

# District Information & Technology Plan, 2007 - 2010

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 Carol Corfman, School Board Member  
 Jane Borek, Business and Information Technology Teacher  
 Jessica Folstad, Technology Integrator, FCE Teacher  
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# **Executive Summary**

## **Section 1 Introduction**

### **Section 1.1 Review of Relevant Research and Best Practices**

The Port Edwards School District continues to focus on increasing teacher and student technological proficiency. Workshop attendance and training sessions have been made available to administration, professional staff, and support staff.

The Port Edwards School District has participated in various grant opportunities that focus on increasing teacher proficiency with technology and curriculum integration. During the 2002-2003 academic year, staff, students, community members, and school board members completed the online EnGauge assessment. In 2005-2006 the District followed up with the EnGauge process by conducting both the onsite and online version of the survey. Four members of the Port Edwards School District staff facilitated the process. The results from this survey will be utilized as a guide for ensuring best practice in the area of technology.

Best practice dictates that certain criteria must be met. The Port Edwards School District is committed to the following “best practice” approaches:

- Support by administration for all district initiatives,
- Continued staff development as it relates to technology integration and staff needs,
- Documentation of Information and Technology Standards alignment.

A standards-aligned curriculum is in place within the Port Edwards School District. In addition to subject-specific standard alignment, teachers have also aligned the Information & Technology Literacy standards to core content classes. Teachers work to promote skills identified by the State of Wisconsin in all curricular areas. These skills include, but are not limited to: Ability to Think, Connecting Learning to One’s Community, and Production of Quality Work. The library media specialist works collaboratively with instructional staff to ensure that the American Library Association standards are being addressed.

### **Section 1.2 District Information and Technology Vision Statement**

We in the Port Edwards School District believe it is our purpose to offer a positive learning environment that will encourage each individual to achieve his/her maximum potential. It is our vision for the Port Edwards School District to be the technology center for the Port Edwards community, able to provide the necessary equipment, training, and experiences to make our citizens, students, and staff technologically proficient.

As part of the vision for lifelong learners, we in Port Edwards feel that several components need

to be included in the technology planning process. Our students, staff and community have the right to an environment where equity, access to information, and current trends are a priority. The Port Edwards School District strives to create a visually stimulating, interactive learning environment that is based on best practice and standards-rich curriculum.

The Port Edwards School District began the Strategic Planning process in the winter of 1995, and at that time the following District Mission Statement was developed:

*As a progressive system with a tradition of exemplary support for education, we will prepare students to lead productive and rewarding lives in a dynamic world through personalized learning opportunities of exceptional quality.*

Strategy six of the strategic planning process dealt directly with technology, saying, "We will acquire and effectively utilize technology to enhance educational excellence." This strategy is the focus of the Technology Planning Committee, who has in turn developed the following technology mission/vision statement:

***The technological vision of the Port Edwards School District is to prepare students to lead productive and rewarding lives in a technologically progressive world through personalized learning opportunities of exceptional quality. To achieve this vision, the Technology Committee is committed to integrating technology into every grade level throughout the curriculum via a comprehensive, sequential, equitable, dynamic, and evolving plan capable of change as technology advances.***

### **Section 1.3 District Information and Technology Mission Statement**

*The Port Edwards School District's technology mission is to strive to have all students and staff become technologically proficient. As a district, we will ensure that*

- *Strategic Planning goals be addressed, including implementing technology learning experiences and support systems that will enable all students to effectively use technology to address real world problems,*
- *Technology skills will be measured using Information and Technology Literacy Standards which have been aligned to core curricular areas,*
- *Staff training will continue to be offered as needed,*
- *Community members will be provided with our district technology resources to enhance their technology ability, knowledge and proficiency.*

### **Section 1.4 Relationship of the Information and Technology Plan to the District Vision and Mission**

The Port Edwards School District vision statement reads in part, "It is our vision for the Port Edwards Schools to be the technology center for the Port Edwards community." In order to accomplish this goal, the district incorporated a technology component into its mission statement.

The relationship between the Information and Technology Plan to the vision and mission statement is simple. All three components deal with addressing technology at a classroom, district, and community level. This district strives to be a technology center for all community members through access to technology at every level feasible.

The Port Edwards School District continues its drive for technological excellence. As with every district, the success of increased technology use and support is tied to funding at the federal, state, and local levels. At this point the district's commitment to technology is very evident in the number of staff members completing higher education training in technology. The addition of our second computer lab in the high school library also demonstrates that staff is utilizing technological resources at an increased rate.

## **Section 2           Background Information**

### **Section 2.1           Community/School District Demographics**

The School District of Port Edwards serves the village of Port Edwards, the townships of Seneca, Port Edwards, Cranmoor, and a small portion of the city of Nekoosa. Primary industries in the area include paper and cranberry production. This is a small suburban, school district with much of the community employed by the paper mill in Port Edwards or commuting to Wisconsin Rapids, Nekoosa or the cranberry marshes for employment. The community is primarily Caucasian-based, with Asian and Native American populations comprising the major ethnic groups.

The Port Edwards School District is housed in two buildings. The elementary school services students in grade K-4. Kindergarten and first grade each have one full-time teacher and one SAGE teacher who divides her time between the two grades. Second and third grade have two full-time teachers and a SAGE teacher that splits between those grade levels as well. Fourth grade has two full-time teachers. One para-professional works full-time at the elementary level; servicing Title I students. An additional para-professional works half-time in the library as an assistant. There is one full-time administrator for the building and one full-time administrative assistant.

