

Colby School District

District Information and Technology Plan

Effective 2009 – June 30, 2012



Signature of School District Administrator _____

Date of Board of Education Approval _____

Plan Contact:
Jerry Hull
Colby School District Office
W. Spence Street
Colby, WI, 54421
Phone: 715-223-4208 EX.155
Email: jhull@colby.k12.wi.us

Executive Summary

We're entering an age of acceleration. The models underlying society at every level, which are largely based on a linear model of change, are going to have to be redefined. Because of the explosive power of exponential growth, the 21st century will be equivalent to 20,000 years of progress at today's rate of progress; organizations have to be able to redefine themselves at a faster and faster pace.

Understanding the Accelerating Rate of Change by Ray Kurzweil & Chris Meyer

The main goal of this plan is to create a dynamic enduring plan that is in a constant state of renewal. To accomplish this, an emphasis will be placed on the Implementation Action Plans. The Implementation Action Plans along with our goals and objectives will guide and track our progress as we proceed into the future. This technology plan is required to be registered with the state every three years. However, the process is continual and needs a framework to maintain this process between those three years. This technology plan is the framework that attempts to quantify the essential goals and make those goals an unending process. The district will always need to update its informational and technological capacity and therefore must always update its plans.

Introduction

The mission of the School District of Colby is

L*E*A*R*N*I*N*G

So that students:

- Develop **L**iteracy and communication skills.
- E**xpress care for the community.
- A**ctively collaborate with others.
- R**ealize the joy and power of creative expression.
- N**urture tolerance and appreciation.
- Exhibit **I**ntegrity.
- Synthesize **N**ew knowledge and data and utilize technologies.
- G**enerate personal commitment for service.

Information and Technology Mission:

to provide appropriate technology¹ to support district² goals.

Definitions:

¹**appropriate technology** is that which addresses issues that most concern the community and addresses these concerns in a manner that the community feels will be most effective. It is technology whose risk/cost/value tradeoff is compelling enough to justify its use.

²**district** is those people who have an interest in the success of the school; Students, Parents, Staff, Board, Community, Businesses, Organizations. [aka: Stakeholders]

Guiding Principles

Accomplishing our mission requires:



Technology that fits.

- Fits the needs
- Fits the situation
- Fits the standards
- Fits the people
(Students, Parents, Staff, Board,
Community, Businesses,
Organizations)
- Fits the budget
- Fits the future
- Doesn't cause fits



Technology that extends.

- Extends literacy
- Extends resources
- Extends communication
- Extends our senses
- Extends productivity
- Extends creativity
- Extends expression
- Extends the community
- Extends independence



Technology that blends.

- Blends into everyday use
- Blends into the curriculum
- Blends into the classroom
- Blends learning styles
- Blends teaching styles



People who understand.

- Understand how to ask questions
- Understand how to find information
- Understand how to organize information
- Understand how to communicate information
- Understand how to use technology appropriately

Research

Beyond Technology: Questioning, Research and The Information Literate School by Jamie McKenzie

Jamie McKenzie is well known for his articles about technology and higher level thinking skills. This book brings together many of those articles. McKenzie feels strongly that technology should not be used for the sake of technology alone, rather it should be used to enhance thinking, decision-making, and problem-solving skills. Today's technology should be used as a tool. The real key to success lies in students learning to think and reason for themselves using tools such as databases, the Internet and books. He feels schools need to get away from the typical topic report. Teachers need to use essential questions, which will make the students think. McKenzie takes the reader through fifteen types of questions the students should become accustomed to using when they do research. He promotes the collaboration between the classroom teacher and the media specialist so that the students are guided through the research process and become familiar with search strategies that will make them more efficient users of the resources available to them. He mentions the need for the school district to adopt a research model and he gives some examples, or to build its own model, which meets the district needs and preferences. Finally, he takes the reader step-by-step through an example of the research process by introducing the research model he created called the Research Cycle.

How Teachers Learn Technology Best by Jamie McKenzie

Many schools are investing money in equipment (hardware and software), but not investing in staff development. The result is what Jamie McKenzie refers to as "savesaver disease". He believes that if schools want to use the money wisely, they need to invest money and time in the people who will be integrating the technology into the classroom.

The book begins by explaining why and how technology is useful for students. Meeting standards does not need to be sacrificed to incorporate technology in student learning. McKenzie states that technology can add range, depth, complexity, and originality as long as the "elders" provide support, structure, guidance, and encouragement.

