

Flambeau Information and Technology Plan

Introduction and Purpose

The School District of Flambeau's Information & Technology Plan provides a summarization of the technology goals and needs for the district. It outlines our efforts to move forward to meet these goals over the next three years. We used the Speak Up Survey results to assess staff and student needs and opinions. This plan will be a working document which will be used as guidelines for the district's staff in-services and technology budgeting priorities. Staffing changes in our District Administrator and Information Technology Director in the 2013-2014 school year provide an opportunity for fresh insights and goals.

Technology research has shown that the acquisition, organization and dissemination of resources within the School District and community may be positively measured in student achievement regardless of socioeconomic or educational levels.

The School District of Flambeau Board of Education recognizes the need to meet the increasing technology needs of the students and staff. The District's philosophy believes that young people are a community's greatest asset and it is the responsibility of each community to help students become effective citizens. The community-school partnership revitalized education increasing academic achievement, while creating a safe and civil learning environment. The implementation of technology enhances the ability to teach and educate all students and staff in being prepared for today's technological world.

Vision & Mission

Background

The School District of Flambeau Board of Education recognized the need to meet the increasing technology needs of students and staff by adopting its first, five-year computer plan in 1984. It soon became apparent that this plan, which was very concrete in its approach, had to be modified, as the plan was basically only for the purchase of software, hardware and support, and did not recognize the rapidly changing technology nor decreasing costs for technology equipment and services.

The creation and implementation of the District Technology Plan has become an ongoing process, recognizing that technology and needs are constantly shifting and that the technology changes will drive different needs and opportunities.

AS A DISTRICT, OUR TECHNOLOGY PLAN MUST MEET AND SUPPORT THE FOLLOWING:

A philosophy that young people are a community's greatest asset as well as a potential resource, and it is the responsibility of each community to help them become effective citizens, who are knowledgeable contributors to their community.

A community reform model that utilizes community-school partnerships to revitalize education,

and to directly involve youth and community members in increasing academic achievement, while creating safe, civil learning environments in and out of school for this to happen.

A teaching and learning model that values active learning and experimentation, and that fosters young people to question, to ask: What did I learn? So, what does it mean? Now, what actions can I take with the knowledge I have gained?

OUR VISION IS TO PROVIDE STUDENTS, TEACHERS, SUPPORT STAFF, AND COMMUNITY MEMBERS WITH GREATER ACCESS TO INFORMATION, OPPORTUNITIES TO SHARE EXPERIENCES, THE CHANCE TO COLLABORATE WITH COLLEAGUES AND COMMUNITY MEMBERS, AND IMPROVE COMMUNICATION BETWEEN ALL PARTIES.

The District has a responsibility to ensure that school personnel have the abilities and resources to teach each student to be prepared to interact with our technological world.

The staff has a responsibility to provide technology instruction that will ensure each student has an opportunity to learn new competencies necessary to function and thrive in an ever changing technological world.

Each student has a responsibility to learn the critical, new and emerging technology competencies and use them to interact safely, effectively, and responsibly within this technological world.

Our curriculum will drive our use of technology. Technology must primarily be a means to deliver curriculum in a way that is more engaging as well as practical for students.

Implementation of technology must be such that it enhances the ability to teach and learn by all.

We must provide equitable access to all aspects of new technologies and information access for students, staff and community. We must encourage efforts by staff and students to share information, to collaborate on projects, and to communicate within our District as well as outside the boundaries of our School District.

Community/District Demographics

The School District of Flambeau is located in Rusk County in Northern Wisconsin. Seventeen townships, along with the Villages of Conrath, Glen Flora, Hawkins, Ingram, Sheldon, and Tony are located within the District. Geographically, the District is comprised of just under four hundred square miles.

The District became known as the School District of Flambeau in 1961 with the consolidation of the Tony District, which included Conrath and Sheldon, with the Ingram-Glen Flora District. At that time there were separate K-8 buildings in each Village, along with the K-12 facility in Tony. In 1998, a new PK-12 facility of 126,800 square feet was constructed two miles south of Tony, merging all the District's buildings into one facility. This building was designed to house 750 students. In 2008, a group of Hawkins area residents filed a petition to become attached to the School District of Flambeau. The final ruling on the petition became effective on August 18, 2009.

The School District of Flambeau is located in one of the poorest counties in Wisconsin. Over sixty percent of the students at Flambeau receive free and/or reduced priced meals. Annually, Rusk County has one of the highest unemployment rates in Wisconsin. The majority of our residents are employed in logging, small farming, light manufacturing, and small service businesses.

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 Contact Name: Tim Fehr tfehr@flambeau.k12.wi.us
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Creation Date: (for E-rate only) 10/8/2013

This is a required element for E-Rate priority 2 funding. This is the date that all E-rate required elements are in your plan. This date must be before you file your E-Rate form 470. See; <http://www.usac.org/sl/applicants/step02/technology-planning/default.aspx>

Board Approval: _____
 CESA or Other Approval: _____
 DPI approval: _____ TechPlan@dpi.wi.gov

Committee members
 Erica Schley School District of Flambeau
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Needs Assessment

Analysis of Previous Plan's Goals

Goal/Objective	Status
Goal 1: Appropriate training of an ongoing basis to effectively and efficiently incorporate educational technology into the curriculum will be provided to all District staff.	
Objective 1.1: Assess District Staff to determine general technical competency will be provided to all District staff.	Achieved and ongoing.
Objective 1.2: Provide staff development opportunities for continuous improvements in technical competencies related to the use of educational software and hardware available within the District.	Achieved and ongoing.
Objective 1.3: Develop collaborative teams of teachers to provide technological training on an ongoing basis.	Achieved and ongoing with the goal to expand.
Objective 1.4: Teach and provide training in social, ethical, and Internet safety issues.	Achieved and ongoing.
Objective 1.5: Provide staff development on assistive technologies already in place.	Achieved and ongoing.
Objective 1.6: Provide staff development in student use of technology in the area of real-world applications and Web 2.0 tools.	Ongoing.
Objective 1.7: Update staff evaluation and interview	Ongoing.

