School District of Chilton

Information and Technology Plan

2016-2019

Dr. Claire Martin, *Superintendent*

Contact Person:
Dr. Claire Martin
920-849-8109
martinc@chilton.k12.wi.us

School Board Approved Plan on June 20, 2016

Table of Contents

Executive Summary

The School District of Chilton is viewed locally, regionally and nationally as a district to emulate because of its high student performance history. An integral part of the district's success is our dependence upon the use of informational literacy and educational technology. The School District of Chilton has been contacted by school districts from across the country asking us to share resources, instructional programming, staff development, testing practices, and data-driven instructional strategies. We are always willing to share what we do with other districts and have even been sought out to give presentations at regional and national conventions.

Goal #1: *Increase technology and information proficiencies for administrators, staff and students*. We will help staff integrate appropriate technology into the curriculum and also assess technology proficiencies of staff, administrators, and students.

Goal #2: *Improve effective teaching practices and student learning activities*. Integrating and monitoring 21st century learning skills into core curricular courses will enable us to evaluate student competency. Our technology integrator is responsible for monitoring the consistent use of technology across all grade levels. We encourage teachers to use Schoology as their learning management system and experiment with blended learning and flipped classrooms. We are recommending a course for technology deficient freshman. We provide the opportunity for students and staff to obtain certifications through Microsoft Imagine Academy.

Goal #3: *Provide access to information resources and learning tools to support effective teaching and learning*. The focus of this goal is to provide all district stakeholders with the tools they need to effectively teach and learn. This includes implementing a 1:World initiative, and maintaining the current level of information and technology services. We will adopt a new application process for acquiring new technology.

Goal #4: *Provide support systems and leadership in information and technology throughout the district*. The technology committee meets regularly to update and inform each other about technology opportunities. We systematically review existing technology policies and create new policies, such as the 1:World contract as circumstances dictate. We provide teachers with the opportunity to acquire new and innovative technologies to increase student learning through the Technology Request form. We pursue grant opportunities to provide professional development, software, and hardware. We will keep the parents and community informed of new technologies being used in the classroom.

This plan does not detail all of the activities and initiatives of the Information and Technology departments for the next three years. Rather, it provides a framework to ensure that budgets, staffing and initiatives all focus on making the School District of Chilton a better place for students to acquire 21st Century Skills and become contributing members of society. This plan will assist us in focusing on improvement rather than maintaining the status quo.

Analysis of research and best practices

A review of research about the impact of information technology on positive student achievement suggests these four elements are needed: a strong school library media program; sustained systematic professional development; effective use of technology by students that fosters 21st Century Skills; and staff adoption and use of technology.

A strong library media program is the most crucial element of successful information and technology programs. Library media specialists empower both students and teachers in their efforts toward increasing student achievement by direct teaching of information and technology skills in individual and large group settings. Recent studies conducted in many states have shown that students at schools with strong media centers score significantly higher on standardized tests than students at schools with less-equipped and staffed libraries.

A second element essential to the success of information technology programs is a sustained systematic approach to professional development. A professional development program that is designed to help teachers be more productive and integrate technology within their existing curriculums is vital. Teachers need to be provided with time, resources, and in-depth, sustained support in order to effectively integrate 21st century information and technology skills into the classroom and into instruction. All district staff must attain basic technology and information literacy skills in order to be efficient and effective workers in the educational environment.

The research has shown that effective use of technology can teach higher-order thinking skills and a variety of other skills students need to be successful. Technology can help by engaging students and igniting their imaginations in ways that make a profound and lasting difference. Technology is a tool allowing students to collaborate in authentic, engaging, and real-world problem-solving situations. The workplace of today and tomorrow has higher expectations of its workers than ever before. Students must learn responsible and ethical use of information and technology resources. They must also understand the risks associated with online interactions, take preventative measures, and exhibit safe practices. Educators must understand how to prepare students for an ever-changing, technology infused work place. The effective integration of information and technology standards provide the opportunity for students to develop these 21st Century Skills.

Staff adoption of technology in the classroom has helped students master reading, writing, math, and science inquiry skills that provide a foundation for future learning. Students, especially those with few advantages in life, learn fundamental skills better and faster if they have a chance to practice those skills using technology. Educators can also individualize lessons by integrating technology into their curriculum and differentiating instruction to meet the needs of individual students so all children can achieve their potential.

