

RIVER VALLEY School District

District-Wide Technology Plan

2009-2011

*This is a three-year, combined comprehensive
Information and Technology plan.*

River Valley School District
660 West Daley St
Spring Green, WI 53588

James A. Benson, District Administrator

Approved by the Board of Education on March 12, 2009

Welcome-

The River Valley School District is excited and proud to present to you its comprehensive Information Literacy and Technology Plan. This three-year plan builds upon the previous "Tech Plan" that is set to expire June 30, 2009. The major difference from our previous plan is the switch from providing the tools for educators to instruct students, to the incorporation of having Information and Technology flow throughout River Valley's curriculum by further enhancing and implementing all of our goals into K-12 grade levels that we were unable to implement from our previous plan.

The aspect of Information and Technology flowing through our curriculum fits with the name of our District, River Valley. Just like the Wisconsin River flows through the heart of our district, so will information and technology flow through classrooms. As stated in our Vision Statement, "Educators will continue to move from lecture based instruction and fact finding projects to methods based on higher level thinking skills including critical thinking, and problem based learning activities."

Research shows that authentic inquiry, when integrated with information and technology leads to improvement in academic achievement. Starting in the 2001-2002 school year, River Valley's district-wide in-service program began focusing on authentic learning and authentic assessment. The technology goals found in this document continue the process of authentic learning through the integration of a comprehensive information/tech literacy program for the next three years.

Meeting these goals will be challenging due to the financial constraints River Valley faces now and into the future. However, we made a commitment through our previous plan of meeting our goals and we remain confident that again we will find creative ways to accomplish our goals. Our library/media program, professional staff development program, curriculum integration and technology system will ensure that the goals outlined for the future will be met.

Listed in this document is an analysis that reviews the four Wisconsin Information and Technology Focus Areas, which provided us a framework to establishing our specific goals for the future.

Goal 1: "Student instruction will include information literacy skills, higher level thinking skills and problem based learning activities." Within this goal, three objectives were outlined and include 11 specific activities that will help meet those objectives. This plan including details on responsibility, budget, and timeline, will help the district evaluate the effectiveness of this goal area.

Goal 2: "Maintain existing technology support within the district to meet student and educator needs," is something that we are committed to continue the evolution of our system. The previous technology plan put this system in place. To meet the needs of Goal 1, we use Goal 2 in order to sustain and enhance the flow of information and technology run throughout The River Valley School District Curriculum to students as they become part of the World Wide Community.

The River Valley staff, administration, parents and community supports this plan. School board approval indicates a strong support for the concepts, goals and funding of our Information and Technology plan. Additionally, this plan will be incorporated into the 2009-2010 District Goals.

For further information on our plan, please review the following document. The plan is also available on the River Valley Web Site, www.rvschools.org. If you have comments or questions, contact Carl Hayek chayek@rvschools.org, Director of Business and Support Services, or myself jbenson@rvschools.org, or call at 608-588-2551.

Thank you,

James A. Benson,
Superintendent

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Appendices are located on River Valley Website URL: <http://www.rvschools.org/IT.cfm>

1. INTRODUCTION

1.1 Evidence of Relevant Research and Best Practices Review

River Valley School District's (RVSD) District Wide Technology Plan was written with the following research used in the planning process in order to develop an understanding of best practices in the areas of media and technology for use in K12 Education. It has been noted that student achievement is statistically higher in schools where technology is integrated into classroom curriculum and instruction. Research continues to show that a strong library media/technology program is essential in student achievement. These research findings are reflected in this plans' goals, objectives, and tasks, which are written to support a successful Library Media program along with a strong Information Technology program, integrating technology into classroom curriculum and instruction, while strengthening administrative functions and processes. In order to complete this process RVSD's Technology Committee read documents provided on the DPI web site, articles in professional journals such as Technology and Learning; eSchool News; LMC Report; School Library Journal, etc. The technology committee also examined the NETS for Students, Teachers and the NETS draft for Administrators. The following resources were used as well:

- Wisconsin Student Assessment System
- Wisconsin Guides to Curriculum Planning
- Wisconsin Guides to Technology Design and Implementation
- CESA 3: Curriculum & Technology Services
- Department of Public Instruction, Division of Libraries and Community Learning
- DPI web site: <http://www.dpi.state.wi.us>
- Wisconsin Educational Instructional Technology Plan PK-12, DPI
- TEACH Wisconsin
- UW System and other private colleges and universities
- American Association of School Libraries (AASL)
- American Library Association (ALA)

Print Resources and Planning Guides include:

- Empowering Students with Technology, November, 2001
- Information and Technology Literacy Standards Matrix, Wisconsin DPI, 2000
- Information and Technology Literacy Standards, Wisconsin DPI, 1998
- Wisconsin Guides to Curriculum Planning, English, Mathematics, Social Studies, and Science, DPI, 2001

1.2 District Information and Technology Vision Statement

RVSD recognizes the need to move our students into the fast paced, ever changing world community. Therefore, more educators will move from lecture based instruction and fact finding projects to methods based on higher level thinking skills including critical thinking, and problem based learning activities. With the proliferation of computer technology, students and educators will become proficient in information literacy skills. RVSD staff will develop new instructional practices to ensure continuity in the students' development of literacy skills. RVSD will support the technology and media lesson development process with educator training, and financial support for instructional materials and with applicable software and hardware.

1.3 District Information and Technology Mission Statement

RVSD will meet its obligation for educating students in the area of information and technology literacy through a progressive emphasis on using technology as a learning tool and as an information sharing tool. This will be done by training educators in information literacy skills, higher level thinking skills and problem based learning activities. Library media specialists will work with educators to develop projects including learning how to use required resources, such as OPAC, online databases, advanced Internet searching, and software program applications; developing evaluative tools; and co-evaluating student projects. This will allow students to apply information literacy skills and critical thinking skills for lifelong learning.