process to include competency in the use of technology.	
Goal 2: By fully integrating technology into all areas of the curriculum, student achievement will be increased.	
Objective 2.1: Use technology integration to support curriculum aligned with State Standards and learning.	Achieved and ongoing.
Objective 2.2: Teach and provide training in social, ethical, and Internet safety issues.	Achieved and ongoing.
Objective 2.3: Increase student usage of distance learning opportunities by investigating in K-12 topics.	Achieved and ongoing.
Objective 2.4: Review and acquire assistive technologies so equity for all students can be achieved.	Achieved and ongoing.
Objective 2.5: Continue to develop library resources at all levels, utilizing new technologies to provide more effective library media services.	Achieved and ongoing.
Objective 2.6: Integrate technology terminology in all content areas in grades prior to Eighth grade.	Ongoing.
Objective 2.7: Provide training in the concepts of how a computer works, identifying computer components, and diagnosing computer problems.	Ongoing.
Objective 2.8: Integrate hands-on instruction on graphic organizers and digitizing equipment into all content areas.	Ongoing.
Goal 3: Library media and technology opportunities and services will be provided to students, teachers, support staff, and community members.	
Objective 3.1: Involve interested community members in District technology meetings.	Ongoing.
Objective 3.2: Continue to offer technology training sessions for community members.	Ongoing.
Objective 3.3: Increase awareness of District's Information (Library Media) and Technology Plan.	Achieved and ongoing.
Goal 4: To provide adequate funding for education technology and staffing in the District's budget planning process.	
Objective 4.1: Inform and document for the Administration, Board of Education, and staff the need to provide up-to-date computer and equipment at all levels.	Achieved and ongoing.
Objective 4.2: Develop an annual working technology budget.	Achieved and ongoing.
Objective 4.3: Maintain and update technology as technology improves.	Achieved and ongoing.
Objective 4.4: Develop technological leadership and support to foster and support professionals with expertise in technology, teaching, and learning.	Achieved and ongoing.
Objective 4.5: Students, teachers, support staff, and community members will have access to learning tools and information resources necessary to search, evaluate, analyze, manage, manipulate, communicate, and construct information and be knowledgeable in the teaching and learning environment.	Achieved and ongoing.

Speak Up Survey 2013

During the months of November and December 2013, administration, teachers, staff, students, parents, and community members participated in the National Speak Up Survey for the district. Students were surveyed in grades K-11. The survey results were analyzed by the technology director and technology committee to look for possible ideas to include in the technology plan as goals, objectives, and action steps. Listed below are highlights from the surveys.

Speak Up Teachers and Staff Survey Highlights

The committee looked for areas where the data suggested the sample group was significantly lower than the state or national average:

- The data suggests the staff use of reading articles and books using a digital reader or tablet is lower than the state average.
- The data suggests the staff use of online collaboration tools/structures was lower than the state average.
- The data suggests the staff is not using digital content such as videos (Khan Academy, YouTube, etc.) and game based software and applications as compared to the state average.
- The data suggests the staff use of blogs, wikis and Twitter is lower than the state average.

The staff indicated a desire for technology to help them:

- Prepare for the Common Core Standards
- Prepare for online assessments
- Identify mobile apps for classroom use with students
- Develop formative assessments

The staff felt that technology enhanced student learning in the following ways:

- Students are more motivated to learn
- Students are developing their creativity
- Students are developing their problem-solving and critical thinking skills

Suggestions for greatest potential for increasing student achievement utilizing technology:

- Ability to access the Internet anywhere at school and in my classroom
- Laptop for every student to use at school
- Educational mobile apps (such as: graphing calculator, vocabulary lists, language translators)
- Digital content (such as: databases, electronic books, animations, videos etc)
- Adaptive learning software which adjusts levels of difficulty and content to address student needs
- Digital media creation tools (such as: video, audio)
- Tablet computer (such as iPad) for every student to use at school
- Tools that help students organize their work (such as: communication, organize my assignments, take notes, organize my ideas)

Speak Up Student Survey Highlights for Grades 3-5

The committee looked at the student data and identified the following areas of interest:

- 61% of students in grades 3-5 consider themselves an average tech user
- 22% of students in grades 3-5 have a Smartphone with Internet access
- 42% of students in grades 3-5 have a laptop at home
- 37% of students in grades 3-5 have a tablet at home
- 33% of students in grades 3-5 have a digital reader at home
- 42% of students in grades 3-5 are able to access fast Internet outside of school
- 67% of students in grades 3-5 use technology to play educational games
- 56% of students in grades 3-5 would use a mobile device to read books at school
- Top tools students feel would have the greatest impact on their learning:
 - 53% of students in grades 3-5 would like the ability to access the Internet anywhere at school
 - 51% of students in grades 3-5 would like to use tools to help organize school work

Speak Up Student Survey Highlights for Grades 6-8

The committee looked at the student data and identified the following areas of interest:

- 79% of students in grades 6-8 consider themselves an average tech user
- 45% of students in grades 6-8 have a Smartphone with Internet access
- 58% of students in grades 6-8 have a laptop at home
- 41% of students in grades 6-8 have a tablet at home
- 33% of students in grades 6-8 have a digital reader at home
- 57% of students in grades 6-8 are able to access the Internet through a wifi or 3G/4G mobile device outside of school
- 47% of students in grades 6-8 are able to access class information online regularly
- 63% of students in grades 6-8 would prefer to create a multi-media presentation on a laptop
- 63% of students in grades 6-8 would prefer to complete Internet research on a laptop
- 73% of students in grades 6-8 would prefer to write a report on a laptop
- 56% of students in grades 6-8 strongly agree or somewhat agree to experience flipped learning
- Top tools students feel would have the greatest impact on their learning:
 - 71% of students in grades 6-8 would like the ability to access the Internet anywhere at school
 - 64% of students in grades 6-8 would like the ability to use their own mobile devices at school