Information and technology literacy affects students' ability to write better, to express themselves more clearly with digital media tools, and to understand presented material more quickly and with greater recall. By giving students access to a broader range of resources and technologies, students can use a variety of media to communicate their ideas more clearly and powerfully.

The effective use of technology in PK-12 classrooms prepares students with the skills to succeed in college and in the workforce at large. Students who regularly use technology also take more pride in their work, have greater confidence in their abilities, and develop higher levels of self-esteem. Use of 21st Century Skills, along with the Common Core Standards, is recognized as a critical component in education today.

Teachers are the key to determining the impact technology has on student learning. Staff adoption of effective instructional technology strategies is essential to increase student achievement. Traditional teaching methods should be replaced with engaging, student-oriented activities, moving from competitive to collaborative work patterns. In these environments, technology is a tool to actively engage learners with resources and to learn context to construct new knowledge and skills.

Mission and Vision Statements

Information and Technology Vision Statement

The vision of the School District of Chilton's Information and Technology Plan is to promote lifelong learning by guiding and coordinating the use of information and technology in support of education.

Information and Technology Mission Statement

This plan empowers all stakeholders to improve student performance and enhance the teaching and learning process, student by student, through the use of information and technology literacy thereby developing productive citizens in a global society.

School District of Chilton Vision Statement

Our vision is to:

- be an innovative school system recognized for every student's demonstration of the skills necessary to succeed in a rapidly changing world.
- demonstrate continuous improvement through the delivery of a challenging educational program that fosters student achievement, accommodates individual learning styles, and values personal integrity.
- develop an interactive partnership between the school district and the community that is mutually beneficial.

School District of Chilton Mission Statement

We, the School District of Chilton, believe that preparing students to achieve their potential is our highest priority. In partnership with all members of our community, we are committed to inspiring our students to be life-long learners and responsible, contributing members in a global society.

School District of Chilton Core Values

We Value: Honesty, Integrity, Community Service, Respect for all, School facilities that support safe learning environments, Financial stability, The teaching and learning process: they are the core business of our schools, Continuous improvement in delivering an excellent educational program, A highly trained, professional staff, Our reputation as a high performing school district, All students succeeding at high levels.

School District of Chilton Belief Statements

1. We believe that all students can learn at high levels.
2. We believe that all students are entitled to a rigorous curriculum that challenges each student's capacity to learn.
3. We believe that teacher effectiveness and expertise have a significant impact on student learning.
4. We believe that our financial and human resources must directly support student learning.
5. We believe that the success of every student is critical to the future of our schools, our community, our nation and the global marketplace in which they will work.

Background Information

Community

Located in the heart of Calumet County, Chilton offers the emergence of small-town Wisconsin while within a thirty mile radius you are in the midst of a population of over 400,000 people. Within this short driving distance you can reach cities like Appleton, Green Bay, Sheboygan, Manitowoc, and Fond du Lac. Tree-lined streets, a church steeple skyline, brat fries, parades, high school football games, a county fair, concerts in the park, and its central location to many larger markets make the community of Chilton a great place to live, work and play.

Chilton is the Calumet County seat and lies between Lake Winnebago and Lake Michigan. The scenic south branch of the Manitowoc River winds through the city. City parks overlook Lake Chilton in the center of town. Just outside of town, the county operated Ledge View Nature Center features caves for spelunkers, trails for summer and winter activities, a sixty foot observation tower, and an extensive educational center with naturalists on staff.

A ten minute drive to Lake Winnebago makes fishing and boating easily accessible activities. Sturgeon spearing is a popular winter sport, while county and state parks on the east shore of Lake Winnebago offer camping, hiking, and other year-round activities.

Day to day living in Chilton offers many amenities. Calumet Medical Center is an accredited hospital with fully certified paramedics and ambulance service, clinics and a therapy center. Chilton is home to award-winning schools, a superior park system and is centrally-located in eastern Wisconsin, which allows residents the opportunities found in larger cities but also the benefits of living in a hometown community. There are many community events and activities occurring year round, making Chilton a fun place to live and visit. Chilton is also the home to several businesses and industries, making the community a great place to work and shop.