The middle/high school services students in grades 5-12. There are 28 teachers at the middle/high school level. The district employs two guidance counselors as well. During the 2006-2007 school year there are five full-time para-professionals working in the middle/high school. One half-time para-professional splits time between the two buildings. There is one full time Guidance para-professional who works year round and two Administrative Assistants work during the academic year. One technology director services both buildings. The middle/high school has one principal. The district administrator's office is also located in the 5-12 building and houses the superintendent, one administrative assistant, and the business director.

Current enrollment is 480 students enrolled in grades 4K-12 (2006-2007 school year). This population breaks down into the following ethnic groups: 5% Asian, 2.5% Black or African American, 2.1% Native American, 1.6% Hispanic and approximately 91% white. 121 students currently participate in the Free and Reduced Lunch program.

### ***2.2 Overview of the Library Media Program/Instructional Technology Program***

#### ***Mission Statement***

At the Port Edwards Public Schools, we seek to provide a quality educational experience for all students by having quality Library Media Centers. Our mission is to support curricular instruction by providing students, staff, and community access to a collection of print, non-print, and electronic media, along with training and support that will promote efficient and responsible use of all available resources. Library staff works cooperatively with teachers and students to promote the use of materials and research strategies, both technological and traditional, to ensure the success of all learners in a digital, global community and meet Wisconsin Model Academic

Standards. In addition, the Port Edwards School District's Library Media Centers encourages students in lifelong active learning, appreciation of reading, and the use and understanding of information in many formats.

The MISSION\* of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished (1) by providing intellectual and physical access to a variety of materials (according to school preference) that meet curricular needs; (2) by providing programs, information, and instruction in conjunction with classroom teachers to foster competence and stimulate interest in using information and ideas; (3) by working with other educators to design instructional strategies to meet the learning needs of individual students and classes; (4) by promoting books and reading, essential across the curriculum.\* --

~~ \*Adapted from *Information Power: Building Partnerships for Learning* (Chicago: American Library Association, 1998), 6.

### ***Current Status: Assessment of Services and Attitudes***

The Port Edwards School District Library Media program is stabilizing after a few years of transition. The staff consists of one full-time Library Media Director and two part-time library aides. Staffing remains a critical issue, as aide time was reduced in the 2006-2007 school year. However, the staff remains diligent to providing resources to students, staff, and community members. Library skills classes continue in Kindergarten through grade six, with a focus on research and literacy.

### ***Current Status: Description of LMC***

The middle/high school library is located on the second floor of the building--central to all classrooms. The library is divided into several areas. There are small rooms within the library for quiet study or small group work. There are several work stations (table and chairs) in the library for patron utilization. The middle/high school library is decorated attractively and supports a variety of cultures. There are paintings from local artists hanging on the walls, a Hmong story cloth available for patrons to view, and a variety of display cases where themes are celebrated (ex. Black History Month, Teen Read Week, Poetry). The atmosphere is inviting and friendly while maintaining the structure and discipline necessary for successful learning to take place. Facility upgrades include comfortable seating for students, new table reconfiguration, new circulation desk, magazine and newspaper displays, and bulletin board and white board.

The middle/high school library contains 25 recently upgraded computers placed in a u-shape to facilitate classroom instruction and serve as a second middle/high school lab. Two of these are staff machines in the public portion of the LMC which are available for student use when necessary. Additionally, one of the machines is set up as a card catalog for patron usage. One of the computers is set up in the newly reinvented media/archive room. This computer is mainly used for digital video editing and scanning. The computer lab attached to the library contains 26 computers that were also recently upgraded.

The elementary school library is located in the center of the building, housing both books and computers. The library media center portion is designed with the idea of open concept in mind. Each area serves a unique purpose but is not closed off from the rest of the library. There is a story corner in one area, a theme area where various concepts are explored, and an area of shelving which is shorter in order to better meet the needs of our youngest and smallest learners.

The elementary computer lab has 29 machines available for the general population. There is also a computer for circulation purposes and a staff work station with two computers. Students and staff use these computers throughout the day for research and the card catalog.

The library media program is based on skill and literacy building at the elementary level. Students work with the librarian regularly to learn how to utilize the card catalog, use the Dewey Decimal system, perform basic research using computer resources such as World Book 2007, learn internet skills and safety, and utilize literature.

The library media centers are staffed with one district librarian who splits duties between the district's two libraries. The elementary school has a part-time aide who also assumes recess and bus duties. The second half of the elementary library aide's duties includes working with audio-visual materials and technical support, as well as monitoring study hall one period daily at the middle/high school. The high school also has a very limited part-time aide, who is mainly responsible for the supervision of study halls.

It is the goal of the district to provide students, staff, and community members with support throughout the day. Currently anyone is welcome to sign in as a guest and utilize the library resources daily. The library is also open late one afternoon during the week to accommodate student and community patrons. The district is still using Winnebago Spectrum Client 5.0 as a circulation system but is looking to upgrade to an online catalog in the future.

The audio-visual center for the district is now linked directly to the library due to budget cuts and elimination of an audio-visual aide position. Audio-visual requests are processed through the librarian and library aides who now deliver and set-up equipment that teachers request. Teachers are also responsible for trouble-shooting and set-up.