Speak Up Student Survey Highlights for Grades 9-11

The committee looked at the student data and identified the following areas of interest:

- 79% of students in grades 9-11 consider themselves an average tech user
- 76% of students in grades 9-11 have a Smartphone with Internet access
- 60% of students in grades 9-11 have a laptop at home
- 24% of students in grades 9-11 have a tablet at home
- 33% of students in grades 9-11 have a digital reader at home
- 69% of students in grades 9-11 are able to access the Internet through a wifi or 3G/4G mobile device outside of school
- 75% of students in grades 9-11 are able to access class information online regularly
- 75% of students in grades 9-11 would prefer to create a multi-media presentation on a laptop
- 70% of students in grades 9-11 would prefer to complete Internet research on a laptop

- 83% of students in grades 9-11 would prefer to write a report on a laptop
- 63% of students in grades 9-11 strongly agree or somewhat agree to experience flipped learning
- Top tools students feel would have the greatest impact on their learning:
 - 75% of students in grades 9-11 would like the ability to use their own mobile devices at school
 - 72% of students in grades 9-11 would like the ability to access the Internet anywhere at school

List of Goals	
Goal 1	Goal 1: Staff will utilize effective teaching and learning practices by including the integration of technology into instruction to increase student achievement across all grade levels.
Goal 2	Goal 2: The district will provide current and reliable infrastructure and resources, which includes hardware, software, and professional development, to increase student achievement across all grade levels.
Goal 3	Goal 3: The district will provide staff appropriate training on an ongoing basis to incorporate effectively and efficiently educational technology into the curriculum to increase student achievement across all grade levels.
Goal 4	Goal 4: The district will provide adequate funding for educational technology, staffing, and professional development opportunities in the district's budget planning process.

Goal 1					
Goal 1: Staff will utilize effective teaching and learning practices by including the integration of technology into instruction to increase student achievement across all grade levels.					
Objectives & Action Steps	Who is responsible?	Timeline	Resources needed	Cost	Evaluation Method
Objective One: Assess staff proficiencies and technology implementations.					
Action Step 1: Annually assess staff and students' technology proficiency.	Technology Committee	once a year	computers, Speak Up Survey or comparable assessment tool		translate survey results
Action Step 2: Plan to update skills through in-	Technology Committee, Administration,	2014-2017 (ongoing)	survey results, consultation with staff, CESA 10,	annual cost for CESA 10 services,	follow-up assessments

services and other professional development opportunities based on survey results and evaluations.	Staff, CESA 10		and other staff development consultants	additional cost for other staff development consultants	
Action Step 3: Assess staff's readiness to go to 1:1 with students.	Technology Committee, Administration	2014	survey results and staff and administration discussions		survey results and staff volunteers
Objective Two: Plan appropriate trainings to improve proficiencies and implementation of technologies in classrooms.					
Action Step 1: Plan to update skills through in-services and other professional development opportunities based on survey results and evaluation.	Technology Committee, Administration, staff, CESA 10	2014-2017 (ongoing)	survey results, consultation with staff, CESA 10, and other staff development consultants	annual cost for CESA 10 services, additional cost for other staff development consultants	follow-up assessments
Action Step 2: Identify and provide in-services/learning opportunities for staff targeted to implement 1:1 pilots.	Technology Committee, Administration, Staff	2014	survey results, CESA 10, other districts		staff feedback and readiness
Objective Three: Use technology integration to support curriculum aligned with State Standards, Common Core State Standards, and ISTE Standards.					
Action Step 1: Evaluate existing curriculum and devise a plan for integrating technology into curricular areas,	Technology Committee, Curriculum Committees	2014-2017 (ongoing)	curriculum, standards, curriculum companion software	substitute pay	updated curriculum

in a 1:1 environment, focusing on the ISTE Standards and the SAMR model.					
Action Step 2: The Library Media Specialist will collaborate with staff to develop and integrate projects that demonstrate technology literacy.	Library Media Specialist, Staff	2014-2017 (ongoing)	Curriculum, standards, curriculum companion software		final project assessments, Speak Up Survey results
Action Step 3: The Information Technology Director will collaborate with staff to develop and integrate projects that demonstrate technology literacy.	Information Technology Director, Staff	2014-2017 (ongoing)	Curriculum, standards, curriculum companion software		final project assessments, Speak Up Survey results
Action Step 4: Provide staff with inservice opportunities to be trained in and implement the SAMR model, flipped classrooms, targeted video and adjust curriculums to include these learning strategies.					
Objective Four: Teach and provide training in social, ethical, and Internet safety issues.					
Action Step 1: Review and update District "CIPA/Internet Safety, Acceptable Use, and	Administration, Technology Committee	2014-2017 (ongoing)	policy		implementation of policy