The second section is about designing adult learning. He lists ten lessons to follow in the "secrets of success". He also describes a "software trap" in which teachers are taught how to use a piece of software, but aren't shown how it could be useful in the classroom or aren't given the time to discover for themselves how it might be useful.

McKenzie describes a number of methods to approach adult learning. First gauge the needs of the staff. Then create a learning culture in which invention and online resources and coaching and study groups and other methods can all be used to meet the time needs of the teachers and money needs of the district.

Plugging In: Choosing and Using Educational Technology by Beau Fly Jones, Gilbert Valdez, Jeri Nowakowski, Claudette Rasmussen. NEKIA Communications and NECREL.

This work is written for educators and policy makers to help them choose technology to support learning in their schools. The premise is technology should be evaluated in terms of how its use complements a school's goals for learning. It should not be evaluated in terms of cost, complexity or feasibility, or on the basis of performance on standardized tests. It should be evaluated in terms of how it supports "engaged learners", which are learners who are responsible for their own learning, energized by learning, strategic, and collaborative.

The instrument begins by assessing current policies and practices and future goals. Then it helps assess various technology programs in terms of how it promotes engaged learning. Finally, a

framework is provided that provides a means of evaluating technology against district learning goals.

The Impact of Education Technology on Student Achievement: What the Most Current Research has to Say by John Schacter

In this review of current research published by the Milken Exchange on Educational Technology, the author reviews 5 large scale studies and 2 smaller studies of educational technology. It summarizes the positive and negative impact of various technology on student achievement. The results indicated that, generally, students who learned in technology-rich environments outperformed their peers who did not use technology. Some studies indicated that students did less well with technology when objectives were less clear and the focus of the technology use was diffuse.

Understanding Digital Kids: Teaching & Learning in the New Digital Landscape, By Ian Jukes & Anita Dosaj

Children today are different! But not just because they mature years earlier than children did even a couple of generations ago. Not just because of the clothes they wear or don't wear. Not just because they dye their hair and style it differently than we did when we were that age. Not just because they seem to have more body parts than we did – which they seem to want to pierce, tattoo, and/or expose.

No, today's Instant Messenger Generation has grown up in a new digital landscape. For most of them, there's never been a time in their lives when computers, cell phones, video games, the Internet and all the other digital wonders that increasingly define their (and our) world haven't surrounded them. Constant exposure to digital media has changed the way these Digital Natives process, interact and use information. As a result, DNs communicate in fundamentally different ways than any previous generation.

Students Are Digital: Why Are Schools Still Industrial? By Dr. Lynne Rauch

Historically, public schools reflect the age they exist in, and we are now living in the Digital Age. Students outside of their classrooms take full advantage of digital tools and communicate and seek information constantly via the Internet. However, during the school day, students seldom have adequate access to digital information. Now is the time for our school to become fully digital and experience the rise of academic achievement for students.

Maximizing the Impact: "The Pivotal Role of Technology in a 21st Century Education System", the State Educational Technology Directors Association (SETDA), the International Society for Technology in Education (ISTE) and the Partnership for 21st Century Skills urged renewed emphasis on technology in education.

Technology—the Great Equalizer

Every year, new technology comes on the market that can enhance the learning of students with exceptionalities. The right technology can provide a student with a disability access to learning opportunities few dared to dream of just a decade ago and provide the means for academic success. For example, new technology can guide students through the writing process and assist "getting words on paper", numerous reading programs have embraced technology and curriculum packages integrate technology as well. Technology is revolutionizing the way students with physical disabilities use computers and virtual reality creates new experiences for students with disabilities. Knowledge of core content is necessary, but no longer sufficient, for success in a competitive world. To keep pace with a changing world, schools need to offer more rigorous, relevant, and engaging opportunities for students to learn and to apply their knowledge and skills in meaningful ways. Used comprehensively, technology transforms standards and assessments, curriculum and instruction, professional development, learning environments, and administration.

Background

Community/district demographics

The Colby School District is comprised of:

- One preschool (Little Stars: Pre-Kindergarten)
- One elementary school (Colby Elementary: K-4)
- One middle school (Colby Middle School: 5-8)
- One high school (Colby High School: 9-12)
- One district center (Colby District Education Center)

Total enrollment for all of these schools is approximately 1000 students. Total number of staff members for these schools is 157.

