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-06	200506107			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-07	200506108			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-08	200506109			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-09	200506110			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-10	200506111			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-11	200506112			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-12	200506113			AMPRO	20	1	927.00	927.00	927.00
CRT10Y02	AMPRO P4 COMPUTER	110400-13	200506114			AMPRO	20	1	927.00	927.00	927.00

Fd T Loc Obj Func Prj Fd T Loc Obj Func Prj

10 E 101 435 129300 000 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
						July					204.86
02/16/12	AP		01	Renaissance Learning, Inc.	100983	AR TESTS	INV3877700	V01/20/12	119816	02/16/12	1,383.97-
02/16/12	AP		02	Renaissance Learning, Inc.	100983	AR TESTS	INV3877700	01/20/12	119816	02/16/12	1,383.97
						February					0.00
03/15/12	AP		01	Renaissance Learning, Inc.	302902	AR ENTERPRISE SUBSC: 2/1-8/1/12-MAES	INV3885684	02/16/12	120117	03/15/12	458.50
03/15/12	AP		01	Renaissance Learning, Inc.	302902	AR ENTERPRISE SUBSC: 2/1-8/1/12-SES	INV3885687	02/16/12	120117	03/15/12	457.14
						March					915.64
						*10 E 101 435 129300 000					1,120.50
						*Accounts Payable					915.64
						*Journal Entries					204.86

10 E 101 4-- 129300

10 E 101 --- 129---

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10 E 101 435 222200 000 SCHOOL LIBRARY/PROGRAMMED COMP

07/21/11	AP		01	Follett Software Company	806250	ANNUAL DISTRICT SUPPORT DESTINY/PRODUCTS	957644	06/27/11	117621	07/21/11	808.17
						July					808.17
08/18/11	AP		01	Sunburst Visual Media	302754	LEARN 360 LICENSES	SI-103175	07/08/11	117887	08/18/11	575.00
						August					575.00
						*10 E 101 435 222200 000					1,383.17
						*Accounts Payable					1,383.17

10 E 101 4-- 222200

10 E 101 --- 222---

10 E 101 --- ------

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10 E 200 435 110000 000 UNDIFFERENTIATED CURRICULUM/PS

11/17/11	AP		01	Achieve 3000	202519	ACHIEVE 3000/2 YR AGREEMENT	11145	07/31/11	118726	11/17/11	4,162.00
						November					4,162.00
						*10 E 200 435 110000 000					4,162.00

Appendix G

Sample Building Software Index Pages

Medford Area Senior High School
Listing of Software Licenses
as of 8/10/11

Name of Software	Software Company	Teacher/Room	# of Copies
A+LS	American Education Corp.		
A+LS	American Education Corp.		
Accelerated Math			
Adobe Creative Suite Design CS3	Journey Ed	site	site
Acrobat Professional 6.0 Win		Inst. Tech. Ofc	2
Adobe 7 Pro New Win	CCV	215	1
Adobe Illustrator		Art	2
Adobe In Design Premium 3			site
Adobe Pagemaker 6.5		Art	1
Adobe Pagemill		Art	1
Adobe Photo Deluxe 2.0		Art	1
Adobe PhotoShop Elements 5.0	Educational Resources	215	28
Adobe Photoshop Elements 2.0 MLP		105	6
Adobe Photoshop Elements 3 Win	CCV	117	25
AGS (Biology, Phys. Sci., Life Skills English, Exploring Literature, Basic Math, Basic English, Consumer Math)	American Guidance	111A	1
Allez Viens! - Level 1	Harcourt Brace		1
Allez Viens! - Level 2	Harcourt Brace		1
Allez Viens! - Level 3	Harcourt Brace		1
Altiris Vision	Smart Stuff		BSL
Animation Explosion, WIN 95	Nova Development	215	1
AP Photo Archive	AccuWeather, Inc.	IMC	
Appleworks 5.0 Mac	Edtech		15
ARCserve 7 for NetWare Enterprise Edition	Computer Associates	D. Hinderliter	1

Medford Area Middle School
Listing of Software Licenses
As of 8/10/11

Name of Software	Software Company	Teacher/Room	# of Copies
ABAS Scoring Assistant Version 1.0	Psychological Corporation	Soyk/B129	1
Accelerated Reader	Renaissance Learning		BSL
ACS Athletic Computer Program	ACS	F. Kleczewski	1
Adam Complete	A.D.A.M.	M. Mann/D121	1
Adobe PageMaker 6.5	Adobe	B. Risch	1
Adobe PageMaker 6.5, Educ. Version	Adobe	Band	1
Adobe Photoshop CS2 Mac	Adobe	B. Risch	10
Adobe Photoshop CS2 Mac	Adobe	B. Risch	1
Adobe Photoshop		A. Mader	1
Adobe Photoshop 6.0, Mac	Adobe	Lab B133	10
Adobe Photoshop Elements 2.0	Adobe	IMC	2
Adventure Canada	Virtual Reality	C. Peissig	1
Adventures in Musicland (Mac)		Music Dept.	1
After Dark Deluxe	Berkeley Systems	Band	4
Alfred Network License	Alfred Publishing	B. Graetz	1
All the Right Type	Didatech SW		BSL
All the Right Type	Ingenuity Works		BSL
All the Right Type	Didatech	Keyboarding	1
All the Right Type - Macintosh	Didatech	M. Giese	BSL
All the Right Type 3	Ingenuity	E. Mayer	Lab
All Sound Blaster Pro	Creative Labs	S. Geisler	1
The American Nation	Prentice Hall	G. 8 Social Studies	1
Appleworks 3.0	Claris Software		BSL
Appleworks, Mac	Apple	C. Klein	1
Appleworks, 5.0 Mac	Edtech		35