Cyberbullying" policies.					
Action Step 2: Review and update District "Technology Concerns for Students with Special Needs" policy.	Administration, Technology Committee, SPED Staff	2014-2017 (ongoing)	policy		implementation of policy
Action Step 3: Review and update District "Copyright" policy.	Administration, Technology Committee	2014-2017 (ongoing)	policy		implementation of policy
Action Step 4: Review and update District "Instructional Materials Selection and Reconsideration" policy.	Administration, Technology, Committee, Library Media Specialist	2014-2017 (ongoing)	policy		implementation of policy
Action Step 5: Review and update District "Inter-library Loan/Resource Sharing" policy.	Administration, Technology, Committee, Library Media Specialist	2014-2017 (ongoing)	policy		implementation of policy
Action Step 6: Create a 1:1 "Acceptable Use" or "Responsible Use" policy.	Administration, Technology Committee	2014	policy		acceptance by board of education, implementation of policy
Action Step 7: Review policies with District staff.	Administration, Technology Committee	2014-2017 (ongoing)	policy		
Objective Five: Increase student-centered learning with technology.	Administration	2016-2017	classroom technology, evaluation tool		observed during 33% of principal walkthroughs district-wide
Action Step 1: Plan to update skills through in-services and other professional development opportunities based on survey results and evaluation.	Technology Committee, Administration, staff, CESA 10	2014-2017 (ongoing)	survey results, consultation with staff, CESA 10, and other staff development consultants	annual cost for CESA 10 services, additional cost for other staff development consultants	follow-up assessments
Action Step 2: Consider, and when appropriate, purchase new	Technology Committee, Administration, staff	2014-2017	recommendations and reviews		observations and demonstrating that technology

technologies for classroom use.					is being used
Action Step 3: Implement a 1:1 pilot program with one grade level.	Technology Committee, Administration, staff	Spring 2015	1:1 devices	\$979 per student	survey results, observations, feedback
Action Step 4: Expand a 1:1 program with an additional grade level.	Technology Committee, Administration, staff	Fall 2015	1:1 devices	\$979 per student	observations, feedback
Action Step 5: Expand a 1:1 program with an additional grade level.	Technology Committee, Administration, staff	Fall 2016	1:1 devices	\$979 per student	observations, feedback

Goal 2

Goal 2: The district will provide current and reliable infrastructure and resources, which includes hardware, software, and professional development, to increase student achievement across all grade levels.

Objectives & Action Steps	Who is responsible?	Timeline	Resources needed	Cost	Evaluation Method
Objective One: Maintain an up-to-date inventory of current hardware.					
Action Step 1: Use JAMF Recon and JSS to enroll and maintain current inventory of district computer and tablet hardware.	IT Director	2014-2017 (ongoing)	JAMF software and annual licensing	\$10,112.00 in 2014-2015	up-to-date list
Action Step 2: Assess networking infrastructure on an annual basis.	IT Director	2014-2017 (ongoing)	CESA 10 consultants		up-to-date list
Action Step 3:					
Action Step 4:					
Objective Two: Maintain an up-to-date inventory of current software.					
Action Step 1: Review software on an annual basis.	IT Director	2014-2017 (ongoing)	JAMF software and annual licensing		compare list to current versions of

					software and recommend updates
Objective Three: Prioritize and recommend updates of computer/tablet hardware and software based on current inventory and curricular needs in a growing 1:1 environment.					
Action Step 1: Prioritize and update recommendations based on age, emerging technologies, and usage.	IT Director, Administration, Technology Committee, Staff	2014-2017 (ongoing)	inventory lists, recommendations	prices will vary	inventory
Action Step 2: Reallocate or recycle outdated hardware equipment.	IT Director	2014-2017 (ongoing)	inventory lists		inventory
Action Step 3: Update hardware and software inventory.	IT Director	2014-2017 (ongoing)	inventory lists, JAMF software and annual licensing		inventory
Objective 4: Purchase updates of hardware and software based on current inventory and curricular needs in a growing 1:1 environment.					
Action Step 1: Budget and plan purchases to maintain or improve current curricular needs and staff and student expectations.	IT Director, Administration, and Technology Committee	2014-2017 (ongoing)	inventory lists, JAMF software and annual licensing	prices will vary	inventory, Speak Up Survey results
Action Step 2: Replace one computer lab a year, reallocate machines to classrooms, and update inventory.	IT Director, Administration, and Technology Committee	2014-2017 (ongoing)	inventory lists, JAMF software and annual licensing	prices will vary	inventory
Action Step 3: Replace 1/3 of staff machines a year, reallocate machines	IT Director, Administration, and Technology	2014-2017 (ongoing)	inventory lists, JAMF software and annual licensing	prices will vary	inventory

to laptop carts, and update inventory.	Committee				
Action Step 4: Provide E-readers to be part of the library media technology	IT Director, Library Media Specialist	2014	Technology vendors	prices will vary	
Action Step 4: Recycle old hardware and update inventory.	IT Director	2014-2017 (ongoing)	inventory lists, JAMF software and annual licensing		inventory
Objective Five: Inservice staff on new equipment or software whenever updated computer hardware or software requires it.					
Action Step 1: Utilize inhouse staff with technology expertise to provide training on hardware and educational software.	IT Director, Technology Committee, Staff	2014-2017 (ongoing)	staff		follow-up assessments, requests for further training
Action Step 2: Utilize CESA 10 personnel to provide training on hardware and educational software.	IT Director, Technology Committee, CESA 10	2014-2017 (ongoing)	staff, CESA 10		follow-up assessments, requests for further training
Objective Six: Review and update if needed, network hardware on an annual basis, to improve network performance and reliability.					
Action Step 1: Assess current networking and research ways to improve speed and reliability.	IT Director, Technology Committee, Maintenance Staff	2014-2017 (ongoing)	CESA 10, technology partners (CenturyLink, Tech Check)		assessments of network speed and reliability
Action Step 2: Recommend, purchase, and install updated network hardware.	IT Director, Technology Committee, Maintenance Staff (install)	2014-2017 (ongoing)	CESA 10, technology partners (CenturyLink, Tech Check)		improvements of network speed and reliability
Action Step 3: Upgrade network switches to enable updating of wireless infrastructure and	IT Director, Administration	Summer 2014	Technology vendors		