Community resources and adult literacy providers include the Chilton Public Library and Fox Valley Technical College. The Chilton Public Library is affiliated with the Manitowoc-Calumet Library System and is utilized by 6,117 city and county residents. It provides 14 computers with access to the Internet, as well as 15 circulating e-readers. Technology and computer classes are held periodically. The Chilton Regional Center of Fox Valley Technical College offers a wide variety of technology courses. Chilton High School works with FVTC to provide an alternative high school through the Quest program, where students can earn a GED or HSED. The School District of Chilton provides a home to the Calumet County Community Theatre at the Engler Center for Performing Arts. The school district provides access to NWEA testing for the Chilton Area Catholic School. Chilton belongs to a distance learning network that is available to students and adults as needed.

Chilton, a city of 3,948, is a place where people strive for improvement and stability; yet still remember their traditions and family values. The School District of Chilton brings past and present together with state of the art facilities and a second-to-none educational program. Various groups within the community utilize school facilities for instruction and recreation. The district continually ranks among the top schools in the state of Wisconsin. According to the Chilton Public School website, students not only learn, but they are taught how to learn.

The School District of Chilton boasts the distinction of offering four-year renewable Theodore Baker Memorial Scholarships to most graduates who go on to college. Baker, a life-long resident of Chilton, never graduated from high school nor earned much more than minimum wage most of his life. He was a shrewd investor who recognized the value of a good education, and left a multimillion dollar endowment for generations of Chilton High School graduates.

The School District of Chilton is dedicated to improving student achievement for all students. We follow a data-driven philosophy which seamlessly integrates with this Information and Technology Plan. Teachers and students alike use every resource available to them to improve.

As school districts across the country continue to face structural deficits (costs continue to rise while funding does not increase), we have now been forced to decrease our teaching staff and administration. While none of these budgetary cuts are easy to make, Chilton painfully contemplates each and every one of those decisions and considers the ramifications of each decision and its impact on student achievement. While we remain committed to providing an exemplary educational program for all of our students, that does not come without every single employee having to do more with less.

Chilton Information Technology Plan Writing Team

Sue Salzsieder, District Library Media Specialist
Christine Saukel, Library Media Specialist
Ann Bartel, District Technology Coach
Kelly Moehn, Business Education Teacher
David Endres, Director of Technology

Chilton Information Technology Committee Members 2015-16

Claire	Martin	Superintendent
Pam	Schuster	Administration
Sue	Salzsieder	Information
Chris	Saukel	Information
Dave	Endres	Technology
Ann	Bartel	Technology Integrator
Annette	Pleshek	PK
Amy	Brown	K
Wendy	Benzel	1
Sarah	Heinen	2
Jill	Mueller	3
Jennifer	Hoffman	4
Roberta	Nelson	5
Karmyn	VanDeWettering	6
Amy	Downham	7
Jeff	Ferge	8
Vicki	Olson	Special Education
Jane	Schmitz	Art
Aaron	Juhl	Music
Karen	VanOfferen	Reading
Amber	Popp	Guidance
Kelly	Moehn	Business Education
Matt	Kiel	Technology Education
Zach	Platner	English
Dave	Holze	Math
Amanda	VanBoxtel	Foreign Language
Stephanie	Bartels	Science
Doug	Kliment	Social Studies
Dodie	Darnell	Parent
Joanne	Kolbe	Parent
Stacy	Rudig	Parent
Steve	Thiry	CPL
Robert	Holden	CCS
Lori	Popp	FVTC
Michele	Hoerth	Administrative Assistant

Overview/Description of Planning Process

The Chilton Information Technology Committee was formed in spring of 2004 to fulfill the requirement for a combined information/technology plan. Members were solicited from parent organizations, staff, administration, and school board. Each grade level and content area is represented by staff. We meet regularly to discuss technology issues and to assess the progress of the technology plan. We are committed to updating this plan every three years.