We nurture students and prepare them for life-long learning in a world that is increasingly dependent on technology. We maintain a faculty of exceptional technological talent; a relevant, rigorous, and integrated technology curriculum; and facilities. With decreased revenue the district is trying to sustain existing technology equipment to support outstanding achievement with the commitment to technological excellence that will be supported by and focused on the Wisconsin Model Academic Standards for Information and Technology Standards.

RVSD strives to continue to be a technology leader among Wisconsin public schools as we continually seek to advance opportunities for students with various learning styles. Additionally, we enhance management systems, and teacher methodologies through new ideas and opportunities centered on technology. We maintain beneficial partnerships with local parents, business leaders, and the community so that we may assure now and into the future that the benefits of a RVSD diploma includes skills that provide students with marketable skills and a future in the new and ever changing global environment.

Finally, RVSD will continue the integration of “information literacy” skills and the entire technology program. This integration will then be a dynamic resource and partner to classroom curriculum in both regular and special education environments.

1.4 Indication of Relationship between Plan and Vision and Mission Statements

The emphasis of the District’s Information Literacy and Technology plan continues to be on teaching our students to be life-long learners using various types of technology to teach them to be problem solvers and critical thinkers as well as to communicate effectively and work in the 21st century. As a result, new teaching techniques and new technologies force our staff to continue to broaden their knowledge of technology and stretch their teaching styles to incorporate that technology into the classroom

RVSD’s evolution of the library media and technology program

The River Valley School District was consolidated in 1962. The elementary schools in Arena, Clyde, Dixon, Lone Rock, Spring Green, and Wyoming Valley had classroom libraries, supervised by the High School and Middle School librarians until 1978 when the elementary library program was started with a professional librarian and classroom collections were pulled into the main libraries of Arena, Lone Rock, and Spring Green. Clyde, Dixon, and Wyoming Valley schools maintained classroom collections and were gradually closed with the collections incorporated into the main elementary libraries. In the mid 1980's computers were purchased for the elementary libraries and the administrative staff. A new Spring Green Elementary School was built in 1991 and remodeling of the libraries was done at Lone Rock and

Arena to include an adjacent or inclusive computer lab. Plain Elementary School was built in 1992 and included a library with an adjacent computer lab.

In 1969, River Valley Junior High School was constructed and the library was established for grades 7-9. Elementary schools became K-6 schools. In 1988 a couple of computers were purchased for the Junior High library. An adjacent lab of 12 computers was constructed in 1990. The Junior High school became River Valley Middle School in 1991 when the 9th graders moved to the high school and the 6th graders were moved up from the elementary schools. At that time all elementary schools became K-5 schools. In 1991 a separate computer lab for class use was installed near the office of the Middle School.

The River Valley High School library program was started in 1962 with the consolidation of Arena, Lone Rock and Spring Green school districts and construction of a new high school building in Spring Green. In 1966, St. Luke's in Plain closed their high school and students joined the district. In 1984, the first computer classes were taught at the high school. In the fall of 1986, two computers were placed in the high school library for student and staff use.

Planning for automation of the high school library began in 1988 as the collection was matched with WISCAT. In 1991 the high school library was expanded to include more seating and shelf space and an adjacent computer lab. The new high school lab was furnished with 6 computers with an additional 6 purchased later in the year. The library was also provided with a phone line for an Internet hookup. In November of 1994, through the addition of our distance learning lab, an Internet connection was established to the high school library computer lab and the lab was networked. The following year, the building was wired and a connection to the middle school and elementary was provided.

In the spring of 1994, the district's libraries were automated and the online catalog was available for staff and student use in the fall of 1994. In 1999, the library automation system was migrated from Dynix to Athena for financial reasons. In 2003, the middle school and high school collections were merged into a union catalog.

The RVSD Technology committee was organized in the early 1990's to guide the development and implementation of the technology program. In May of 1997, RVSD's first technology plan was approved. The committee has overseen the planning of computer labs in each school, and the development of the district's network.

In 2003, due to declining revenues, support staff members across the district were cut. The High School library assistant position was reduced to halftime. Because of seniority, the library assistants in all schools either lost their positions or were reassigned to other locations which meant that new, inexperienced people replaced the experienced library assistants.

In 2004, due to continued reduced revenues, the elementary library media specialist position was eliminated. Classroom teachers were to teach library skills in grades 3- 5. All elementary professional library skills lesson planning books were cataloged and made available to teachers. A hands-on viewing time was conducted on the first in-service day of the 2004-2005 school year so that teachers could view and borrow materials to help them teach the skills. Library time for checking books in and out continues to be scheduled for classes in the elementary schools. All teachers K-12 were introduced to and taught how to use the online resources during an in-service program in 2004. The District purchased Sagebrush ACCENT so that ordering and cataloging of materials could be done from a central location on campus in Spring Green in order to assist the Middle School and High School Media Specialists in their increased work load due to the tasks that they picked up after the elimination of the Elementary Library Media Specialist.

During the Spring and Summer of 2004, RVSD used Follett Library Services Titlewise to evaluate the library collections. The evaluation showed that the elementary and high school collections were dated. All schools libraries were heavily weeded during the summer of 2004. Library assistants were instructed to resume stamping items with due date slips to aid in the weeding process at all schools. Another evaluation was conducted in January 2006. Using Titlewise has become an annual means of evaluating the district libraries print collections. A current evaluation is located in **(Appendix A)**. In 2007, RVSD purchased the Destiny Library program from Follett due to the end of support of Accent library catalog system. Each spring, all school libraries continue to be inventoried and items culled based on circulation reports from Destiny, and Follett Titlewise evaluations.

Currently all the libraries subscribe to several online databases including encyclopedias. The libraries also have a web page on the school site with links to; Destiny Online catalog, EBSCO Host, the UMI ProQuest Newspaper Index, BadgerLink, Grolier and World Book online encyclopedias, South Central and SouthWest Library Systems, area public libraries, Karrmann Library at UW-Platteville, Internet search engines, study helps, and other online reference resources at <http://www.rvschools.org>.