the move to IP telephones.					
Action Step 4: Install an IP phone system throughout the whole building.	IT Director, Administration	Summer 2014	Technology vendors		
Action Step 5: Replace all existing wireless access points with up-to-date managed access points.	IT Director, Administration	Summer 2014	Technology vendors		
Action Step 6: Evaluate network performance as 1:1 is implemented to maintain network efficiency.	IT Director, Administration	Summer 2015	staff and time		
Objective Seven: Purchase 1:1 devices and software licenses.					
Action Step 1: Purchase, inventory, and configure 1:1 devices for selected grade level.	Technology Committee, IT Director, Administration	Fall 2014	JAMF software, imaging software		
Action Step 2: Purchase, inventory, and configure 1:1 devices for additional grade level(s).	Technology Committee, IT Director, Administration	Summer 2015	JAMF software, imaging software		
Action Step 3: Purchase, inventory, and configure 1:1 devices for additional grade level(s).	Technology Committee, IT Director, Administration	Summer 2016	JAMF software, imaging software		

Goal 3

Goal 3: The district will provide staff appropriate training on an ongoing basis to incorporate effectively and efficiently educational technology into the curriculum to increase student achievement across all grade levels.

Objectives & Action Steps	Who is responsible?	Timeline	Resources needed	Cost	Evaluation Method
Objective One: Assess and analyze data from Speak Up Survey to plan					

appropriate staff training.					
Action Step 1: Plan and provide inservices for using current technologies for student-centered learning in a growing 1:1 environment.	Technology Committee, IT Director, Administration	Begin Fall 2014 (ongoing)	survey results, consultation with staff, CESA 10, and other staff development consultants		feedback, follow-up assessments
Action Step 2: Plan and provide inservices for exploring new technologies for student-centered learning in a growing 1:1 environment.	Technology Committee, IT Director, Administration	Begin Fall 2014 (ongoing)	survey results, consultation with staff, CESA 10, and other staff development consultants		feedback, follow-up assessments
Action Step 3: Plan and provide inservices for teachers implementing a 1:1 environment.	Technology Committee, IT Director, Administration	Begin Summer/Fall 2014 (ongoing)	survey results, consultation with staff, CESA 10, and other staff development consultants		feedback, follow-up assessments
Action Step 4:					
Objective Two: Prepare staff and students for the Smarter Balance Assessment keyboarding expectation.					
Action 1: Evaluate various keyboarding software tools.	Technology Committee, IT Director, Administration, Staff	Summer 2014	keyboarding software/websites, time		feedback
Action Step 2: Select appropriate keyboarding software tools for various grade levels.	Technology Committee, IT Director, Administration, Staff	Fall 2014	keyboarding software/websites, time		feedback
Action Step 3: Train staff on keyboarding software tools.	Technology Committee, IT Director, Administration, Staff	Fall 2014	keyboarding software/websites, time		feedback
Action Step 4: Implement and schedule classes in computer labs to	Technology Committee, IT Director, Administration,	Fall 2014	keyboarding software/websites, schedule		feedback, assessment

use keyboarding software tools.	Staff				
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Goal 4

Goal 4: The district will provide adequate funding for educational technology, staffing, and professional development opportunities in the district's budget planning process.

Objectives & Action Steps	Who is responsible?	Timeline	Resources needed	Cost	Evaluation Method
Inform and document for the Administration, Board of Education, and staff the need to provide up-to-date computers and equipment at all levels.					
Action Step 1: Establish a long-term schedule to ensure replacement of computers and peripherals to maintain a 1:1 environment.	Technology Committee, IT Director	Begin Summer/Fall 2014 (ongoing)	JAMF inventories will be used		Long-term schedule and purchase cycle.
Action Step 2: Inform and discuss technology needs at meetings of the Administrative Team and Board of Education.	Administration, Board of Education, IT Director	2014-2017			Meeting minutes.
Action Step 3: Assess the need of community access to school technology	Administration, Board of Education, IT Director	2014-2017 (ongoing)	staff		Surveys, community feedback
Action Step 4:					
Objective Two: Develop an annual working technology budget.					
Action Step 1: Keep a running prioritized 'needs assessment'.	Technology Committee	2014-2017 (ongoing)			Needs assessment.
Action Step 2: Develop an equitable long-range plan for the District.	Administration, Technology Committee, IT Director	2014-2017 (ongoing)			Long-range plan.
Action Step 3: Assess the need of community access to school technology	Administration, Technology Committee, IT Director	2014-2017 (ongoing)			Analyzing data received from asset management.
Objective Three-Maintain and update technology as technology improves.					

Action Step 1: Purchased web-based system that will calculate TCO for all technology resources.	IT Director	2014-2017 (ongoing)			Usage data.
Action Step 2: Establish a long-term schedule for funding to ensure replacement of computers and peripherals.	Administration, Technology Committee, IT Director	2014-2017 (ongoing)			Long-term schedule.
Objective Four-Develop technological leadership and support to foster and support professionals with expertise in technology, teaching, and learning.					
Action Step 1: Provide professional development opportunities through CESA and other professional development agencies.	Administration, CESA	2014-2017 (ongoing)			Participation.
Action Step 2: Continue to provide staff development mini-sessions throughout the school year, utilizing staff in-service days and staff meetings.	Administration, Technology Committee, IT Director	2014-2017 (ongoing)			Participation and staff assessment improvement.
Objective Five-Students, teachers, support staff, and community members will have access to learning tools and information resources necessary to search, evaluate, analyze, manage, manipulate, communicate, and construct information and be knowledgeable in the teaching and learning environment.					
Action Step 1: Provide communication capabilities throughout the District.	Administration, IT Director	2014-2017 (ongoing)			Usage data.
Action Plan 2: Ensure students, teachers, support staff, and community members the availability of technology tools to meet learning and working needs.	Technology Committee, IT Director, Library Media Specialist	2014-2017 (ongoing)			Technology usage data.
Action Plan 3: Provide professional media services to all PK-12 students.	Library Media Specialist	2014-2017 (ongoing)			IMC Schedules.
Action Plan 4: Provide access to adequate current materials to support the curriculum and to meet	Library Media Specialist, Classroom Teachers	2014-2017 (ongoing)			Collection analysis data.

student recreational needs.					
Action Plan 5: Provide instruction in the process of evaluating resources.	Library Media Specialist, Classroom Teachers	2014-2017 (ongoing)			Progress monitoring.
Action Plan 6: Assist students to evaluate and document sources of information for projects and research papers.	Library Media Specialist, Classroom Teachers	2014-2017 (ongoing)			Progress monitoring.