Parochial Schools in the district include:

St. Mary's Grade School (Grades 1-8)

The community profile from the Clark County Economic Development Corporation for Colby, Dorchester, Unity is detailed in the Appendices. (Clark County Economic Development Corporation. Clark County Economic Development Corporation - Working for Clark County! www.clark-cty-wi.org/colby.htm, www.clark-cty-wi.org/dorchester.htm, www.clark-cty-wi.org/unitystats.htm.) Included in this profile is information regarding our local government, population, services, employment, housing, facilities, organizations, education, highways, railroads, airport and recreation.

Overview of the Library Media Program

PHILOSOPHY OF K-12 LIBRARY MEDIA PROGRAM

The library media centers are an integral part of the district's instructional program. Here the student learns the skills and techniques necessary for effective and ongoing acquisition of knowledge through various mediums. The student will be provided access to current, balanced collections of books, basic reference materials, texts, periodicals, audio/visual materials and electronic resources which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of society. The students and staff will be provided access to the latest developments in technology, such as Internet and online databases, and instructed and guided through the use of such technology.

The student has the opportunity to go beyond the facts stated in textbooks, to consider the issues and ideas, to develop the power of critical thinking, to find pleasure and satisfaction in reading, and to develop attitudes and skills which will enable him/her to become an effective, productive member of society.

The Library Media Center works with students and teachers to provide information and services for curriculum studies and the enrichment of their scholastic, cultural, and aesthetic experience. Library Media Specialists work with teachers in curriculum design to ensure the selection of curriculum support material for the library. The Library Media Center provides instructional media that facilitates individual reading, guidance, and appreciation of print and non-print media. Emphasis is on the individual student acquiring the ability to assimilate, organize, and communicate to others information and ideas through the use of media.

All media should be accessible and available to all students and staff. The cooperation and collaboration between staff and Library Media Specialist in developing library media skills in connection with classroom projects and the curriculum which contribute to effective learning will ensure that students and staff make the best possible use of all resources. These library media skills will be reinforced on a continuous basis.

The principle function of the Library Media Program is to foster and stimulate in each student the desire for lifelong learning and intellectual activity through various forms of media.

Mission Statement

The role of the library media program is to ensure that students and staff are effective users of ideas and information. The library media program supports the curriculum by providing adequate resources, personnel and training so that both students and teachers become independent users of information.

Vision Statement

The media program works in partnership to restructure and improve education. The program focuses on leadership by acting as an agent of change at the building level. The program focuses on the development of information literacy skills which will prepare our teachers and students to function in the age of technology and information. The library media program provides balanced, current collections and services which support the district's goals and objectives. The program also provides educational opportunities which will result in the development of life-long learning skills. Each building's library media center will support their unique curriculums and provide resources and learning activities which will ensure effective users of ideas and information.

History and Current Status of the Library Media Program

The library media program in the Colby School District has gone through many changes over the past 20 years to meet the increasing need for information literacy skills. In 1990, we began the process of automating all four of the school libraries. This was accomplished gradually over the next five years. The records at each building were added to the WISCAT state database and circulation and patron stations were set up as a first step to providing students with a link to the Internet and other electronic resources.

In 1997, a new middle school was built and an up-to-date LMC and computer lab were included in the new building. A full-time library media specialist and full-time library assistant/computer lab supervisor were added to maintain the new facility. This brought staffing up to three full-time media specialists and five library media assistants to operate the five media centers. Remodeling was also done at the high school. A new computer lab and distance learning lab were added to the high school facility. Through the past few years, however, staffing has been reduced due to budget cuts. Two of our buildings were closed at the end of the 2005-2006 school year. The collections from these two buildings were moved and added to existing collections in the remaining buildings. There is now one full-time library media specialist who travels to each facility each week. Up to this year, the three schools were staffed by a full-time library media assistant in each building. This year (2008-2009) the elementary school has an additional media assistant for two and one half hours a day due to an increase in the number of students served by the LMC, an increase in kindergarten classes and the addition of the Little Stars preschool classes. Our circulation has increased steadily. Our circulation for the 2005-2006 school year was 33,445 and this year we project over 40,000 check-outs. Thankfully the need for more staff to assist with shelving, checkout and other daily tasks has been recognized and will continue to be addressed as more need for help arises.