Elementary technology instruction currently includes keyboarding using Word and email, MS Publisher and MS PowerPoint for classroom projects along with Plato online curriculum. In the Middle School, the Business Department expands the instruction in the MS Office Suite as well as web page design with html language. RVSD has implemented an engineering program designed to expose engineering and math fundamentals to both male and female students in conjunction with Project Lead the Way grants from the Kern Foundation through the use of Robotics simulations, CAD, engineering and graphics programs that are in use in the Middle School Technology Education Department. The Middle School Art Department introduces Adobe InDesign to the students.

At the High School, computer courses have evolved from simple programming on an Apple II e to programming languages such as Visual Basic, and C++. The high school Art Department classes of Art & Technology and New Media use digital video cameras and video editing equipment to create live action and animated videos. The Business Education department heavily uses various aspects of technology. Robotics simulations, CAD, engineering and graphics programs have been introduced into the HS Technology Education Department in cooperation with the HS Science Dept as well through the same engineering program designed to expose engineering and math fundamentals to both male and female students in conjunction with Project Lead the Way, and Kern Foundation grants integrating a seamless curriculum with the Middle School. All departments in the High School have access to Plato online curriculum in some format to assist in the educational experience as well. The English Department uses the computer lab heavily for research activities in English 10, Mythology, Advanced Speech, and Communication for Success. RVSD also offers learning opportunities through the SCING Long Distance Learning Network that allows students in locations outside and inside of RVSD to benefit from classes that are done in a collaborative process with districts throughout the state of Wisconsin. In looking into the future, RVSD has formed a committee with a goal of exploring the feasibility to implement a virtual school.

In 2007 RVSD added a position with the help of a local organization C4C (Center for Creativity). The position created is a Creative Learning Facilitator who will provide leadership, guidance, and coordination services to district staff and students in order to build an environment that allows teachers more direct and immediate access to innovative resources promoting creative thinking and innovative problem solving. The CLF works collaboratively with RVSD, C4C, and with classroom teachers to benefit all students in the district.

2. BACKGROUND

2.1 Community/School District Demographics

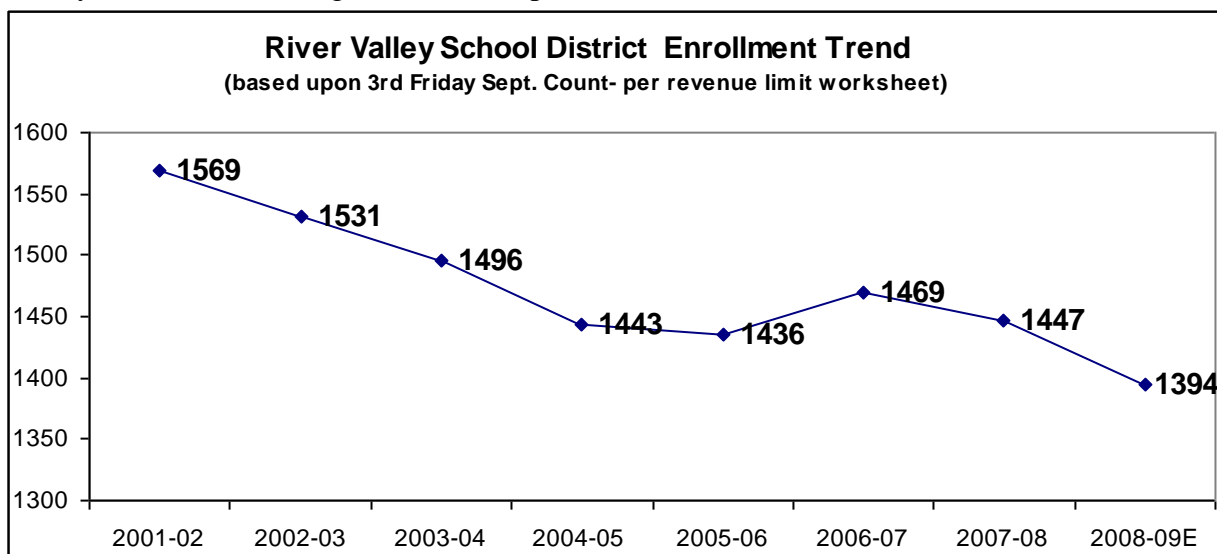
River Valley School District is a consolidated school district comprised of 13 townships and four villages (Arena, Lone Rock, Plain and Spring Green), a land area of 264 square miles. The majority of the district is located in Sauk and Iowa Counties, with a portion in each of Richland and Dane Counties. The district name was selected because the district boundaries are on both sides of the Wisconsin River Valley.

Educating approximately 1,400 students, this large land area school district is comprised of four elementary schools, one in each of the villages listed above. The Middle School and High School are located on a campus setting in Spring Green. Arena, Lone Rock and Plain elementary schools operate K-5, while Spring Green Elementary is a EC-5 school. Kindergarten is a full day program district wide. The Middle School operates as a 6-8 and the High School 9-12. Two parochial schools also feed into the district - St. Luke's (K-8) and St. John's (K-5).

Additionally the High School operates an alternative program housed in a building on the campus in Spring Green. In the 2005-2006 year, RVSD began participation in the GED02 with an in-house instructor. Several students also attend YOP classes at UW-Richland. Others attend local vocational schools.

Heavy participation in the Wisconsin Open Enrollment program exists within the district. In the 2008-2009 school year 41 students transferred to other districts with 12 coming to RVSD. Home schooling is also strong within the RVSD area with approximately 40 students choosing this educational process in 2008-2009.