School and District Library Media Program

The following section includes information about the district's library media program.

Library Media Services

The IMC is located in the center of the building. One wing of the IMC serves elementary students, and another wing serves junior high and high school students. The IMC is staffed by a full-time certified Library Media Specialist and one full-time library assistant. The Media Specialist also serves as the PK-12 District IMC Director.

The Elementary IMC provides fiction, nonfiction, reference materials, and magazines for PK-5th grade students. The Library Media Specialist teaches library media skills to each elementary class once a week on a fixed schedule in the IMC. There is an area for instruction with tables, projector, and mobile SMARTboard. There is also a reading area, which includes a couch and two chairs. Five computers are available in the IMC for students to access the online card catalog, take Accelerated Reader quizzes, or work on school assignments. The computer lab attached to the Elementary IMC contains 25 iMacs and a teacher station with an LCD projector, document camera, and sound system. The lab is used daily on a fixed schedule by classes for keyboarding (4th and 5th grades), class instruction, projects, and assessing. There are additional opportunities for classes to use the lab when it is available. There is also an elementary laptop cart that stores 30 MacBooks for IMC or classroom use.

The Junior High-High School IMC provides fiction, nonfiction, reference materials, newspapers, and magazines for 6th-12th grade students. Students come to the IMC from study hall or class to work on school assignments or projects at the tables or computers. Six computers are available in the IMC for students to access the online card catalog or work on school assignments. The computer lab attached to the JH-HS IMC contains 27 iMacs and a teacher station with an LCD projector, document camera, and sound system. The lab is used daily on a flexed schedule by classes for class instruction, projects, and assessing. Junior High and High School teachers can schedule library media lessons with the Library Media Specialist throughout the school year.

Staff and community members are welcome to use IMC materials, equipment, and services. Materials include fiction, nonfiction, reference, newspapers, magazines, audiovisual, and a professional collection. Equipment includes TV carts equipped with VCR/DVD players, CD/tape players, overhead projectors, LCD projectors, a sound system, copy machine, and laminator. Services include access to the online card catalog, BadgerLink, requesting items through inter-library loan, and distance learning opportunities. Inter-library loan requests are ordered through the CESA 10 IMC (for school staff only), MORE system libraries, and WISCAT.

The distance learning classroom is also in the IMC. Flambeau's distance learning program is affiliated with the Wisconsin Indianhead Narrowcast (WIN) Network through CESA 10, which provides students, staff, and community members scheduled post-secondary and continuing education opportunities each semester. During the summer of 2014, the distance learning room will be upgraded through a Department of Agriculture grant that was applied for by CESA 10. The grant supplies half of the funds needed for the upgrade, and the district will supply the remaining half. The upgrade will replace all of the electronic systems in the classroom. Students and staff will benefit from improved quality of audio and video through the new high-definition connection. This new video service will make use of new flat-screen televisions and ceiling mounted microphones in the classroom. A polycom unit is available for use anywhere in the building for class projects, post-secondary classes, electronic field trips, video conferencing, and meetings.

The School District of Flambeau offers many online resources for students, staff and community members to use both at school and at home. Some resources are free and some are purchased through the Common School Fund. The Library Media Specialist created an IMC Moodle Site in 2010 for easy access to all online resources. The resources are separated into various pages for different patron types: Elementary, Junior High and High School, Teachers and Staff, and Community Members. Purchased elementary resources include PebbleGo!, Scholastic BookFlix, Scholastic FreedomFlix, Scholastic TrueFlix, and Britannica ImageQuest. Purchased junior high and high school resources include Teen Health and Wellness and Britannica ImageQuest. All patrons have access to the online card catalog and BadgerLink from the IMC Moodle.

Library Media Collection Mapping Analysis

A TitleWise Collection Analysis by Follett Library Resources was completed on January 22, 2014. The library circulation system used in the School District of Flambeau is Alexandria, and the current version is 6.22.2. The analysis shows that the data integrity is good, with 99.44% of the holdings recognized. The number of holdings is 19,809, with the average copyright age being 2000. The report shows the IMC has 31.27 books per student based on an enrollment of 630 students.

Monitoring and Updating

The School District of Flambeau's Technology Committee will meet monthly to review the goals and monitor the status of the technology plan. Adjustments will be made when necessary.

Infrastructure & Inventories

Systems Support/Leadership

The IT Director acts as the district technology contact and directs the day-to-day technology operations of the district. The District Technology Committee meets throughout the year to evaluate the progress of the plan. This committee is made up of the IT Director, teaching staff and a school board member. The district administration team regularly meets and reviews technology topics, infrastructure and instruction.

The IT Director is responsible for the installation, support, development and maintenance of all technology items within the School District of Flambeau. This individual also provides assistance with purchasing and providing direction and guidance in the District's technology goals.