K-12, the district has approximately 26,000 books available for students, staff, and community members to either check out or use as reference materials. The video collection consists of approximately 1,000 audio-visual pieces for district use. In addition to books, the district subscribes to 68 journals/magazines and 3 newspapers. The district holds licenses for the use of Winnebago Library Catalog, World Book 2007, and TurnItIn.com. Student use of Badgerlink is encouraged and taught.

#### *Rationale for Library Media Program Plan*

The Port Edwards School District and community feel that a strong library media center is vital for the success of students in the 21<sup>st</sup> century. Efforts are continually made to enhance the promotion and retention of skills, technological and thinking, necessary for life in a digital, pluralistic society. The library media center is designed to be a student-centered learning

environment. Areas of the library are designed to facilitate several different types of learning. There are tables for individual and small group work, computer stations for research and homework, books clearly identified in easy-to-use categories, magazines/journals/newspapers for patron use, and supply center resources for school projects.

The district librarian has always been a driving force working collaboratively with teachers to develop curriculum, secure resources, promote and maintain technology, and assist with teaching students the “ins and outs” of research. The library media aides work with teachers and students to gather resources as well. The library media specialist and elementary library aide work with teachers when purchasing library resources for the schools. Great effort is put forth to ensure that resources match curriculum needs and patron requests. Collaboration is extensive and staff is polled multiple times throughout the year regarding material needs that the library could potentially fulfill.

In addition to the traditional research role the library has, the library staff continues to stress the importance of reading by providing a variety of opportunities for students to engage in literature. There is also a new additional section in the library where students can view recently purchased materials. Magazines and newspapers are accessible to students so they can read for leisure during free time. Currently a book fair is offered twice a year. Students are able to acquire additional information and resources using McMillan Library and the South Central Library System websites.

Below is a material usage graphic that breaks down how resources are utilized by type. These data tables reflect records from the 2004-2005 academic year.

<b>Usage by Material Type: Middle School/High School</b>	
Fiction	7119
Reference	72
0-99	31
100-199	65
200-299	6
300-399	249
400-499	21
500-599	268
600-699	278
700-799	322
800-899	199
900-999	935
Story Collection	106
Oversized	102
Professional	23
Audio-visual	153
Magazine	982
AV Equipment	168

<b>Usage by Material Type: Elementary School</b>	
Fiction	5478
Reference	76
0-99	234
100-199	31
200-299	3
300-399	445
400-499	11
500-599	1696
600-699	888
700-799	1627
800-899	543
900-999	689
Story Collection	37
Tiny	750
Professional	8
Audio-visual	147
Magazine	67
Book and Cassette	125

### **Section 2.3 District Information & Technology Plan Committee**

The district's current Information and Technology Plan Committee consists of the three district administrators, the technology director, library media specialist, technology integrator, two high school teachers, one middle school teacher, one elementary teacher, the title I specialist, two library assistants, and one community member. This group met on a monthly basis in order to work on developing technology goals through assessment of accomplishments.

Mike Alexander, District Administrator  
 Steve Lutzke, 5-12 Principal  
 Pat Sullivan, K-4 Principal  
 Sanata Lau, Technology Director  
 Carol Corfman, School Board Member  
 Jane Borek, Business and Information Technology Teacher  
 Jessica Folstad, Technology Integrator, FCE Teacher  
 Kristin Flater, Library and Media Director  
 Jan Holy, Elementary Teacher  
 Ann Picket, Elementary Teacher  
 Jeremy Martin, Middle and High School Spanish Teacher

### **Section 2.4 Overview of the Planning Process**

The planning process began in October of 2005. A representative committee was selected at that time and future meeting dates and times were established. Initial meetings were designed to bring new members of the planning process up-to-speed with regards to what had been

accomplished based on the past technology plan. All teachers were eventually asked to analyze data from the EnGauge survey and develop a list of concerns/areas for improvement. The technology committee met formally as follows:

Date	Time	Agenda
October 2006	3:30-4:30	Overview of existing technology plan
November 28, 2006	3:30-4:30	Server Update, Electronic Gradebook update, E-Rate Update, Technology Plan Input, EnGauge Update
December 14, 2006	3:30-4:30	Technology Department Update, EnGauge Update (community involvement plan), Needs Assessment for next school year, Concerns (primarily financial)
January 22, 2007	3:00-3:45	Overview of new goals
February 16 <sup>th</sup>	1:30	District Technology Vision Statement and Mission Statement, Review of completed plan
February 27 <sup>th</sup>	3:30-4:00	Review revisions made to completed plan for committee approval

## Section 2.5 Community Resources and Adult Literacy Providers

The Port Edwards School District has worked to bridge the gap between school, home, and community. In an effort to continually make technology available to students and community members of decreased socio-economic status, our library is staffed an additional two hours once per week. This extra time is called “Open Library.” In addition to the Open Library time, the district’s website has been updated to include resources for parents, such as the school calendar, school lunch menu, school grading program, access to teacher telephone and email addresses, elementary and middle school/high school library resources, and a link to the school district’s monthly newsletter.