Analysis of Previous Goals and Current Status

Analysis of Previous Plan's Goals

Goal #1: Increase technology and information proficiencies for administrators, staff and students
A. Implement more web 2.0 tools into the curriculum ***Continued-Staff use old and new web 2.0 tools as we move towards 1:World.***
B. Investigate district-wide use of Gmail for all students and staff ***Achieved-Students in grades 3 - 12 have g-mail accounts.***
C. Encourage staff, students and parents to use Atomic Learning to develop & improve technology skills ***Achieved and ongoing-Stakeholders receive regular reminders about Atomic Learning.***
D. Assess technology proficiencies of staff and administrators ***Delayed-Technology Committee is seeking an appropriate assessment and encouraging staff buy-in.***

Goal #2: Improve effective teaching practices & student learning activities
A. Integrate 21st Century Skills with Common Core Standards ***Ongoing-Staff are integrating technology skills into curriculum.***
B. Monitor consistent use of K-8 Easy Tech curriculum ***Terminated-Staff are integrating technology skills into curriculum. Pre-packaged program is not necessary with Technology Integrator monitoring.***
C. Evaluate use of new digital learning tools in the classroom ***Ongoing-One example is the procedures used to decide on a new learning management system (Schoology).***
D. Encourage staff to use blended learning in their classrooms ***Ongoing-More staff are using a mixture of lecture, video to view at home, and assignments done online or in the classroom.***
E. Devise curriculum for new 7th Grade technology class ***Achieved-K-8 technology curriculum was written in 2014.***

Goal #3: Provide access to information resources & learning tools to support effective teaching and learning

A. Implement 1:1 initiative with combination BYOD and district devices ***Ongoing-District is purchasing more laptops for high school classrooms. The goal remains to become a 1:World district, with each student assigned their own laptop.***
B. Adopt Google Apps as one of the district's collaboration tools ***Achieved-Staff uses Google Drive for a variety of applications.***
C. Coordinate acquisitions of Apple applications for iPads and iPods district-wide ***Ongoing-Technology integrator will be instituting a new procedure for acquiring apps.***
D. Maintain information (library media)/technology services ***Achieved–We have maintained 2 library media specialists and added a technology integrator.***

Goal #4: Provide support systems and leadership in information and technology throughout the district

A. Provide at least one in-service per year devoted to technology ***Achieved-Professional development has been provided during summer, in-services, and PD Wednesdays.***
B. Review and update Acceptable Use Policy ***Achieved–Board approved changes.***
C. Offer technology mini-grants ***Achieved, but discontinued due to budget restraints.***
D. Create a BYOD policy and evaluate its implementation ***Achieved, Board Policy 7542.***
E. Communicate with parents about student technology use ***Ongoing-Classroom teachers communicate with parents regularly, newspaper articles have been written.***

CHS Library

On the high school level, physical access to information resources and learning tools is available from 7:30 to 4:00 each school day. Individual students needing materials, equipment or computers or a place to study or read quietly have unlimited access to the library. A variety of learning tools, both print and non-print, is available for in-library use and check-out. The library has two computer labs available to students and staff. There are two additional computer labs available for classroom use. There is also one computer lab for business/technology classes, 6 laptop/netbook carts, and several iPad carts. Art, agriculture and technology education also have mini-labs in their classrooms. Every classroom has one computer designated for teacher use. All facilities are available for community use.

CE&MS Library

At the elementary and middle school level, physical access to information resources and learning tools is available from 7:50 to 4:00 each school day. Individual students needing materials, equipment or computers or a place to study or read quietly, have access to the

library throughout the school day. Kindergarteners through second grade students have scheduled information skills classes weekly. Fifth-sixth graders have weekly three-quarter hour technology classes. Seventh-eighth graders have three-quarter hour technology classes two-three times per week for one semester. Third graders through eighth graders have flexible access to the library as needed. Grades PK-6 have scheduled weekly check-outs. A variety of learning tools, both print and non-print is available for in-library use and check-out.

The library has 34 computers in the library available to students and staff. There are four additional computer labs available for classroom use, plus seven laptop carts, and three iPad carts. Elementary classes are scheduled for thirty-ninety minutes each week in the lab. Middle school classes use the labs on an as needed basis, though two labs are scheduled for foreign language, and technology classes daily. The kindergarten suite and middle school art room have mini-labs. Every classroom has one computer designated for teacher use. Some classrooms have an additional computer, iPods and iPads for student use. All facilities are available for community use.

Two new initiatives have been added to CE&MS Library's program in 2015: MakerSpace and Chilton Coding Club. A MakerSpace was begun at CE&MS Library to invite curiosity, inspire wonder, encourage playfulness, and celebrate unique solutions while teaching students to take charge of their own learning, realize it is okay to fail, but above all to persevere and collaborate. There are four focus areas to the MakerSpace: Coding/Programming, Design/Engineering/Technology Challenges, Crafts, and Creative Writing. Students were introduced to the MakerSpace in classes and invited to use the materials to create during free time, after checking out books, and after school.