The School District of Flambeau's IMC is located in the center of the building. One wing of the IMC serves elementary students, and another wing serves junior high and high school students. The IMC is staffed by a full-time certified Library Media Specialist and one full-time library assistant. The Media Specialist also serves as the PK-12 District IMC Director. More information about the IMC and its materials, equipment, and services can be found on the Library page.

Resources/Fixed Assets

The School District of Flambeau is committed to providing students with up-to-date technology. Each student has access to technologies such as Smartboards, desktop/laptop computers, tablets, document cameras, and the internet to provide resources for 21st century learning to enrich the learning experience. The majority of classrooms have media stations with a computer, video projector, Smartboard, document camera, VCR/DVD player and sound system.

Each of the District's computers and tablets are equipped with network access which is either wired or wireless, providing them with internet, intranet and e-mail access. All district computers are imaged with the most up-to-date software that permits those machines to run the installed software. This includes Apple's OS-X, from versions 10.6.8. through 10.9.2. We have extensive licensing for some software which was originally coded for PowerPC Macs, and upgrading machines beyond 10.6.8 would cause those titles to be unusable because the Rosetta emulator is not supported above OS-X 10.6.8. So, where the curriculum still uses these legacy titles, we have retained these machines at an older Mac OS-X version to permit them to use these software titles. We realize that as new hardware is purchased some of these software options will no longer be supported on the new hardware.

A list of deployed software.

The School District of Flambeau has licensed software to enhance and support the curriculum. This software includes:

Adobe Creative Suite - Design Deluxe, version 6.1: This includes Acrobat Pro, Bridge, Illustrator, Fireworks, Dreamweaver, Flash, InDesign and Photoshop.

Microsoft Office 2011: This includes Word, Excel, Powerpoint, Outlook, Communicator and Remote Desktop Connection.

Apple's iLife suite: This includes iTunes, iWeb, iDVD, iMovie, GarageBand and iPhoto. The versions are as up to date as the version of OS-X installed permits. Certain iLife titles may not be installed on all machines based on the required OS version.

Apple's iWorks Suite: This includes Pages, Keynote and Numbers. We also have this suite of software deployed on all the district's iPads.

TypeStyler by Strider Software, a poster and typography package.

PrintShop 2, the most up to date version of Printshop.

Inspiration and Kidspiration software.

The Elementary School computers still running Snow Leopard (OS-X 10.6.8) have the Micrograms software collection, this collection includes 18 titles.

Google SketchUp - 3D Drafting and mapping software.

Google Earth

The district has licensed sufficient copies of all these titles. Software inventory is accomplished using JAMF JSS server's inventory system and compliance with licensing numbers are checked periodically by the IT Director. When needed, additional software licenses are acquired.

District software and hardware are managed and updated using a variety of software tools including Apple Remote Desktop, and JAMF's Casper Suite and JSS server.

A list of district hardware.

The School District of Flambeau uses mostly Apple Macintosh computers and iPads. We have a small number of Windows computers for specific tasks such as bookkeeping, driving vinyl cutter, laser engraver and plasma cutter. PC laptops are used by the school psychologist, nurse and guidance counselors for various testing applications. The district owns 450 Macintosh computers. These are distributed throughout the district's classrooms. Each teacher has a MacBook Pro, and in their classroom an iMac presentation station, connected to a video projector and/or Smartboard. There are four larger iMac labs, one in the Elementary IMC, one in the High School IMC, one in Business Education and a High School computer lab. There are also iMacs in each classroom for student use, the number varies depending on the grade level and teacher requests. There are two carts of laptops, one with 30 MacBooks for elementary student use in the IMC or classrooms, and one with 30 MacBook Pros for junior and high school student use in the classrooms. There are five iPad carts, one in the high school, one in the junior high, and three in the elementary grades. Eighty percent of staff have district-provided iPads.

Telecommunications and Technology Infrastructure

The District's two educational buildings (4K-12 main campus and the adjacent Whitetail Academy Alternative School) have high-speed local area networks. Our four wire closets are currently connected through 1 Gig multi-mode fiber. Each instructional space has six or more cat 5 data lines. This cabling infrastructure supports data, and video communications currently, and will be supporting voice in the near future. During the summer of 2014 the District will be upgrading to a digital phone system. This will require us to add additional switch capacity in each of the wire closets. At the conclusion of this upgrade all switches will be 10/100/1000 with PoE. The network electronics are currently Nortel switches that are equipped with PoE and 1 Gig to the desktop. All core switches and servers are on battery backup units with generator cutover in case of power failures.

The District's MDF (main distribution facility) is located in the high school IMC. The current MDF consists of six 48 port Nortel 5520 PoE switches, three Nortel 32 port PoE switches, with fiber connectors to the 2 IDFs. The MDF has one BayStack 10/100 switch in which our printers are connected. The MDF also houses the district's eleven Macintosh X-Serves, one MacMini server running JAMF's JSS, two Windows files servers and a Promise 16 disk RAID storage device. The X-serves handle user authentication, DNS, the District Website, District E-Mail, Library Automation software, a software imaging server, software installation storage, as well as three servers for student and staff data storage. Authentication is with Open Directory, with the Open Directory Master being housed on the Authentication server, and four Open Directory Replicas being housed on student and staff data storage servers. In case of the failure of the OD Master, any of the current OD replicas may be promoted to Master status. The Promise

RAID is divided into four virtual drives, two for student data and two acting as nightly backups.

The lower elementary wing and high school also contain IDF's (intermediate distribution facilities). These IDF's consist of Nortel 5520 switches to extend the District's data networks into each area. A fiber connection is also connecting the High School IDF with the Whitetail Academy Alternative school. The Whitetail Academy has a 32 port Nortel 5520 switch. An additional data drop is located in the Press Box in the athletics field.