The professional library media specialist is available at the elementary one and one half days at the elementary school. During this time skills instruction, collaboration and teaching with professional staff occurs. At the elementary level, classes are scheduled for twenty minute periods in the LMC each week. In addition, students use the LMC on a flexible basis for recreational reading selection and classroom project materials and participate in reading incentive programs such as Accelerated Reader and special programs such as Children's Book Week coordinated by the LMS and LMC staff. The remainder of the week, the library media specialist divides her time between the middle school and the high school. At the high school and middle school levels, classes are scheduled on an hourly, daily or weekly basis depending on need. Team teaching and/or collaboration with the teachers are done on a flexible schedule coordinated with the introduction and progression of certain lessons and units. Both of these

schedules allow for additional time throughout the school day for students to use the library on an independent basis between the hours of 7:30 a.m. and 4:00 p.m. The students also participate in special programs for Teen Read Week and Children's Book Week.

The goal of the library media center is provide information resources that enrich and expand the classroom curriculum and foster independent study and recreational pursuits of patrons. The library media program plays an important role in teaching and learning activities through out the schools. The integration of library media skills into the curriculum has been shown to boost student achievement and is an important aspect of the library media program. The library media specialist plays a key role in this integration. Assistance and instruction is provided on many different levels to help the students and staff with integrating technology into their classroom instruction and projects. The LMS assumes the responsibility on in-servicing staff so they are familiar and comfortable with the resources they will use in their classrooms. She teaches classes and assists students with what resources are available and how to use them in connection with classroom lessons, units and projects. She is also available for one-on-one instruction with both students and staff as the need arises. The LMS participates on district-wide committees such as the technology committee, steering committee and ESEA and is a member of the Wisconsin Educational Media and Technology Association.

The collection is managed by Sagebrush Spectrum software. Through the years, the high school and middle school libraries have experimented with CD-ROMs, CD-towers for databases and encyclopedias. Now the libraries subscribe to several online databases including SIRS, CultureGrams, WISCareers, and World Book online encyclopedia. The library also has a web page on the school site with links to the online resources, WebCat, BadgerLink, the Colby and Dorchester Public Libraries as well as the V-Cat System and WISCAT. There are also links to Internet search engines, study helps, and other online reference resources. Services provided by the library include off-air taping, laminating, AV equipment maintenance and circulation and interlibrary loan through the Wisconsin Valley Library Service.

Names and titles of the district technology committee

District Technology Committee

Nancy Becker	District Library Media Director
J. T. Downen	Colby School District Superintendent
Lea Fildes	Elementary Principal
Jerry Hull	District Computer Coordinator/Technician
Paul Knautz	Elementary Special Education Teacher
Nancy Marcott	High School/Middle School Principal
Brenda Medenwaldt	Elementary School Teacher
Tamara McClellan	Middle School Teacher
Melissa McConnell	Elementary School Teacher
Larry Oehmichen	Board of Education
Lynn Paulson	High School/Middle School Business Education Teacher
Samantha Penry	District Psychologist
Michael Sieracki	High School Biology Teacher
Nate Saeger	Middle School Teacher
James Weideman	High School/Middle School Technology Education Teacher

Overview of planning process

The Colby School District established a District Technology Committee in August 1994 comprised of those individuals most affected by the integration of technology into the curriculum and throughout the District. These representatives meet monthly to focus on the role of technology in our schools and throughout the community. The District Technology Committee works on the development of the District's technology plan. It assesses our current needs, identifies goals and considers plans in technology integration.

The District Technology Committee uses the Wisconsin Model Academic Standards for Information and Technology Literacy and the Wisconsin Model Academic Standards for Business to evaluate the district curriculums. They survey the teachers to discover at which levels and in which classes the standards are being addressed. Based on that survey, needs are evaluated and addressed as necessary.

Community resources and adult literacy providers

The district provides continuing adult education classes each semester. Between 25 and 50 percent of the classes offered are technology related courses. Courses include:

- Beginning Computers and Introduction to Windows
- Getting the Most Out of Your PC and Microsoft Windows
- Web Design
- Email – Beginners
- Email – Intermediate
- Introduction to Microsoft Word
- Using the Internet
- Getting to Know Your PC Hardware.

Needs Assessment/Current Status

Analysis of Previous plan goals

The structure of our Pre-K -12 programming has changed with the elimination of 2 outlying elementary buildings. So some goals were eliminated or reduced due to the closing of those buildings. The following goals were met from the 2005 Technology Plan:

Goal 1 – To provide students, staff and community equal access and opportunities to digital and print resources in order to ensure enhanced learning and achievement.

1. Equal connection speed was created throughout the entire building.
2. Staff was given increase access to electronic resources such as STI gradebook access, sound field amplification systems into K-8 classrooms, online resources for instructional media are utilized.
3. We have expanded distance learning and alternative on line class options.
4. ELL and special needs issues have been addressed in obtaining more print, and digital materials to address their specific needs.