RVSD 2008-2009 Tax Apportionment Equalized Land Valuation was \$893,764,733. RVSD receives approximately 51% of its funding from the State, 47% from Local Taxpayers and 2% from Other Revenue under the Revenue Cap structure. RVSD has 28% free/reduced poverty level as of October 31, 2008. The per capita incomes according to the U.S. Department of Commerce (2002) for counties within the school district were: Sauk County \$28,298, Richland County \$22,603, Iowa County \$29,532 and Dane County \$35,414. Declining enrollment is prevalent in RVSD.



The above chart shows the steady enrollment decline the district has encountered since 2001-02. RVSD enrollment projections continue to indicate average declines of 20 students per year.

In 2008, the education team at RVSD consisted of 130 highly qualified teachers, six administrators and approximately 80 support staff members assisting teachers. Governing RVSD operations is a nine-member school board. Each board member serves three-year terms.

2.2 District Information and Technology Team

Carl Hayek, Business Administrator
Shawn Duren, IT Administrator
Rose Ellen Schneider, HS LMS
Linda Thering, MS LMS

2.3 District Technology Planning Committee

Carl Hayek, Business Administrator
Shawn Duren, IT Administrator
Rose Ellen Schneider, HS LMS
Linda Thering, MS LMS

2.4 Overview of planning process

Technology lesson plans have been gathered over the years. Formal planning for the 2009-2011 Tech Plan began in November, 2009 with the committee's attendance at the CESA 3 Tech Planning Workshop. Equipment and library purchases are an ongoing process based on need and curriculum changes. Student surveys and evaluations were conducted in January 2009. Curriculum mapping of information literacy and technology skills as indicated by the Wisconsin state standards was completed in February. Staff members were surveyed as to technology software and equipment needs in their respective buildings. In analysis, the committee felt that our goals from the previous plan needed to be continued and expanded.

2.5 Community Resources and Adult Literacy Providers

The C4C coordinator is sponsored by a community organization. She works with teachers to enhance reading, writing, and learning opportunities. Materials for students and teachers are borrowed from the Spring Green Public Library through the South Central Library System as needed. Teachers are able to borrow books and AV materials from CESA 3 in Fennimore to supplement their teaching resources.

3. CURRENT STATUS AND NEEDS ASSESSMENT

3.1 Assessment of Progress toward Previous Plan's Goals

3.1a. Achieved Objectives

All objectives and activities are continuing as indicated below.

3.1b. Postponed or Delayed Objectives

Objective 2 Activity 2-A RVSD will consider reinstating the elementary media specialist position.

Assessment: *This has not been completed because of funding*

3.1c Continued or Modified Objectives

Objective 1. Continue to train educators in information literacy skills, higher level thinking skills and problem based learning activities

Activity 1. A -1. RVSD will continue to provide in-service programs describing and modeling information literacy skills and higher level thinking skills including critical thinking and problem-based learning activities as well as addressing student learning styles and the development of various evaluative tools.

Activity 1. A- 2 - RVSD will provide continuing workshops describing and modeling information literacy skills and higher level thinking skills including critical thinking and problem-based learning activities as well as addressing student learning styles and the development of various evaluative tools.

Assessment: *Both are continuing activities. The district continues to provide workshops on creativity and differentiated learning as well as introducing new technologies. LMS staff do not have the time to provide as many workshops as in the past.*

Activity 1-B. Each administrator will require that each teacher grades K--12 revise at least two existing or new lesson plans to incorporate critical thinking or problem based learning activities per school year. These activities must infuse information literacy skills planned in collaboration with their media specialist.

Assessment: *Staff is required turn in 2 new or modified lesson plans. After the first year of the plan, a space for identifying the critical thinking or problem based learning component was added to the form. The majority of classroom teachers submit their lesson plans.*

Activity 1-C Educators will continue to revise curriculum using the WIDS program in collaborative departmental and/or grade level team meetings. Curriculum revisions will include the infusion and alignment of tech literacy skills.

Assessment: *The WIDS program has been discontinued because it was becoming dated. Staff in the 2007-2008 school began curriculum mapping projects instead of using the WIDS program. It is hoped by continuous mapping activities that the holes in the curriculum will be found and it will be a more accurate portrait of what is going on in our classrooms.*

Objective 2 - Library media specialists will work with educators to develop tech literacy projects and media integration, including learning how to use required resources, such as the OPAC, online databases, advanced Internet searching, Internet safety, and software program applications; developing the evaluative tools and co-evaluating student projects.

Activity 2-B. The library media specialists will continue to conduct workshops and provide training opportunities using library and Internet resources for teachers and staff members.

Assessment: *LM Specialists conduct workshops as time allows. The number of workshops has decreased due to additional workload of elementary ordering and processing.*

Activity 2-C. RVSD will consider hiring a full-time high school assistant as use of the LMC and Lab increase due to teacher generated projects.

Assessment: *This position was not hired full time but was increased from 4 hrs/day to 5 hrs/day in the Fall of 2007.*

Activity 2 – D. At the Middle School and High School, the Library Media Specialists co-plan and team teach projects. At the elementary schools, the Library Assistants will assist teachers in locating resources.

Assessment: *Since the elimination of the Elementary LMS , the Middle School is observing that the elementary students are coming into the Middle School with a lower level of proficiency in locating information. The Middle School curriculum has added more basic instruction of information locating skills over the last four years. At the High School, database instruction occurs primarily in classroom settings with classroom teacher instruction. Collaboration with the High School LMS is minimal. Much of the communication about resources is via email or one-on-one conversations.*

Activity 2 – E. Library media and instructional materials budget will reflect the needs of curriculum changes and the up-dating of the collections.

Assessment: *Books and online databases continue to be purchased using the district’s Common School Fund to support curriculum areas. At the High School level purchased databases constitute a major portion of the budget. At the Middle and Elementary levels print resources to encourage reading skills constitute a major portion of the budget. The majority of money provided for purchasing library resource materials comes from the Common School Fund. The district covers expenses for equipment and supplies. Annual inventory and extensive collection weeding is done annually in all 6 libraries using Follett Titlewise Analysis. In 2008-09, there was a heavy emphasis placed on purchasing animal, science, astronomy, and health related titles as well as sports and vehicle books to entice boys to read at the elementary level.*

Objective 3 - Students will apply information literacy skills and critical thinking skills for lifelong learning. (**Appendix B.1 & Appendix B.2**)

Activity 3 –A. Students will effectively locate, analyze, and use information for various educational needs including independent learning.