The District is currently assessing the future needs of the district's infrastructure. We are working with CESA 10 to write an RFI for upgrading the core switches to all be PoE, 100/1000 with a 10 Gig fiber backbone between the MDS and IDFs. Part of the RFI will deal with updating our wireless network, replacing all our unmanaged access points with managed devices, with sufficient numbers and locations to ensure coverage for future 1 to 1 deployments, as well as covering staff and students BYOD devices such as smartphones, iPods, and tablets. Coverage in the commons and gyms would be able to handle visitors' devices for public events and school programs and activities. Also to be included in the RFI will be a replacement to the District's analog phone system. This will also address how the existing bell and announcements system will be handled, especially in those classrooms where the teacher's speaker phone is currently the audio source for announcements and bells. Once the RFI is released and proposals come in, we are expecting to select a vendor and begin installation of the switches and wireless infrastructure upgrades during the summer of 2014, with all in networking and wireless gear in place and configured before the beginning of the 2014-2015 school year. Phone system upgrades to take place when infrastructure is then in place to support it.

We are further aware that network infrastructure must be evaluated periodically and that upgrades may be needed in the future to take advantage of technological advances.

Curriculum Alignment

ISTE Standards

The ISTE Standards are incorporated into the curriculum district-wide. The ISTE Standards are the definitive framework for successfully implementing digital strategies to positively impact learning, teaching and leading in the School District of Flambeau. Please see the attached document for a full list of ISTE Standards for students, teachers and administrators.

[ISTE Standards for Students](#)

[ISTE Standards for Teachers](#)

[ISTE Standards for Administrators](#)

Flambeau Elementary Specific Integration

Annually, elementary students in grades three through five, sign and agree to the district's Information/Technology Acceptable Use Code of Conduct form. Each classroom Prekindergarten through fifth grade is equipped with a SmartBoard, overhead projector, and wireless internet access for laptop and iPad activities.

Strand 1: Creativity and Innovation

- Students will create original works as a means of personal or group expression.
- Students will use technology tools to create and present ideas, facts, or stories.
Word Processing, PowerPoint Presentations, iMovie, iPad apps

Strand 2: Communication and Collaboration

- Students will contribute to a group to produce original works or solve problems.
- Students will work in groups to create, share and evaluate simple collaborative information products.
- Students will communicate information and ideas to an audience using a variety of media formats and technology tools
Word Processing, PowerPoint Presentations, iMovie, iPhoto, iPads

Strand 3: Research and Information Fluency

- Students will use technology resources to gather data and information and report on their findings.
- Students will ethically locate, organize, analyze, evaluate, and synthesize information from a variety of sources and media.
Word Processing, PowerPoint Presentations, IMC Moodle.

Strand 4: Critical Thinking, Problem Solving, and Decision Making

- Use technology tools with proficiency to create and present ideas through simple products in different formats.
iPad apps, eBooks, IXL, STAR.

Strand 5: Digital Citizenship

- Students will exhibit a positive attitude toward using technology tools.
- Students will embrace collaboration among peers while working with technology tools.
- Students will understand and practice safe, responsible use of information and technology.

Strand 6: Technology Operations and Concepts

Students will be exposed to and modeled for the use of technology systems.

Elementary Keyboarding Curriculum:

With the guidance from the IMC Director, classroom teachers are responsible for the integration and delivery of keyboarding instruction. Wisconsin Department of Public Instruction recommends that conversations occur at district levels regarding keyboarding instruction and assessment. The School District of Flambeau will refer to resources provided by Wisconsin DPI to assist staff in delivering keyboarding instruction to students in the classroom. The School District of Flambeau will begin basic keyboarding knowledge in second grade to prepare for more involved keyboarding instruction beginning in third grade. Resources and recommendations made by Wisconsin DPI are provided in the link below.

[Wisconsin DPI Keyboarding at the Elementary Level](#)

Flambeau Junior High Specific Technology Integration

Flambeau Junior High incorporates technology into curriculum.

Grade 6:

Acceptable Use Policy/Review of school technology procedures
Word Documents
PowerPoint Presentations
iMovie
Component for math curriculum, CMP3: MathXL Conclusion

Grade 7:

Acceptable Use Policy/Review of school technology procedures
Word Document
PowerPoint Presentations
iMovie
Study Skills with keyboarding instruction
Component for math curriculum, CMP3: MathXL

Grade 8:

Acceptable Use Policy/Review of school technology procedures
Word Documents
PowerPoint Presentations
iMovie
Study Skills with keyboarding instruction
Component for math curriculum, CMP3: MathXL

Flambeau High School Technology Integration

Flambeau High School incorporates technology into curriculum. The attached course offering booklet will outline the specific uses of technology within classrooms.

[High School Course Offering Booklet](#)

Common School Fund Expenditures

[Wisconsin Statute 43.70\(3\)](#) provides that money generated by the [Common School Fund \(CSF\)](#) be used for the [purchase of library books and other instructional materials for school libraries](#) and for the [purchase of instructional materials from the state historical society for use in teaching Wisconsin history](#).

In addition, a school district may use [CSF](#) received in a fiscal year to purchase school library computers and related software if the school board consults with the person who supervises the school district's libraries and the computers and software are **housed in the school library**. The person who supervises the school libraries is the district's designated certified library media coordinator as per [Wisconsin Administrative Code PI 8.01\(2\)\(h\)](#).

"library books and other instructional materials for school libraries" is defined as:

- **Housed within and/or directly in support of the library media program**
 - **Listed in the library media center catalog**
 - **Accessible to all students and teachers in the building and district**
- Circulated and used in a manner consistent with the [Wisconsin School Library Media Program Vision 2010](#)**

Conclusion

This tech plan is a working document. The Flambeau Technology Committee will review and update this plan as changes become apparent. Goals will be reviewed and updated, along with budgeting updates and inventories.