The district recognizes the need to continue utilizing electronic student management systems in order to bridge the communication link between home and school. The software allows parents to track daily assignments, upcoming tests, projects, current grades, and late/missing work. We have since replaced ParentConnectxp with Altona EdXp software, which functions in the same capacity. At the end of the 2006-2007 school year, we will switch to PowerSchool student management software due to the discontinued service of Altona EdXp.

The district continues to use Nova Net online learning resources. Nova Net is a web-based curriculum that students/community members utilize at their own pace. Community members and students have access to Nova Net from their home computers once they install software that the school district has available to them. Additionally, the district has begun to offer evening courses in Spanish and Technology Education. Some portions of the Spanish course will require

an Internet connection, which will be available to community members in the district's computer lab/library. It is the hope of the Port Edwards School District to maintain its status as the foundation of the community. Our goal is to have parents and community members feel that they are an integral part of our school system.

The Port Edwards School District has also taken additional steps to assist the Village of Port Edwards with their website development. Support services were offered through our technician and our Art Department. Technology support has also been offered to the Community Foundation.

Additionally, McMillan Library, the primary Wood County Public Library, also serves as a link between school, community, and home. The district is kept abreast of all activities occurring at McMillan Library through literature distributed by the library that we as a district then make available to the staff and students here, as well as any community member attending Open Library.

## **Section 3            Current Status and Needs Assessments**

### **Section 3.1            Assessment of Progress toward Previous Plan's Goals**

The previous technology plan outlined several long-range action goals. The need to update the electrical supply to computer labs was addressed. The district updated labs with newer circuits to provide adequate power supply for new computers, and air conditioning was installed to regulate temperature for optimum equipment performance. Maintenance of both buildings' wiring was completed. The 2 LAN's were connected through a fiber optic link during the summer of 2002, as the need was indicated in the previous technology plan.

Each classroom has a minimum of 3 drops consisting of 2 data jacks, 1 voice jack, 1 video jack, and networked workstation with Internet access. Additional presentation equipment was obtained. The district has added two digital camcorders, one digital camera, multiple DVD/VHS players, two external DVD burners, multiple television sets, several compact disc players, external 2' DVD burners, one film strip projector and the equipment necessary to set-up a green screen room for filming. This was done through library and audio visual funds. The district secured two smart boards, a Computer On Wheels (COW) consisting of 28 laptops to serve as a computer lab for the 5/6 unit, three projectors, five additional digital cameras, and four scanners during the previous plan period. Teachers and staff members would like to see the addition of more projectors that would be permanently housed in individual classrooms in order to facilitate delivery of instruction, both by teachers and student-led instruction. There is also a need to update certain components to the mobile lab computers. Several of the machines were no longer holding a charge and batteries were replaced in order to maintain a fully functioning mobile lab. All old Intel hubs were replaced with 3com hubs. Printing and copying hardware was improved. Each building received a new workroom copy machine and approximately one-fourth of classroom/lab printers are replaced annually.

In addition, the district continues to use *Groupwise* electronic mail, and all persons with an email account can access their email from the Internet anywhere through a link on the district's website. Each classroom has a voice-mail phone system so parents can connect directly with teachers. In addition, the district's webpage is regularly updated to improve communication between home, school, and community. Each employee's email address and phone contact information is listed. Sporting events are updated, lunch menus are posted, the technology plan is available for reviewing and various departments' webpages have links.

Curriculum has also been updated. The district has aligned all core subject materials, K-8, to the Information and Technology Literacy Standards. Documentation tables were created and placed on the district server in order to track when and how students are meeting the Information and Technology Literacy Standards.

Our goal to have the mobile computer lab used to 50% of capacity was exceeded. Students in the 5/6 area use the mobile lab during approximately 60% of the school day. The lab has been

instrumental in ensuring that the Information and Technology Literacy Standards are able to be met.

School Board policies have also been updated. The 2004-2007 District Information and Technology plan indicated that by the end of 2006, 10 of 14 district technology related policies would be updated. All 14 were updated. Port Edwards School District policies are posted to our website at <http://www.pesd.k12.wi.us/Board.html#policies>.

Some components of the previous technology plan were modified. For example, New Horizons software was never purchased for staff training due to the cost. Computer Based Training titles were purchased to provide interactive learning instead. In addition, teachers have access to Nova Net courses. The district's goal to increase technology resources to all stakeholders was met, but not to the extent that teachers would have liked. The 2007-2010 technology plan reflects the increased technology needs the District would like addressed, such as increased LCD projectors and an ELMO display machine for the elementary school.

### **Section 3.2                      Analysis of Student Proficiency**

Students in the Port Edwards School District demonstrate a proficient level of knowledge regarding the Information and Technology Literacy Standards. Curriculum is aligned to ITLS standards. Students at the middle and high school level are capable of utilizing the Internet for basic research. Keyboarding is taught at the 3/4 grade level and approximately 70% of students are able to type at an acceptable rate by the time they graduate. This is a change in curriculum in order to be in compliance with the state's model academic standards for Information and Technology Literacy.

The business education department has gone through a transformation. Freshmen are now required to take a Computer Applications course. Additional progress came with the hiring of a new district librarian. Equipment was updated and new library facilities, such as an audio-visual room, have enhanced the technology resources available to staff and students.