Assessment: *Review of submitted lesson plans indicate that teachers are gradually becoming more oriented to critical thinking and problem solving skills development in their lessons.*

Activity 3 –B. Students will effectively learn how to use the internet safely and effectively using the i-Safe project. Workshops will also be conducted for parents.

Assessment: *The Elementary computer teacher, MS Business Education teacher, MS LMS, and HS Business Ed teachers indicate that they discuss internet safety with the students. During the 07-08 school year, an internet safety expert visited the district for meetings with MS and HS students during the day and parents at night.*

Goal 2: Maintain existing technology support within the district to meet student and educator needs.

Objective 1 - Continue to maintain the technology infrastructure of the District

Activity 1 - A .Continue a representative District Technology Committee to oversee the implementation and review of the Technology plan on an annual basis

Activity 1 – B .Continue providing technology staff for infrastructure maintenance and improvement

Assessment: *Both activities continue to be an ongoing activity*

Activity 1 – C. Continue working to establish a 3 year technology budget

Assessment: *Continues to be an ongoing activity which changes as curriculum changes and evolves and the technology requirements change.*

3.2. Reflections on the Wisconsin Information and Technology Planning Focus Areas

3.2a.1 Analysis of Student Proficiency

Students expect the district to have the same programs and versions they have at home. At the upper levels, they are resistant to changing their skills from copy and paste and Google searching. Educators have to work to encourage students to use the purchased databases provided by the libraries. RVSD works with students after school hours to develop student creativity and higher level learning skills.

The curriculum mapping project for information and technology skills indicates that many teachers are implementing many of the skills in their classes. An emphasis will be placed on evaluating which skills are not getting covered and an attempt to rectify that will be made as the district develops staff development opportunities.

3.2a.2 Analysis of Educator Proficiency

Educators are proficient for the most part in using computers for productivity but need more instruction in best practices and using technology to promote higher level thinking skills. Staff that are uncomfortable with changing programs, curriculum, and teaching styles are also factors. RVSD works with staff through in-service programs and after school hours to advance teacher skills in creative thinking and higher level learning skills. (**Appendix C**)

3.2b Analysis of Effective Teaching and Learning Practices

Current district emphasis is on differentiated instruction, 6-traits writing, and reading literacy in the K-12 classrooms. District Technology and Library personnel read various journals and online resources, attend conferences and workshops to keep up-to-date with changing technology and teaching models. Individual teachers bring back to the district teaching techniques and new practices that they have learned in course work or workshops and conferences. The district offers

various workshops and in-service programs related to differentiated instruction, learning styles, and teaching techniques. The elementary library assistants are not trained library professionals. Although, they help students with homework and locate materials, they are not trained to work in a collaborative environment with teaching staff.

As the district plans staff development opportunities for the future, the NETS Teacher Standards and the revised Wisconsin Standards will be used to coordinate staff development activities.

Analysis also has revealed that students of all ages need smaller, more frequent research activities and projects rather than long major projects to learn and hone their information retrieval skills. Teaching styles are gradually moving away from the sages on the stages to more interactive learning as teacher become more familiar with various technologies.

3.2c Analysis of Access to Information Resources and Learning Tools

Through the Destiny library catalog, the library collection is available where there is internet access. All databases purchased at the MS and HS have on campus and off campus access with passwords.

In the Fall of 2008, Follett's One Search was purchased for the Middle School and High School to aid student research.

The elementary libraries are staffed by assistants. The assistants in Arena, Lone Rock and Plain are also classroom/teacher assistants spending time with students in classroom teaching situations. The library assistant in Spring Green is a full-time library position. Student and staff usage statistics are noted in (**Appendix D**). Each elementary library has access to Destiny Library Catalog, EBSCO Magazine Index and Proquest Newspaper Index through BadgerLink, and the online encyclopedias from Grolier Online and World Book Online. Elementary Library materials are reviewed, ordered, cataloged and partially processed by the Middle School and High School Library specialists and their assistants.

The Middle School library is staffed by a full-time library media specialist and a full-time library assistant. Student and staff usage statistics are noted in (**Appendix E**). Students at the middle school have access to Destiny Library Catalog, EBSCO Magazine Index and Proquest Newspaper Index through BadgerLink, SIRS Discover, WisCareers, and the online encyclopedias from Grolier Online and World Book Online.

The High School library is staffed by a full-time library media specialist and a part-time library assistant. Student and staff usage statistics are noted in (**Appendix E**). Students at the High School have access to Destiny Library Catalog, EBSCO Magazine Index and Proquest Newspaper Index through BadgerLink, SIRS Knowledge Source, Facts on File Issues and Controversies, Issues and Facts on File Controversies in American History, and Today's Science, WisCareers and Vocational Biographies, UnitedStreaming, Teen Health and Wellness, and the online encyclopedias from Grolier Online and World Book Online.

RVSD acknowledges that as computer usage and resources grow, more money will be allotted to purchase computer databases and products for student use. (**Appendix F**)

3.2d Analysis of Support Systems and Leadership

- *educators' vision, content, instruction and assessment are aligned to high standards*

RVSD continues to align its curriculum to the Wisconsin State Standards and 21st Century Skills through curriculum mapping. It continues to analyze the results of the testing done at grade 4, 8 and 10 to realign curriculum to meet student needs.

- *educators' range of use includes information resources and learning tools for productivity, visualization, research, and communication*

RVSD will continue to offer in-house workshops for all staff on the Information Resources and Learning Tools and computer software programs (**Appendix G**). RVSD currently does not use a visualization software program, but individual teachers have incorporated the Inspiration program into their curriculum. The program has been and will continue to be introduced at educator workshops.