The Chilton Coding Club provides students the opportunity to think creatively, reason systematically, and work collaboratively — essential skills for life in the 21st century. Students will learn about the process of designing a computer program while collaborating with one another. There is currently a skill shortage in the computer science industry. This trend is predicted to rise. Students who do not work in the technology industry will also benefit throughout their life and careers by learning computer science, as all industries involve some component of programming. Chilton Coding Club may lead students onto this career path, but learning to code also teaches a number of life lessons: •Learning from mistakes is vital. •You shouldn't fear mistakes or failure. •Persistence pays off. •Teamwork is important. Coding forces students to take responsible risks and engage in the problem solving process of trial and error. This encourages students to: •Get out of their comfort zone. •Make a logical attempt to solve a problem. •Analyze errors. •Apply their thinking while making another attempt to solve the problem. •Repeat the process, sometimes seeking assistance from a friend, until they have managed to solve the problem.

Goals, Objectives, and Action Plan

All goals, objectives, and actions are contingent upon funding availability.

Goal #1: Increase technology and information proficiencies for administrators, staff and students
A. Integrate appropriate technology into the curriculum
B. Assess technology proficiencies of staff , administrators, and students

Goal #2: Improve effective teaching practices & student learning activities
A. Integrate Chilton IT curriculum with national and state standards
B. Monitor the consistent application of technology curriculum across all grade levels
C. Encourage staff to use blended learning in their classrooms
D. Require a course for technology deficient incoming freshmen
E. Provide multiple technology certifications through Microsoft Imagine Academy

Goal #3: Provide access to information resources & learning tools to support effective teaching and learning
A. Implement 1:World initiative with district devices
B. Maintain and increase information/technology services
C. Communicate process of acquiring new technology

Goal #4: Provide support systems and leadership in information and technology throughout the district
A. Provide multiple in-services per year devoted to technology
B. Pursue grant opportunities for technology and professional development
C. Create a 1:World contract outlining rules and responsibilities
D. Inform the community about technology use in the district

Goal #1: Increase technology and information proficiencies for administrators, staff and students

Objectives	Activities	Responsibility	Evaluation	Timeline	Funding Sources
A. Integrate appropriate technology into the curriculum	Technology integrator and LMS will work with staff to share and demonstrate tools	Technology Integrator Library Media Specialists	Technology Integrator monitors tech use by grade level	Ongoing	District budget Common School Fund
B. Assess technology proficiencies of staff, administrators, and students	Administer yearly technology assessment to staff, administrators and students	Administration IT staff	Analyze technology proficiencies	Ongoing	District budget

Goal #2: Improve effective teaching practices & student learning activities

Objectives	Activities	Responsibility	Evaluation	Timeline	Funding Sources
A. Integrate Chilton IT curriculum with national and state standards	Use technology to research, review and produce within the national and state standards	Superintendent Principals Expert teachers Instructional Coach	Analysis of curriculum reflects 21st Century Skills.	Ongoing	None
B. Monitor the consistent application of technology curriculum across PK-8	Technology Integrator will coordinate each grade level during team planning time at least monthly	Superintendent Principal PK-8 Teachers Technology Integrator Library Media Specialists Instructional Coach	Technology skills test at 4th and 8th grade Monthly report on technology use amongst grade levels	Ongoing	District budget Technology budget
C. Encourage staff to use blended learning in their classrooms	Focus on PD during in-service days. Use new tools learned from courses, workshops, professional development	Superintendent Principals Technology Integrator Instructional Coach	Documentation of blended learning opportunities	Ongoing	Technology budget
D. Require a course for technology deficient incoming freshmen	Determine who is deficient Write curriculum and seek course approval	Superintendent Principals Business Education Teacher	Students must test out in the 8th grade or would be required to pass this course in 9th grade	Ongoing	None
E. Offer multiple technology certifications through Microsoft Imagine Academy	Provide a class or study guide material to enable students and staff to achieve certifications	Business Education Teacher	Documentation of earned certificates	Ongoing	None

Goal #3: Provide access to information resources & learning tools to support effective teaching and learning