Student proficiency will be assessed through the ITLS standards. By the end of the 2006-2007 year, teachers will have documented when specific standards were met and which students had proficient knowledge of that content standard. This documentation will help lead our district in the right direction for ensuring that our students continue to progress technologically. Our concern is not only that students can perform a technological task, but also that they can employ thinking strategies to continually improve how technology is utilized.

### **Section 3.3                      Analysis of Educator Proficiency**

The Port Edwards School District is fortunate to have a very technologically forward thinking group of teachers at this time. Educators understand that in order to keep students competitive in a digital world, certain skills are necessary.

All teachers are required to use an electronic grading program. Currently the district utilizes a program provided by Pearson CenterPoint called Altona EdXp. Beginning with the 2007-2008

school year, the district will be switching to a new program called PowerSchool due to a discontinuation of support services. Staff will be trained on the new program at the start of the academic year of implementation. The grade book component will continue to allow teachers to access grade books from remote locations. Parents will again be able to access their students' records.

The Port Edwards School District participated in the "Taking a Good Look at Instructional Technology" (TAGLIT) survey during the spring of 2002. The district's TAGLIT survey results indicate that most teachers are progressing in basic tool use, multimedia tool use, communication tool use, and research/problem solving tool use. When utilizing these same components to teach in the classroom, there seems to be a greater weakness. Many teachers are just beginning to utilize tools such as databases and spreadsheets, as well as multimedia software, to teach. Increased training is necessary for continuing to strengthen this aspect of the curriculum. Another area that needs enhancing in order to meet state standard requirements is the use of the World Wide Web as a teaching tool. Teacher responses in the TAGLIT indicate that email, online discussions, and the World Wide Web for publishing are just beginning to be seen as useful methods for teaching content. Teachers do indicate a higher comfort level in using the World Wide Web for basic research.

Teachers in the Port Edwards School District strive to implement technologically advanced curricular frameworks. Currently several middle/high school teachers are utilizing online programming to explore the implementation of online class offerings. Additionally, as a district we are using Moodle to further our staff development and increase technological awareness with all teachers.

### **Section 3.4 Analysis of Effective Teaching and Learning Practices**

EnGuage Effective Teaching and Learning Practices results indicate that teachers are continually striving to climb beyond the adoption phase into the exploration phase. Teachers are utilizing technology more and indicate a slightly higher comfort level with implementation than was previously noted by TAGLIT data. One of our goals from the previous technology plan was to create a timeline for curriculum and standards alignment. This was accomplished through Wisconsin Model Academic Standards for Information and Technology Literacy alignment to current curriculum, and training is made available to assist teachers when needed. Teachers have documentation tables where they chart and track each student's attainment of aligned standards. Documentation tables are then given to the district technology integrator for compiling.

During the 2005-2006 school year, the district participated in our first EnGuage Effective Teaching and Learning Practices onsite study. We were partnered with the Luck School District and completed an onsite visit of their facility. Luck also completed an onsite visit to our facility. The survey results indicated that as a district our technology resources are abundant. Educator and Administrator results indicate that there is room for growth. The majority of teachers' results were bridging the gap between the adoption and exploration phase. As a district we strive to have our teachers attaining the transformation phase. Support and equipment were two areas that teachers indicated having great success. Vision was low, as many stakeholders were not aware of the technology vision, just district initiatives.

### **Section 3.5**

### **Analysis of Access to Information Resources and Learning Tools**

The Port Edwards School District has made great progress when it comes to information resources and learning tools access. A goal of the previous technology plan was to increase the LAN speed between the two schools. This was done in 2002. New servers were also installed to enable faster login and provide adequate storage space. In addition to the increased speed and storage capabilities, Novell Zenworks was put in place during 2003. This management tool provides monitoring and assists with the staff's ability to ensure that all Internet and computer acceptable use policies are followed. Novell Bordermanager is an additional component utilized to ensure the safety of students and staff alike. Bordermanager is the current Internet filtering system utilized. All students have access to information via the World Wide Web and access to school equipment if they have a signed consent form from a legal guardian and they abide by school rules and policies. Staff members also have unlimited educational access. The staff all consents to abide by district policies when they annually sign their handbooks acknowledging their understanding of district rules and procedures.

Equipment has also been purchased to ensure adequate access to information. A replacement cycle is in effect. Currently, it is recommended that new computers be purchased every five years. The district's goal is to minimally maintain our current level of technology resources. Printers are purchased as needed and as the budget permits. Most teacher workstation printers are being replaced with laser jet printers instead of inkjet printers. Speed and cost effectiveness assisted in determining this move. A mobile lab is used to create a more flexible, accessible learning environment. The mobile lab has increased the opportunities for technology integration at all levels and has also reduced the scheduling conflicts that had been occurring. The district has two Smart Boards. One Smart Board is housed at the elementary school and the other is kept at the middle/high school. The Smart Boards are especially beneficial to students needing assistive technology. A wireless presentation system is also available for staff and student use. Through a grant an Elmo visual presenter was also acquired in an effort to prepare students for post-secondary opportunities.

Assistive technology needs are addressed on an as-needed basis. The Library Media Center and special education staff continue to purchase items such as books on tape when necessary. Students with severe disabilities attend school in the Nekoosa School District and their assistive technology needs are met through that district.