Medford Area Elementary School
Listing of Software Licenses
As of 8/10/11

Name of Software	Software Company	Teacher/Room	# of Copies
A to Zap	Sunburst	EC Room	20
Accelerated Math	Renaissance Learning		BSL
Accelerated Reader	Renaissance Learning		BSL
Accelerated Reader book guide			1 computer
Adobe Photoshop Elements	Adobe	Library	1
Air	World Book Encyclopedia	Library	1
Alphabet Express Preschool	School Zone	EC Room	20
Amazon Trail	The Learning Company		BSL
American Heritage Talking Dictionary	The Learning Company		50 CDs
Amphibians & Reptiles	Forest Technologies	Library	1
Animals Encyclopedia	Rom Tech	Library	1
Appleworks 5.0		Reading Specialist	2
Appleworks 5.0 Mac	Edtech		40
Appleworks 6.2.7 mac/win	Apple Computer	Computer lab	54 w/SES
Art Adventure	Wilton Art	Art	1
Art for Young Authors	Creative Pursuits	Cathy Retzer	BSL
The Art Lesson	The Learning Company	Library	1
Arthur's Computer Adventure	TLC Multimedia	Library	2
Arthur's Reading Race	TLC Multimedia	Library	2
Artists at Work	Wilton Art	Art	1
Assessment Workshop	Harcourt Brace	Library	1
Bailey's Book House	Edmark	Cathy Retzer	BSL
Big Science Ideas: Systems	The Learning Company		5
Birds	Forest Technologies	Library	1
Calculating Crew	Edmark		BSL

Stetsonville Elementary School
Listing of Software Licenses
As of 8/10/11

Name of Software	Software Company	Teacher/Room	# of Copies
A.D.A.M.: The Inside Story	National School Products	Library	1
Air	World Book Encyclopedia	Library	1
All the Right Type	Ingenuity Works, Inc.		BSL
Amazon Trail	The Learning Company		BSL
Amazon Trail	The Learning Company		1
American Heritage Talking Dictionary	The Learning Company		40 cds
Ancient Greece	World Book (Interfact)	Library	1
Apple Early Language Connections			BSL
Appleworks 5.0 mac upg/tup	Edtech		33
Appleworks 6.2.7	Apple Computer	Lab w/MAES	54
Arctic Pix	Thinking Publications	Judy Hansen	1
Art for Young Authors	Creative Pursuits	Lab	BSL-unl. copies
Arthur's Reading Race	Broderbund	Library	
Aztecs	World Book (Interfact)	Library	1
Bailey's Book House	Edmark	Lab	BSL
Bailey's Book House	Edmark		LAN
Big Science Ideas: Science	The Learning Company	Lab	BSL
Calculating Crew	Harcourt Brace		LAN
Carnival Countdown	Harcourt Brace		LAN
Certificates & Awards	Forest Technologies	Judy Hansen	1
Chicka Chicka Boom Boom	Davidson	Library	1
Circulation Plus Catalog Plus	Follett Software Co.		
ClarisWorks KIDS MAC	Graham MicroAge		44
ClarisWorks MAC 4.0	Graham MicroAge		15

Appendix H

District-Wide Computer Support Personnel

Technical Support

1. Level 1 Support
   - Assist educational staff in everyday use of computers. This includes printing problems, network log-on issues, help with applications.
   - Assist other teachers in using technology.
   - Report higher level problems to levels 2 and 3.
     - MAES: Cathy Retzer
     - SES: Cathy Retzer (1 day/week), Wendy Fritz
     - MAMS: Christie Wirz
     - MASH: Kristi DeBruyne and Pat Eloranta
     - District: Caroline Radlinger (Assistive Technology and Special Education)

2. Level 2 Support
   - All Duties of Level 1.
   - Train teachers as necessary to use networked software.
   - Install and configure classroom computer equipment.
   - Manage educational staff and students' log-on information and rights.
     - MAES: Dennis Hinderliter
     - SES: Dennis Hinderliter
     - MAMS: Christie Wirz
     - MASH: Kristi DeBruyne

3. Level 3 Support
   - Duties from Levels 1 and 2.
   - Design, install and manage all district computer network hardware and software.
   - Monitor Performance.
   - Manage administrative computers.
     - District: Dennis Hinderliter

Curriculum Integration

- Assist teachers and assistants in ways to use computers as teaching tools in the classroom.
  - MAES: Cathy Retzer and Kristi DeBruyne
  - SES: Cathy Retzer and Kristi DeBruyne
  - MAMS: Christie Wirz and Kristi DeBruyne
  - MASH: Pat Eloranta and Kristi DeBruyne

Skyward Support

- We maintain support with Skyward for any users (1-800-236-0001).
  - Installation and Upgrades: Dennis Hinderliter and Kathy Strebig
  - Student Records: Kathy Strebig
  - Special Education: Luanne Olson

Internet Access and Backup Server Support

- Monitor district Internet connection, reboot WiscNet router or Border Manager as necessary, contact Level 3 for more severe problems.
  - District: Kristi DeBruyne and Rich Wirz