Goal 2 – to give students, staff and community consistent and current tools with which they can build their knowledge.

1. Technology lease was maintained and a 4 year rotation was in place to keep workstations, servers, and operating systems current and consistent throughout the district.

Goal 3 – To continually advance knowledge and use of information/technology by staff, student, and community.

1. Training opportunities were provided and staff have developed lessons that incorporate technology skills.
2. Instruction was focused onto middle school so that all students would meet literacy standards by 8th grade.
3. Skyward was purchased for ERMA and for purchasing materials at the district level.
4. Teacher skills in general computer programs have improved and email is used by 100% of the staff for communication.

Goal 4 – to bridge community to schools and schools to community through the use of information and technology.

1. Community education courses continue to be offered on technology skills
2. Development of our web page was begun.
3. Building security was recommended and included in referendum
4. Discussion was started on how to utilize technology resources with Crisis plan

Overall, we met most of our goal objectives. Several we are continuing as we saw the need through surveys to continue staff trainings and implementation of more technology into curriculum. Goal 3 has several continuing objectives with moodle course options, and electronic portfolios for staff and also the continued work at curriculum mapping and inclusion of technology information literacy standards by K-12 staff. Goal 4 also has some continued objectives in community education course offerings and web page development that was slowed due to budget cut backs to our IT staff. We also continue to work on community connections with technology support.

Student Proficiency

Students in Grade 2-12 were surveyed on their technology strengths and needs using an in house survey. Due to the wide difference of responses, we separated the results for elementary. Of the students surveyed 95% of Middle and High school students had a computer at home and 88% of those had access to internet. One issue we continue to deal with is that the majority of our internet access is

dial up. Elementary students indicated that 86% had home computer access and of those 76% had access to the internet.

Elementary survey results showed that there was a wide range of exposure to technology. Students were very comfortable with library skills and materials but computer skills were scattered. Most students indicated that they used computers mainly to play computer games but at least monthly did access word documents or internet websites to find information. They felt they could write quicker than use the computer for assignments.

Middle and High school surveys indicated that students access computers at home as much as they do in school with little experience with web pages. Most felt that they could keyboard faster using the computer on assignments. They were confident in use of Word, powerpoint web searches and publisher but lacked experience with spreadsheets and databases and scanners and digital pictures applications. They strongly felt that computers were a tool for learning.

Educator Proficiency

We have held several training in-services this year and have gained teacher input through discussion on current needs. We also had staff complete the STNA survey, a survey of media and technology needs and assessments through our local CESA 10, to allow us to compare district needs and also look at building level needs. Grade 2-8 staff also completed a survey on current technology use and curriculum standards addressed that will be used to guide the development of a consistent curriculum for Grade 2-8.

Vision needs that became evident were the need for continued support for providing training and computer hard ware support; staff knowledge of plan goals and activities and the communication of progress and needs; and funding to maintain the computers and programming that we have in place.

Professional Development needs that became evident were the alignment of curriculums to include information and technology standards; development of performance based assessments; development of differentiation plans that incorporate technology; use of technology in the collaboration with community; there were a large number of unsure answers concerning whether Professional development was timely and relevant. Most staff wanted to continue training on technology uses but felt that they have accomplished a lot in the last 5 years and are comfortable using the tools that we have.

Teaching and Learning needs that became evident were applying portfolio assessments; aligning technology with curriculums; using technology as a professional resource tool; having students use technology in real world application and in developing high order thinking skills.

Teachers felt their strengths were in using technology more frequently over the past 5 years in lesson plan and in the collaboration with families and other staff as a communication tool.

Impact on Technology needs that became evident were mostly at the elementary level where students do not access technology as often as middle and high school levels in cooperative learning and collaborative work. Elementary staff were not as confident that technology increases student engagement and academic success. Middle and High School staff felt strongly that technology does impact those two indicators. Parents also have let us know that they like the email connections with staff and we have about one half of our families that access our email lunch notification program.

Needs assessment of the technology literate levels for Grades 2-8

The grade 2-8 staff completed a technology use survey to assess curriculum needs. The survey indicated that staff needed to be informed of the grade level curriculum being used and what is taught at what grade levels so that a progression of skills can be developed. A consistent technology curriculum

will need to be developed integrating core area assignments with technology skills. This curriculum would be developed into a rubric for documenting 8th grade literacy confirmation.