In addition to equipment resources, we have also put in place several administrative pieces. Altona EdXp is utilized for student monitoring/record keeping. The software has a secure component that allows parents to monitor their child's individual progress. Our webpage also provides useful communication avenues to parents and guardians. Every administrator and staff member's title and email address is listed, as well as an extension where they can be reached directly. The district recently upgraded the phone system so communication could be direct. All staff members have voicemail as well. In addition to electronic means of communication, the district circulates a newsletter in order to keep community members informed.

The library media center staff work diligently to provide materials that align to curriculum. Multiple times throughout the year, staff is asked to submit special requests for materials. The

library staff also works collaboratively to gather research tools to assist students and staff with project facilitation. Open Library is also available to any community member or student.

As a district we also made certain that we have an archive system, GW Archive, in place so we are in compliance with all aspects of the record retaining requirement for open record laws. Electronic communication is archived for seven years.

### **Section 3.6 Analysis of Support Systems and Leadership**

Administration is a driving force for technology development. Adequate resources have been allocated, and continue to be allocated despite budget crunches, for technology use. Early release days have been targeted for technology training of staff members. Technology has been utilized to increase the effectiveness of teaching with the implementation of communication tools such as Altona EdXp. This tool enables students, guardians, and teachers to access student records and track student progress. Novell implementation also enables teaching time to be more efficiently utilized because network speed has increased.

In order to implement new technology initiatives within the district, a high level of skilled staff has been employed. Technology staff continually collaborates in order to maintain teacher training and support program improvements. The technology staff also works with aligning the Wisconsin Model Academic Standards for Information and Technology Literacy into the curriculum.

Policies have been deliberately reviewed and revised in an effort to stay abreast of current needs. District-wide policies are continually evaluated to ensure that new demands are being met and adequate guidelines are in place. The following policies have been revised:

- Library Fines
- Lost Materials
- Sexual Harassment
- Student Internet Use
- Personal Usage
- Web Publishing Policy
- Material Selection
- Copyright
- Donated Materials
- Intellectual Freedom
- Interlibrary Loan and Lending Policy
- Assistive Technology Use
- Adult Technology Literacy
- Distance and Virtual Learning

## **Section 4           Goals and Objectives**

### **Section 4.1           Educator Proficiency**

Goal 1: The district will develop a cohort group to provide technology training to other teachers based on best practice.

Obj. 1.1: By June 2008 a cohort group of teachers will be established.

Obj. 1.2: By June 2009 all core content area teachers will develop a curriculum unit rich in Information and Technology Literacy Standards.

### **Section 4.2           Effective Teaching and Learning Practices**

Goal 2: Plan the implementation of supplemental online classes

Obj. 2.1: By October 2007, the Board of Education will adopt a policy regarding online classes

Obj. 2.2: By November 2007, the Administration will share proper Board procedure for implementing an online class

Goal 3: Provide student body and staff with resources to enhance effective learning and teaching using technology

Obj. 3.1: By January of 2007 initial set-up of a green-screen-equipped room where students can create high quality and content-rich videos.

Obj. 3.2: By December of 2007 familiarize staff with the video production room and equipment capabilities.

Obj. 3.3: By June of 2008 Grade 9-12 students will be able to produce video projects with the green screen.

### **Section 4.3           Access to Information Resources and Learning Tools**

Goal 4: Increase availability of technology equipment to all necessary persons

Obj. 4.1: By June 2009 Increase the number of LCD projectors permanently placed in classrooms.

Obj. 4.2: By June 2009 provide one ELMO for the Elementary Building.

### **Section 4.4           Support Systems and Leadership Goal(s)**

Goal 5: Increase community involvement and awareness of technology development

Obj. 5.1: Distribute technology updates to the community via the District Newsletter and student Friday folders.

Obj. 5.2: Add technology concerns and updates to existing community forums

Obj. 5.3: Community web-based/electronic classes created

## Section 5 Implementation Action Plan

### 5.1 Educator Proficiency Goal(s) GOALS NEED TO MATCH PROFICIENCY COMPONENT

**Goal #1:** The district will develop a cohort group to provide technology training to other teachers based on best practice.

**Problem or Concern narrative derived from Needs Assessment:**  
**EnGauge results indicate a need to demonstrate support and resources for curriculum enhancement through the use of technology.**

**Goal Statement:**  
**Teachers, with the assistance of their cohort mentors, will increase the level of instructional technology used on a daily basis in their classrooms**

**Measurable objectives to achieve Goal:**

Obj. 1.1: By June 2008 a cohort group of teachers will be established.  
 Obj. 1.2: By June 2009 all core content area teachers will develop a curriculum unit rich in Information and Technology Literacy Standards.

**Indicator of Success or Evaluation Instrument:**

Obj. 1.1: Core content area teachers will have an approved technology rich unit on file with the Curriculum Director.  
 Obj. 1.2: Increased utilization of technology resources for classroom instruction purposes.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
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Administration will allow inservice time for staff to meet with their cohort mentors.	Administrative Team, Cohort Team	Spring 2009	\$1500
Staff will reflect on curriculum at a faculty meeting/inservice.	Administration	Fall 2009	Comp Time

<p><b>Policy Impacts or Changes:</b>  Assisted Technology Use Policy, Distance and Virtual Learning Policy, Acceptable Use Policy</p>
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## 5.2 Effective Teaching and Learning Practices Goal(s)

### Goal #2: Plan the implementation of supplemental online classes

**Problem or Concern narrative derived from Needs Assessment:**

The Port Edwards School District sees the need for staying technologically competitive while providing varied learning opportunities for students, staff, and community members.