- *evidence of effective teaching and learning can be obtained through analysis of Wisconsin Knowledge and Concepts Exam (WKCE), Wisconsin Reading Comprehension Test (WRCT), locally designed progress monitoring assessments, student surveys, portfolios, and web-folios.*
- *There is also evidence that improvement is occurring in the teachers' capacity to integrate Wisconsin Model Academic Standards for Information and Technology Literacy effectively into curricula and instruction.*

RVSD continues to align its curriculum to the Wisconsin State Standards and 21st Century Skills through the process of curriculum mapping. It is continuing to analyze the results of the testing done at grade 4, 8 and 10 to realign curriculum to meet students' needs. Monitoring of the submitted technology lesson plan and observation of teaching practices are also being done to determine improvement in the integration of ITL skills into the curricula and instruction.

- *evidence that student academic achievement is increasing due to their effective use of technology*

RVSD continues to align its curriculum to the Wisconsin State Standards and 21st Century Skills through curriculum mapping. It is continuing to analyze the results of the testing done at grade 4, 8 and 10 to realign curriculum to meet student needs. Academic benchmarks are located at DPI's Website <http://data.dpi.state.wi.us/data/selschool.asp>

- *evidence that students are becoming proficient in the Wisconsin's Model Academic Standards for Information & Technology Literacy*

RVSD continues to align its curriculum to the Wisconsin State Standards and 21st Century Skills through curriculum mapping. It is continuing to analyze the results of the testing done at grade 4, 8 and 10 to realign curriculum to meet student needs. An eighth grade evaluative tool has been designed as required and will be administered each year. Tools have also been developed to be administered to students in grade 5 and in grades 11 and 12.

- *students learn through problem-based units that include the integration of the Wisconsin Model Academic Standards for Information and Technology Literacy with content standards in a flexibly scheduled learning environment that meets their "on time" learning needs*

Problem-based learning units are an important piece to RVSD and we continue to look at ways to improve in this area. Due to constraints on Library Media Specialist time, workshops on problem-based learning were never developed to help teachers integrate them into the curriculum. Individual projects and

instruction have been given on an individual basis at the Middle School and High School when the media specialists conduct a collaborative interview with an educator.

- *students produce authentic projects that incorporate higher order thinking skills and address meaningful issues that extend into real-world practice*

Authentic projects are being done in the district at this time and the staff is encouraged to use this process more. Evaluation of the submitted lesson plans and observations indicate that teachers are starting to incorporate critical thinking skills into their learning units. A space is being provided on the revised Lesson Plan template for teachers to indicate the critical thinking skill or problem based learning activity the lesson is addressing.

- *students select independently and/or with guidance from a diverse variety of reading materials based on interests and educational needs*

The library collections provide diverse materials according to curriculum needs but encourage students to borrow materials from the public library system if not available at the schools. Library circulation statistics are an indication of the independent reading done by the students in the district. **(Appendix H)**

4. GOALS AND OBJECTIVES

NEED: To ensure that all students are prepared to succeed in the 21st century workforce and that all students will thrive as 21st century learners and citizens we need to maximize the impact of creative and critical information inquiry and instructional technology tools.

Goal 1: Student instruction will include information literacy skills, higher level thinking skills and problem based learning activities.

Objective 1. *Continue to train educators in information literacy skills, higher level thinking skills and problem based learning activities as indicated in the 21st century skills initiative*

Activity 1. A . *RVSD will continue to provide in-service programs and FLEX / LEU workshops describing and modeling information literacy skills and higher level thinking skills including critical thinking and problem-based learning activities as well as addressing student learning styles and the development of various evaluative tools.*

Activity 1-B. *For each school year each administrator will require that each classroom teacher grades K--12 revise at least two existing or create two new lesson plans to incorporate critical thinking or problem based learning activities as indicated in the 21st century skills initiative.*

Activity 1-C *Educators will continue to revise curriculum using curriculum mapping in collaborative departmental and/or grade level team meetings. Curriculum revisions will include the infusion and alignment of 21st century skills and information literacy skills.*

Activity 1-D. *The district will provide additional Smartboards and multimedia (LCD) projectors, speakers, DVD players and peripheral equipment for classroom use to increase 21st century learning techniques.*

***ACTIVITY 1-E** The teachers will incorporate Web2.0 tools (i.e. podcasts, Google docs, online communications, Moodle or StudyWiz , SurveyMonkey, etc.) into student instruction as appropriate for the grade level. Elementary students are still concentrating on the basics.*

***ACTIVITY 1-F.** Increase teacher participation in technology planning*

***Objective 2** - Library media specialists will continue to work with educators to develop projects and integrate media and technology tools including learning how to use the library OPAC, online databases, advanced Internet searching, Internet safety, and software program applications; developing the evaluative tool/s; and co-evaluating student projects.*

***Activity 2-A** RVSD will consider reinstating the elementary media specialist position to work with staff and students at the elementary level on 21st century skills projects and activities..*

***Activity 2-B.** The library media specialists will continue to conduct workshops and provide training opportunities using library and Internet resources for teachers and staff members focusing on the NETS Standards for Teachers.*

***Activity 2-C.** RVSD will consider hiring additional LMC assistants as use of the LMC and Lab increase due to teacher generated projects.*

***Activity 2 – D.** Library media and instructional materials budget will reflect the needs of curriculum changes and the up-dating of the collections.*

***Objective 3** - Students will apply information literacy skills and critical thinking skills for lifelong learning. (**Appendix B**)*

***Activity 3 –A.** Students will effectively locate, analyze, and use information in a variety of technological formats for various educational needs including independent learning.*

***Activity 3 –B.** Students will continue to learn how to use the internet safely and effectively using the i-Safe project and with classroom activities.*

Goal 2: Maintain existing technology support within the district to meet student and educator needs.