Another need that became evident was the need to move keyboarding and Word Basic skills(basic tools and terminology) into the elementary curriculums(grades 2-5) and to move Microsoft Office suite skills and program use into the middle school(grades 6-8).

In order for these curriculum and skills to be integrated, there will be a need for staff training in computer programs. It would be recommended that a half day in service be set aside in September or October for grade level teams to rework a lesson with technology and for elementary aides to receive technology training so that they could assist the introduction of skills in the computer lab or in class.

Alignment of Wisconsin’s Model Academic Standards for Info/Tech Literacy

As part of the Technology Plan, we had stated a goal of creating a Grades 2-8 curriculum that tied technology standards into the daily curriculums of the 4 core areas. This would allow teachers to know what technology materials, tools, and skills that students needed to learn at their grade level but would allow them to apply those skills to a project that would support of the core areas being taught. This allows for the integration of technology into curriculums while not treating it as a stand alone curriculum. This was accomplished by having a team of teachers and an administrator create a curriculum document (see attached) that connected what they taught with technology. This curriculum was completed in August of 2009 for implementation in the 2009-2010 school year. Each teacher was given this document and explained the process of documenting each skill as it was taught on a rubric starting with Grade 2, so that by the end of Grade 8 the rubric would be our indicator that students at the end of Grade 8 were computer literate. At this time, general curriculums do not have the technology standards listed in our curriculum maps. That is a goal for addition into content curriculums on the next cycle of curricular documentation/revision.

Collection Analysis of the Colby Public Schools Libraries, 2009

	Colby Elementary	Colby Middle School	Colby High School
Total Books and Materials	21,557	14,404	14,105
Periodicals	20	35	55
Newspapers	2	4	5

School	Strength	Weakness
Colby Elementary	Easy Media (DVDs and Videos) Natural Sciences (Animals) History/Geography (Countries)	Social Sciences Biography General Fiction
Middle School	General Fiction Natural Science/Mathematics Reference History/Geography	Professional Biography Literature
High School	Reference: Online Databases Social Sciences Careers Fiction (Paperbacks) Technology (Medical Books)	Natural Sciences/Mathematics Literature History/Geography Biography

Colby Elementary School

The Colby Elementary School collection includes 21,557 items of print and non-print materials (videocassettes, audio books, DVDs, CD-ROMS, audio-visual equipment and kits). The average age of the collection at Colby Elementary is 1991. The collection represents 59.69 books per students with the enrollment at Colby Elementary being 340 and Little Stars Pre-School being 121. The largest section of the LMC is the easy section which comprises 45% of the collection and has an average age of 1993. This section serves the largest percentage of our population and includes both fiction and non-fiction at a preschool to second grade level. We combined three libraries into one when we closed our two outlying buildings. One was an early learning center so a majority of the materials were at the easy level. We weeded at the time we combined the collections but elected to keep multiple copies of the newest and most used titles.

There are still many books from the 1960s, 1970s and the 1980s but the largest numbers of holdings are from the 1990s and 2000s. In reviewing the curriculum and looking at the analysis, it has been determined that while there are many newer titles, the collection is in need of weeding and updating in the general nonfiction and fiction for the older students. This section was not weeded when the collections were combined.

The strength of the collection besides the easy section is in the natural sciences/mathematics and history/geography sections which have recently been updated. The natural science section has an average age of 1991 and makes up 5.72% of the collection. The animals and mathematics materials have been recently updated. The history/geography section has an average age of 1991 and comprises 5.71% of the collection. The state and nations of the world areas have been recently updated. There are still areas within both of these sections that need to be updated to make this a stronger area.

The sections that are next to be updated are some of the oldest sections namely the social sciences, arts and recreation, biography and general fiction. The social sciences make up 3.24% of the collection and have an average age of 1986. The art and recreation comprise 3.98 % of the collection and have an average age of 1989. The biography section comprises 1.82% of the collection and has an average age of 1978. Finally, the general fiction area makes up 16.46% of the collection and has an average age of 1987. We have updated the video/dvd section for use by the teachers in the classrooms to better support the curriculum. We have added audio books, graphic novels and playaways to the collection.

Colby Middle School

The Colby Middle School collection includes 14,404 items of print and non-print materials (videocassettes, audio books, DVDs, CD-ROMS, audio-visual equipment and kits). The average age of the collection at the Middle School is 1996. The collection represents 53.95 books per students with the enrollment at Colby Middle School being 265. The largest section of the LMC is the general fiction section which comprises 41% of the collection. The Middle School LMC was created in 1997 when the Middle School building was constructed. New materials were purchased as well as materials transferred from the elementary and high school collections.