**Goal Statement: Provide students, staff and community members with opportunities to learn via technology.**

**Measurable objectives to achieve Goal:**

Obj. 2.1: School Board Policy governing implementation of online classes is adopted by October 2007.

Obj. 2.2: School Board Policy is shared with 4k-12 Faculty and Support Staff by November 2007.

**Indicator of Success or Evaluation Instrument:**

Obj. 2.1: One class is offered to either students, staff, or community members.

Obj. 2.2: Staff follows proper procedure for implementing an online course.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Survey staff regarding their knowledge of what supplemental online classes are and how to implement one.	Administration, Technology Team	Spring 2007-June 2008	\$1500
Teachers interested in implementing online course will meet with the Technology Planning Committee prior to implementation.	Technology Planning Committee	Ongoing	N/A
Teachers offering online courses will continually update the Technology Planning Committee, faculty and administration of successes and struggles.	Teachers offering online classes	Ongoing	N/A

**Policy Impacts or Changes:**

Need an Online Supplemental Course Board Policy.

**Goal #3: Provide student body and staff with resources to enhance effective learning and teaching using technology**

**Problem or Concern narrative derived from Needs Assessment:**

Students have limited resource to produce advanced multimedia projects. Staff's current curriculum is limited to the regular computer lab equipment resource.

**Goal Statement:**

Increase availability of technology equipment and resources to the student body and staffs.

**Measurable objectives to achieve Goal:**

Obj. 3.1: By January of 2007 initial set-up of a green-screen-equipped room where students can create high quality and content-rich videos.

Obj. 3.2: By December of 2007 familiarize staff with the video production room and equipment capabilities.

Obj. 3.3: By June of 2008 Grade 9-12 students will be able to produce video projects with the green screen.

**Indicator of Success or Evaluation Instrument:**

Obj. 3.1: Equipment in video production room is set up and tested.

Obj. 3.2: Staffs from a variety of disciplines are utilizing the video production room in their teaching.

Obj. 3.3: Grade 9-12 students can produce content-rich projects with the equipment in the video production room.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
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Audio Visual Club will learn how the media room works.	Audio Visual Club Advisor	2007-2008	\$500
Three teachers are trained to use the Television Studio.	Librarian	2007-2008	N/A (comp time)

**Policy Impacts or Changes:**  
Material Selection, Copyright, Intellectual Freedom, Assistive Technology Use

### 5.3 Access to Information Resources and Learning Tools Goal(s)

**Goal #4: Increase availability of technology equipment to all necessary persons**

**Problem or Concern narrative derived from Needs Assessment:**  
**Currently there is limited/inequitable access to our district technology resources.**

**Goal Statement:**  
**Increase availability of technology equipment to all necessary persons.**

**Measurable objectives to achieve Goal:**

Obj. 4.1: By June 2009 Increase the number of LCD projectors permanently placed in classrooms.  
 Obj. 4.2: By June 2009 provide one ELMO for the Elementary Building.

**Indicator of Success or Evaluation Instrument:**

Obj. 4.1: At least 3 LCD projectors are placed in classrooms/grade level units that do not currently have a projector.  
 Obj. 4.2: Elementary School acquires an ELMO for use in the Library Media Center or individual classrooms.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Teachers receiving LCD projectors will receive training on use and effective integration strategies.	Technology Staff	Ongoing	\$4,000
Teachers will demonstrate knowledge of integration strategies via their classroom instruction with the LCD projector.	Teachers	Ongoing	N/A

**Policy Impacts or Changes:**  
 Personnel Computer/Internet Use Policy

## 5.4 Support Systems and Leadership Goal(s)

**Goal #5: Increase community involvement and awareness of technology development**

**Problem or Concern narrative derived from Needs Assessment:**  
**Engauge survey results reflect a lack of participation from community members in our district technology development**

**Goal Statement:**  
**Increase community involvement and awareness of technology development.**

**Measurable objectives to achieve Goal:**

Obj. 5.1: Distribute technology updates to the community via the District Newsletter and student Friday folders.  
 Obj. 5.2: Add technology concerns and updates to existing community forums  
 Obj. 5.3: Community web-based/electronic classes created

**Indicator of Success or Evaluation Instrument:**

Obj. 5.1: Community members receive District Newsletter  
 Obj. 5.2: Technology concerns addressed at community forums.  
 Obj. 5.3: Participation of community members in web-based/electronic classes.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Printing, electronic posting and distributing of District Newsletter.	Teacher Aides	2007-2010	\$3500
Set up and conduct web-based/electronic classes.	Teachers	2007-2010	\$5000 (Extended contract)

**Policy Impacts or Changes:** Acceptable Internet Usage. Pending policy on online/web-based classes

## **5.5 Budget Summary**

See Appendix B

## **Section 6            Dissemination to Stakeholders**

### **Section 6.1            Dissemination to School Staff**

School staff will view the technology plan through multiple avenues. The plan will be posted on the district web page, at staff meetings and through the district newsletter.

### **Section 6.2            Dissemination to Community**

The Port Edwards School District continues to communicate with all members of the community through a monthly district newsletter. The district newsletter highlights upcoming events, addresses district wide school concerns such as taxes and revenue, communicates messages from teachers and lists important district deadlines pertinent to members of the community such as kindergarten screening, new student enrollment information, school board minutes, and monthly messages from administration and guidance.