Objectives	Activities	Responsibility	Evaluation	Timeline	Funding Sources
A. Implement 1:World initiative with district devices	Develop a plan for communication with parents, timeline for roll out, policies and permission slips	Administrators District Technology experts Business Manager	Periodic meetings to discuss progress. Surveys of staff and students	Spring 2016 and ongoing	Technology budget
B. Maintain and increase information/technology services	Professional Development in technology tools, train students to provide hardware assistance, summer tech camp opportunities for staff, participate in tech consortium with local districts, maintain professional library media services throughout district	Technology experts Library media specialists CESA 7 Expert staff	Surveys of usage by students, staff and administration	Ongoing	Technology budget District budget Grants
C. Implement a procedure for staff to request new software and hardware.	Create form to be submitted for desired software and hardware	Technology Integrator	Technology department, grade level and staff meetings to discuss implementation	Spring 2016 and ongoing	Technology budget District surplus

Goal #4: Provide support systems and leadership in information and technology throughout the district

Objectives	Activities	Responsibility	Evaluation	Timeline	Funding Sources
A. Provide multiple in-services per year devoted to technology	Use local staff or outside experts to provide technology workshops for in-services	Technology Integrator Instructional Coach LMS Director of Technology Administrators	Number of opportunities per year	Ongoing	District budget
B. Pursue grant opportunities for technology and professional development	Search for and write grants for hardware, software and professional development opportunities	Technology Integrator Instructional Coach LMS Technology Committee	Grant applications	Ongoing	District budget Technology Consortium Other
C. Create a 1:World contract outlining rules and responsibilities	Create document	Technology Experts	Administrator approved	Draft completed summer 2016	None
D. Inform the community about technology use in the district	Newspaper articles, district website, public forums	Technology Experts Administrators	ongoing	None	None

Dissemination

The Chilton Information and Technology Plan committee members kept their grade levels or departments informed at each stage of the plan's process. Each staff member was given an electronic copy of the plan via e-mail and has access to it through the staff common folders. Copies of the plan were distributed to the DPI, school board members, administration, technology staff, library media specialists, and the local public library. The committee presented the plan to the School Board for approval. Information about the plan was reported in the local papers. The plan is also posted on the district website.

Monitoring, Evaluation and Revision of the Plan

Committees will be formed to carry out the objectives of the Chilton Information and Technology Plan. The Superintendent, Library Media Specialists, the District Technology Integrator, Business Education Teacher, and the Director of Technology will consult with the Chilton Information and Technology Committee to assess the new plan's progress and make any necessary revisions. Yearly assessments will be given to students and staff to monitor their information and technology skills. The Department of Public Instruction is currently updating the requirements for Information & Technology plans which will be used for the next planning cycle.

Bibliography

American Association of School Librarians. *Standards for the 21st Century Learner in Action.* Chicago, IL: AASL, 2009. http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf

Coker, Elizabeth, PhD. *Certified Teacher-Librarians, Library Quality and Student Achievement in Washington State Public Schools: The Washington State School Library Impact Study.* Washington Library Media Association, 2015. https://fopsl.files.wordpress.com/2012/01/certified-teacher-librarians-library-quality-and-student-achievement-in-washington-state-public-schools.pdf

Department of Education. Office of Educational Technology. *Future Ready Learning : Reimagining the Role of Technology in Education.* 2016. http://tech.ed.gov/wp-content/uploads/2014/11/Future-Ready-Schools-Building-Technology-Infrastructure-for-Learning-.pdf

Department of Education. Office of Educational Technology. *The Future Ready District: Professional Learning Through Online Communities of Practice and Social Networks to Drive Continuous Improvement.* 2014. http://tech.ed.gov/wp-content/uploads/2014/11/Section7-FutureReadyDistrictBrief-Final.pdf

Francis, Briana Hovendick, and Keith Curry Lance. "The Impact Of Library Media Specialists On Students And How It Is Valued By Administrators And Teachers: Findings From The Latest Studies In Colorado And Idaho." *Techtrends: Linking Research And Practice To Improve Learning* 55.4 (2011): 63-70. *ERIC*. Web. 2 Apr. 2012.