***Objective 1** - Continue to maintain the technology infrastructure of the District*

***Activity 1 - A** .Continue a representative District Technology Committee to oversee the implementation and review of the Technology plan on an annual basis*

***Activity 1 – B** .Continue providing technology staff for infrastructure maintenance and improvement*

***Activity 1 – C.** Continue working to establish a 3 year technology budget*

* RVSD's **Projected 3 Year Budget** to allow financial support for all of the aforementioned goals in the Information & Technology Literacy Plan (**Appendix I**)

5. IMPLEMENTATION ACTION PLAN

I. Educator Proficiency

Need Statement: Educators will continue to move from lecture based instruction and fact finding projects to methods based on higher level thinking skills including critical thinking, and problem based learning activities” so that our students will be prepared for the 21 st century workforce.						
Goal: Student instruction will include information literacy skills, higher level thinking skills and problem based learning activities						
Objective: Continue to train educators in information literacy skills, higher level thinking skills and problem based learning activities as indicated in the 21 st century skills initiative						
Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Changes	Evidence of Progress
Provide in-service programs and FLEX / LEU workshops describing and modeling information literacy skills and higher level thinking skills including critical thinking and problem-based learning activities as well as addressing student learning styles and the development of various evaluative tools	District Staff Development Team, Creativity 4 Learning Coordinator, District LMS, Teachers, Secretary	NETS Standards for Teachers , NETS Standards for students , WISCONSIN ITL standards, Computers, Projectors, Screens, Other equipment as needed	\$500 for program presenters if needed	1. District In-service Days 2. After school and summer workshop FLEX / LEU workshops	None	1. Inservice Agendas 2. Workshops offered list 3. Increased use of LMC 4. Increased teacher / LMS collaboration
Classroom teachers grades K--12 will revise at least two existing or create two new lesson plans to incorporate critical thinking or problem based learning activities per school year activities as indicated in the 21 st century skills initiative.	Teachers; Administrators	NETS Standards for Teachers , NETS Standards for students , WISCONSIN ITL standards, Lesson/Unit Planning Template	None	Plans submitted to Administrative Team by May 1 each year	None	1. Teacher submitted lesson plans 2. Teachers share projects at staff meetings and LEU programs 3. Student projects displayed in the building.

Educators will continue to revise curriculum using curriculum mapping in collaborative departmental and/or grade level team meetings. Curriculum revisions will include the infusion and alignment of 21 st century skills and information literacy skills	Administrators, Teachers	NETS Standards for Teachers , NETS Standards for students , WISCONSIN ITL standards, Time	None	School Year	None	Completed mapping
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II. Effective Teaching and Learning Practices

Need Statement: Educators need to infuse their lessons with effective teaching strategies and learning practices to prepare our students to be lifelong learners and 21 st century citizens.						
Goal: Using effective teaching strategies and learning practices from district sponsored training and out of district workshops, educators will include 21 st century technology skills into their lessons to equip today's students with lifelong learning skills.						
Objective: Students will apply information literacy skills and critical thinking skills for lifelong learning. (Appendix B)						
Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Changes	Evidence of Progress
Students will effectively locate, analyze, and use information for various educational needs including independent learning	LMS Teachers; Elementary Business Teacher	In-service time Up-to-date resources	CSF for resources	Ongoing	None	Surveys 4 th , 8 th , 10 th
Students will continue to learn how to use the internet safely and effectively using the i-Safe project and with classroom activities	LMS Teachers Business Ed Dept	In-service time	None	Ongoing	None	Surveys 4 th , 8 th , 10 th

Provide additional Smartboards and multimedia (LCD) projectors, speakers, dvd players and peripheral equipment in classroom use to increase 21 st century learning techniques.	Administrative Team, IT Staff, Teachers	Smartboards, Multimedia projectors, DVD players Peripheral equipment	Estimated Costs \$20,000	TBD – based upon changing Technological needs and available finances.	None	Installation and teacher use
Teachers will incorporate Web2.0 tools (i.e. podcasts, Google docs, online communications, Moodle or StudyWiz , SurveyMonkey, MovieMaker, etc.) into student instruction	IT Staff, Instructor / Demonstrator	Software programs and equipment as needed	Moodle Software/ Hardware \$10,000 - \$15,000	Ongoing process	Opening network filters for online access	Lesson plans and student generated projects

III. Access to Information Resources and Learning Tools

Need Statement: Up-to-date information resources and a knowledgeable, information literate staff is needed to help teachers and students locate quality, authoritative information to analyze, synthesize, and evaluate.

Goal: Student instruction will include information literacy skills, higher level thinking skills and problem based learning activities.

Objective: Library media specialists will continue to work with educators and students to develop projects and integrate media and technology tools including learning how to use the library OPAC, online databases, advanced Internet searching, Internet safety, and software program applications; developing evaluative tools; and co-evaluating student projects

Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Changes	Evidence of Progress
Reinstate the elementary media specialist position to work with staff and students at the elementary level on 21 st century skills projects and activities.	Administrators, School Board	Additional Position / Money	\$75,000	ASAP	None	Hiring a person
The library media specialists continue to conduct workshops and provide training opportunities using library and Internet resources for teachers and staff members.	LMS	Time	FLEX / LEU compensation \$	Ongoing	None	Workshop lists

Hire additional LMC assistants as use of the LMCs and Labs increase due to teacher generated projects.	Administrators	Capital & Fiscal Support	\$20,000	As needed	None	Hiring assistants
Library media and instructional materials budget will reflect the needs of curriculum changes and the up-dating of the collections	LMS Business Manager	Common School Fund + District Funds	Common School Fund + LMC Budgets \$9500.00	Ongoing	None	Annual Budgets
Objective: Continue to maintain the existing technology infrastructure of RVSD and improve as necessary to meet student and educator needs.						
Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Changes	Evidence of Progress
Continue a representative District Technology Committee to oversee the implementation and review of the Technology plan on an annual basis	Administrator in charge of technology, IT Head Administrators	Time	0	Ongoing	None	Meetings
Continue to provide Tech support for staff and students	IT Staff, LMC	Capital & Fiscal Support	\$320,000/yr	Ongoing	None	QOS
Increase teacher participation in technology planning	District Information & Technology Team, Administrative Team	None	None	ASAP	None	Student & Staff Surveys showing progress in Information & Technology Literacy

IV. Support Systems and Leadership

Need Statement: Offering the necessary Technological equipment and Technological training to staff and students in relation to all levels of RVSD’s aforementioned “Information and Technology Plan” goals.