There are many books with a copyright before 1990 but the largest numbers of holdings are from the 1990s and 2000s. In reviewing the curriculum, circulation statistics, and looking at the analysis, it has been determined that while there are many newer titles, the collection is in need of weeding and updating in the general fiction. This section contains multiple copies of some titles that were added when the outlying buildings were closed and the collections were combined. It has been determined that these multiple copies are older and one copy is sufficient.

The strength of the collection is in the general fiction, reference, and history/geography. The general fiction is the most heavily used section in the LMC. The average age is 1996 and comprises 41.01% of the collection. The reference area has an average age of 2001 and makes up 4.36% of the collection.

We have made recent additions to this section in the area of green technology, animals and a new encyclopedia set. The history/geography section has an average age of 1996 and comprises 12.25% of the collection. The world countries have been recently updated to support the curriculum. Other areas of this section need to be updated.

The sections that are the oldest are the literature, biography, and professional. The literature section has an average age of 1992 and makes up 2.17% of the collection. The biographies have an average age of 1994 and comprise 5.48% of the collection. The professional section comprises 2.47% of the collection and has an average age of 1996. We have been updating the professional section as topics have been added to accommodate the current trends in professional development and are in the process of weeding outdated titles. We have added audio books, graphic novels and playaways to the collection.

Colby High School

The Colby High School collection includes 14,105 items of print and non-print materials (videocassettes, audio books, DVDs, CD-ROMS, and audio-visual equipment). The average age of the collection at the High School is 1988. The collection represents 45.22 books per students with the enrollment at Colby High School being 300. The largest section of the High LMC is the general fiction and paperbacks which makes up 31.94% of the collection and has an average age of 1992.

There are still many books from the 1980s, 1970s, 1960s and earlier but the largest numbers of holdings are from the 1990s and 2000s. In reviewing the curriculum and looking at the analysis, it has been determined that while there are many newer titles, the collection is in critical need of weeding and updating.

The strength of the collection is in the online databases that are available, the social sciences, careers, fiction (paperbacks) and technology (medical books). The social sciences are a large section with an average age of 1993 that makes up 8.54% of the collection. The social issues section is quite up-to-date and supports the curriculum in the following classes: Speech, English and Science. Other parts of this section may need updating. The career area is kept up-to-date and has an average age of 2002 and comprises 2.51% of the collection. The paperback area has an average age of 2001 and makes up 12.92% of the collection. Books are added as the award winners are announced and requests are made by the students. Finally, the technology books have an average age of 1996 and account for 6.56% of the collection. Specifically, the diseases and disorder books are kept current to support the Health and Science classes. We have added audio books, graphic novels and playaways to the collection.

The sections that are outdated and need to be strengthened are the natural sciences, literature, history/geography and the biographies. The natural sciences have an average age of 1985 and make up 4.32% of the collection. Literature has an average age of 1967 and makes up 4.52% of the collection. History/Geography has an average age of 1981 and comprises 11.05% of the collection and Biographies have an average age of 1979 and make up 9.49% of the collection. We have started weeding the history and biography sections this year and ordering replacements. One of the major goals for the next years will be to bring the average age of this collection up and update the areas that are in critical need.

Plan Needs, Goals and Objectives

Need: Surveys and interviews indicate there are gaps in the knowledge of and utilization of Information and Technology standards in curricular planning

Goal 1: Administrators will facilitate staff collaboration and staff development to link WMAS Info/Tech standards and other content standards into the curriculum to improve student mastery of 21st Century Skills

Objective: Align, integrate, and link Information and Technology Standards within content areas.

Objective: Ensure staff members' professional currency in content standards, ITL standards and 21st century skills.

Need: Industry standards, brain research, studies addressing learning styles and post-secondary requirements all dictate expanded technology for learning in our school at all levels in accordance with our school district mission.

Goal 2: To provide students, staff, and community with updated, current, and consistent tools for learning to augment students' knowledge and achievement, and to maintain current, consistent and upgraded level of communication.

Objective: Provide current print and digital resources for student, staff and community learning.

Objective: Upgrade building security to ensure physical and psychological safety for students and staff.

Objective: Increase training opportunities for community

Objective: Increase access to and knowledge of district information and technology capabilities.

Need: Needs surveys indicate a need for expanded utilization of Info-Tech programs by staff to increase students' achievement.