International Society for Technology in Education. *National Educational Technology Standards for Administrators.* Eugene, Oregon: ISTE, 2009. http://www.iste.org/standards/iste-standards/standards-for-administrators

International Society for Technology in Education. *National Educational Technology Standards for Coaches.* Eugene, Oregon: ISTE, 2009. http://www.iste.org/standards/iste-standards/standards-for-coaches

International Society for Technology in Education. *National Educational Technology Standards for Computer Science Educators.* Eugene, Oregon: ISTE, 2011. http://www.iste.org/standards/iste-standards/standards-for-computer-science-educators

International Society for Technology in Education. *National Educational Technology Standards for Students.* Eugene, Oregon: ISTE, 2007. http://www.iste.org/standards/iste-standards/standards-for-students

International Society for Technology in Education. *National Educational Technology Standards for Students – Profiles for Technology (ITC) Literate Students.* Eugene, Oregon: ISTE, 2007.
http://www.iste.org/standards/iste-standards/standards-for-students

International Society for Technology in Education. *National Educational Technology Standards for Teachers.* Eugene, Oregon: ISTE, 2008.
http://www.iste.org/standards/iste-standards/standards-for-teachers

Johnson, L., Levine, A., Smith, R., & Stone, S. (2011). *The 2011 Horizon Report.* Austin, Texas: The New Media Consortium.
http://net.educause.edu/ir/library/pdf/HR2011.pdf

"Learning for the 21st Century – A Report and Mile Guide for 21st Century Skills." Washington, DC: Partnership for 21st Century Skills, 2011.
http://www.p21.org/storage/images/stories/otherdocs/p21up_Report.pdf

"Mapping a Personalized Learning Journey – K-12 Students and Parents Connect the Dots with Digital Learning." Irvine, California: Project Tomorrow, 2012.
http://www.tomorrow.org/speakup/pdfs/SU11_PersonalizedLearning_Students.pdf

Partnership for 21st Century Learning. *Framework for 21st Century Learning.* Washington, DC: Partnership for 21st Century Skills, 2011.
http://www.p21.org/storage/documents/1.p21_framework_2-pager.pdf

"Why care about school libraries?" Washington, D.C.: U.S. Commission on Libraries and Information Science, 2011.
http://www.fundourfuturewashington.org/resources/WHYCAREABOUTSCHOOLLIBRARIES-1.pdf

Wisconsin Department of Public Instruction. *Information & Technology Literacy: A Collaborative Planning Guide for Library Media and Technology*. Madison, WI: DPI, 2002.

Wisconsin Department of Public Instruction. *Information and Technology Literacy Standards Matrix.* Madison, DPI, 2000.

Appendices

Appendix A: Collection Maps (Titlewave Collection Analysis)

Appendix B: Usage Statistics

Appendix C: Inventory of Hardware and Software

Appendix D: Information/Technology Policies

- 2240-Controversial Issues in the Classroom
- 2416-Student Privacy and Parental Access to Information
- 2416.01-Parental/Police Access to Library Information
- 2521-Use and Care of Books and Materials
- 2531-Copyrighted Works
- 5780-Student/Parent Rights
- 7310-Disposition of Surplus Property
- 7510-Use of District Facilities
- 7530-Lending of District-Owned Equipment
- 7530.01-Cell phone Allowance
- 7540-Computer Technology Network, and Internet Acceptable Use and Safety
- 7540.01-Technology Privacy
- 7540.02-District Web Page
- 7540.03- Student Education Technology Acceptable Use and Safety
- 7540.04- Staff Education Technology Acceptable Use and Safety
- 7540.05-Assistive Technology and Services
- 7540.06-Electronic Mail
- 7542- Access to District Technology Resources from Personally-Owned Communication Devices
- 7543-Remote Access to the District's Network
- 7550-Joint Use of Facilities/Inter-Library Loans
- 9130-Public Requests, Suggestions or Complaints

Appendix E: Information/Technology Standards

- Wisconsin Department of Instruction – Chapter PI 8 - Standard H
- Standards for the 21st Century Learner – AASL
- National Educational Technology Standards for Administrators – ISTE
- National Educational Technology Standards for Coaches– ISTE
- National Educational Technology Standards for Computer Science Educators – ISTE
- National Educational Technology Standards for Students – ISTE
- National Educational Technology Standards for Teachers – ISTE
- Framework for 21st Century Learning

Appendix F: Budgets

- Information (Library Media) Budget

Appendix G: Curriculum

- School District of Chilton Information and Technology Curriculum K-8