Goal: Students and Staff will use technology at many levels to support RVSD’s educational experience

Objective: RVSD will provide up to date technology resources to allow the students of the district to participate in 21st century skills and learning practices.

Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Changes	Evidence of Progress
Administrators will utilize strategic planning for the use of implementing technology to effectively improve teaching. This is done through management by the administrative team that has advanced the overall use and integration of technology in daily lesson plans and as a management tool. RVSD will continue to align its curriculum to the Wisconsin State Standards through curriculum mapping. RVSD will continue to analyze the results of the testing done at grade levels 4, 8 and 10 to realign curriculum to meet student needs and state standards.	Administrative-Team	None	None	July 1, 2009- June 30, 2011	None	Teacher usage and Student Test Results
RVSD provides FLEX/Local Educational Unit workshops to all staff members to improve their instructional skills (Appendix G). All educators are required to participate in 8 hours of FLEX time as part of their contractual responsibilities. Staff members are also encouraged to participate in the LEU workshops and are compensated accordingly. RVSD also provides in-service days and late start time to discuss curriculum-related topics. Evaluations are encouraged for the in-service days but are not required for the FLEX or LEU workshops.	Administrative-Team	None	Per Teachers Collective Bargaining Agreement	July 1, 2009- June 30, 2011	None	Flex Offerings and Participation rate. (Appendix G)

<p>The River Valley School Board with guidance from its teachers, various committees and administration have implemented all necessary policies and procedures to comply with Federal, State and Local laws and administrative procedures. This includes, but is not limited to: Materials Selection, Reconsideration, Acceptable Use Policies for staff and students, and CIPA. These policies are housed within the Board policy manuals, which are located in several locations including the district libraries. In the future this document will be on the District Web Page www.rvschools.org</p>	<p>Administrative-Team/Board of Education</p>	<p>None</p>	<p>None</p>	<p>July 1, 2009- June 30, 2011</p>	<p>Policy #'s: 342.2, 743, 743-Rule, 771, 362.1, 362.2, 362.3</p>	<p>Current Policy Manuals are posted on our Website http://www.rvschools.org/policy_manual.cfm</p>
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Objective: RVSD will provide staff and students with up to date technology resources to allow for participation in 21st century skills and learning practices.

Activities	Person(s) Responsible	Resources Needed	Projected Budget	Timeline	Policy Changes	Evidence of Progress
<p>Maintain the projected equipment and software rotations/replacements and internal network infrastructure</p>	<p>IT Director and Business Manager</p>	<p>Capital & Fiscal Support</p>	<p>\$80,000/yr</p>	<p>July 1, 2009- June 30, 2011</p>	<p>None</p>	<p>Replacement of 2 labs per year and the necessary servers along with a newly implemented Website, Student Management System and network copy machines (Appendix J)</p>
<p>Explore and present options for a new phone system</p>	<p>IT Director and Business Manager</p>	<p>Capital & Fiscal Support</p>	<p>\$50,000 with built in ROI</p>	<p>July 1, 2009- June 30, 2011</p>	<p>None</p>	<p>TBD--RVSD will explore all options available to RVSD in this area</p>
<p>Upgrade to Internet connections to increase functionality and bandwidth</p>	<p>IT Director and Business Manager</p>	<p>Capital & Fiscal Support</p>	<p>\$20,000/yr</p>	<p>July 1, 2009- June 30, 2011</p>	<p>None</p>	<p>In Progress-TBD (Appendix K)</p>

6. DISSEMINATION TO STAKEHOLDERS

RVSD will continue to support the implementation of the 2009-2011 District Wide Technology Plan. RVSD will promote advances in achievement through the use of technology among the students, staff, parents and community members as follows:

External:

- Up to date information will be available on the new RVSD website www.rvschools.org which utilizes web 2.0 tools.
- Release information of ongoing student projects to local newspapers and other local media outlets that are available to the River Valley School District.
- Release of information of upcoming projects to educate not only RVSD Students and Staff but also anyone living in the RVSD community in a variety of areas, I.E...Internet Safety, Adult Education opportunities, and other offerings that RVSD finds to be of value to furthering the education of our communities

Internal:

- Ongoing staff development workshops will be conducted incorporating technology into the curriculum.
- Use of email distribution lists and internal newsletters will be used to keep staff up to date on upcoming workshops, in-services and other types of training on the latest technologies and teaching tools.

The approved Information and Technology Literacy Plan will be posted on the district web site at the following URL: <http://www.rvschools.org/IT.cfm>.

7. MONITORING, EVALUATING, AND REVISING OF THE PLAN

7.1 Monitoring and Evaluation Process

The RVSD Technology Committee will meet on a regular basis to monitor the progress of RVSD's Tech Plan. Along with observations and consultations with each building's staff, surveys, reports and available data recorded within the District will be used to evaluate the plan in an ongoing process.

7.2 Process and Timeline for Ongoing Long-Term Planning

The River Valley School District's 2009-2011 District Wide Technology Plan will be an ongoing plan that will be reviewed throughout the life of the Plan. It will be modified whenever necessary to meet new goals or trends and educational changes that may occur within the District's learning environment.

APPENDICES

The appendices for RVSD's District Wide Technology Plan are located at the following web address: <http://www.rvschools.org/IT.cfm>