Goal 3: To advance the use of Info/Tech in all instructional areas to enhance knowledge acquisition, creative thinking, higher order skill development and synthesis of learning across disciplines.

Objective: Utilize technology to address authentic assessment of students' attainment and increase achievement.

Budget Summary

Technology Purchasing budget:	\$ 150,000
Technology Operating budget:	\$ 175,000
Title IID:	\$ 8,000
Instructional Budget:	\$24,000
Staff Development Budget:	\$1,000
Library Fund:	\$42,000
E-rate:	\$21,165

COLBY SCHOOL DISTRICT TECHNOLOGY PLAN BUDGET SUMMARY

	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Revenue Source</u>
INSTRUCTION				
Classroom LCD Projectors (20 per yr.)	\$128,400	\$128,400	\$ 90,400	General Fund Technology Budget Instructional Budget IDEA Funds
Smart Board Technology & PC Tablets (6 per yr)				
Sound Amplification Systems				
Expand/Improve Education Channel 98				
Senior Project Exhibits of Mastery				
E-Portfolio for Students Gr. 9-12				
Technology Standards Monitoring at each grade				
LIBRARY/MEDIA	\$84,000	\$79,000	\$79,000	
Upgrade Library Management System				General Fund Library Media Budget Common School Fund
Upgrade/balance media collection/curricular needs				
Augment access to print & digital resources				
"Plan of Efficiency" for increased LMC demands				
CENTRAL SERVICES	\$250,500	\$278,000	\$243,000	
Update/Expand Web Page with ITL Standards				General Fund Technology Budget
4 yr. Hardware & Infrastructure replacement plan				
Operating & Curricular Software upgrades				
Implement Video Distribution System				
Upgrade Phone System District-Wide				
Implement/Improve ongoing Backup Systems				
Update Operating System as needed				
Augment System Bandwidth – E-Rate 470 filed				
Expand Computer Security Capabilities				
Develop Website Uses/School to Family Communications				
Local Phone Service E-Rate 470 filed				
Long Distance Phone Service E-Rate 470 filed				
Distance Learning Connection/Statewide Consortium E-Rate				
CURRICULUM/STAFF DEVELOPMENT	\$27,500	\$24,400	\$11,500	
Focus on ITL Standards, 21 st Century Skills & PDP Planning				General Fund Title Programs IDEA Funds
Conversion of PDP Plans to E-Portfolios				
Increase General Computer Skills for all Staff				
Establish Teacher Benchmarks for Technology Literacy				
Align/Link Technology Standards within curriculum areas				

	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Revenue Source</u>
BUILDING PRINCIPAL OFFICES	\$8,500	\$16,000	\$16,000	
Upgrade/Training Student Management System				General Fund
Link Technology Resources for Crisis Plan				Staff Development
Explore Elementary Digital Report Card				Building Adm.Budget
OPERATION	\$177,000			Renovation Fund
Provide Building Security/Fire Systems				
Staff and Student Training in Security Procedures				
COMMUNITY EDUCATION	\$25,000	\$25,000	\$25,000	
Expand Computer Class Offerings to Public				Community Serv.Fund
Technology Training for Support Groups/Volunteers				
TOTALS	\$700,900	\$550,800	\$464,900	

Dissemination to Stakeholders

The Technology Plan is reviewed and approved by the school board. It is then made available all staff and students at each district building. It is also available in a summarized form on the district website for all interested parties. A yearly presentation to the board also gives the community access to the status of technology in the district.

Monitoring, Evaluation, and Revision

The concerns for effectiveness, use and needs for technology will be addressed by each buildings steering committee. The results will be brought back to the monthly technology committee meetings.

The technology committee will use the technology plan to help set the agenda for each monthly meeting. The technology plan will be a permanent discussion item on the agenda. All other agenda items will be reviewed for possible inclusion in the technology plan. If new items do not fit into the plan, the validity of the item should be questioned. This method will help to make the technology plan a living document in a constant state of renewal. Some items will be added and some items will be renewed, while others will be shed.

The Implementation Action Plans will be used to maintain a timeline of all activities/projects to be completed by the committee. Anytime a new topic, idea or activity is introduced it will be placed on an Implementation Action Plan form. This will allow the committee to decide which goal, objective or activity is being met by the new idea. It will also enable roles of responsibility to be defined, budget impact evaluated, and success indicators established.

Once a year, the technology committee will present a State of the Technology address to the school board. Main objectives for this presentation will be to describe goals/objectives met within the last year, current projects and future outlook.