The district newsletter is also posted as an attachment to the district's website and can be viewed at anytime. Currently, this method appears to be the most effective way to potentially reach the largest portion of the community population. The district technology plan, in summary, will be posted in such a fashion. The technology plan will also be reviewed by the board of education and that will appear in meeting minutes.

## **Section 7      Monitoring, Evaluation, and Revision of the Plan**

The Port Edwards School District wants to ensure that all initiatives are being addressed. In order for this to happen, the Information and Technology Planning Committee will meet at least three times a year to review progress toward completing the goals of this Plan in order to make recommendations regarding any changes or revisions to the plan on an on-going basis.

The District Information and Technology Committee will meet periodically to review the progress of this Plan to see that the goals and objectives are being met and that the Vision and Mission are being fulfilled. Additionally, the dates and deadlines of the Action Plan will be monitored to ensure success.

The Port Edwards School District prides itself on its means for communicating to the community. The districts technology plan will be reported to the community through multiple channels. School Board members will review the policy at public meetings for adoption. These meetings are taped and played on the local public access station. The plan will also be available for review on the district's webpage.

## **Appendix A:**

## **Software Inventory**

### **DOS Applications**

Accelerated Reader  
Number Munchers

### **Windows Applications and Training software**

Accelerated Reader  
Accelerated Math  
Adobe Acrobat 6.0  
Adobe Illustrator 10.0  
Adobe Pagemaker 6.5  
Adobe Photo Deluxe  
Adobe Photoshop 7.0  
Adobe Premier  
Adobe Web Bundle with Macromedia Suite (Creative Suite 2)  
Career Vision  
Inspiration  
Kidspiration  
Mavis Beacon Typing  
McGraw-Hill Science Navigator Encyclopedia 4.0  
Microsoft Frontpage 2003  
Microsoft Office Standard 2000  
Microsoft Office Pro 97  
Microsoft Office XP Pro  
Microsoft Office 2003 Pro  
Microsoft Office 2007 Pro  
Microsoft Visual Basic 6.0  
Microsoft PhotoDraw  
Microsoft Windows 3.1, 95, 98, 2000, ME, XP, Vista  
Microsoft Works 4.5  
Printshop Deluxe  
Printshop Ensemble  
Star Math  
Star Reader  
Sun Office Suite  
Testout Training Suite – XP and Network Basics  
Total Training Bundle – Adobe Creative Suite 2

## **Windows Educational Games and Applications**

Kidpix  
Math Blaster  
Millie's Math  
Number Maze Challenge  
Reader Rabbit Math  
Reader Rabbit Reading  
Treasure Math Storm  
Spell it Deluxe  
Storybook Weaver  
Student Writing Center

## **Network-Based Application**

ACTive Pre Server  
Geometer's Sketchpad  
Graphical Analysis  
Holt Chemistry File  
Hyperstudio  
Image Gramma  
Science Navigator  
SRI Reading Inventory  
Winnebago Library Catalog  
World Book

## **Web-Based Application**

Electronic Library Online  
Encyclopedia Britannica  
Esped  
Novanet

## **Administrative Software**

CenterPoint Student Records System  
Skyward Financial PAC  
CenterPoint Lunch and Cashier System

## **Network System Software**

GWGuardiant Email Filtering for Groupwise

GWArchive Email archive  
Microsoft Windows 2000 Server  
Novell BorderManager 3.7  
Novell Groupwise 6.5  
Novell Netware 6.5  
Novell Zenworks 4.0  
SurfControl Web Filtering  
Symantec Norton Antivirus Corporate Edition 10.02  
Veritas Backup Exec 9.1 for Novell Netware

## **Computer Hardware Inventory**

### **Computer Workstations**

Alvio Pentium IV	(3)
Dell Pentium IV	(98)
Daktech Pentium IV	(2)
Gateway 300S	(2)
Hewlett Packard Vertra	(2)
Packard Bell 486	(5)
Tangent AMD Athlon	(20)
Tangent Pentium II 266	(56)
Tangent Pentium II 350	(30)
Tangent Pentium III 650	(6)
Tangent Pentium III 850	(5)
OmniTech Pentium IV	(24)

### **Laptop Computers**

Gateway 400 E Celeron	(28)
Gateway 305 E Celeron	(2)
HP Presario R3000	(5)
HP Pavilian Ze 4300	(3)
Tangent Pentium II	(2)

### **Server System**

Compaq ML 370 G3 Server	(2)
Compaq ML 350 G3 Server	(1)
Compaq ML 150 G3 Server	(2)
Dell Poweredge Server	(2)
Tangent Pentium III Server	(1)

## **Network/Telecommunication Gear**

3 Com SuperStack II 500 Hub	(24)
3 Com SuperStack switch	(4)
3 Com OfficeConnect Hub	(3)
3 Com OfficeConnect Switch	(7)
Comdial voice mail server	(2)
Proxim 600 B Access Point	(2)
Cisco 2600 Switch	(1)
Cisco Pix Firewall	(1)
Linksys Wireless Switch	(5)
Linksys 10/100 Switch	(5)
RAD Phone Router	(2)

## **Printers and Scanners**

### **Inkjet Printers**

Brother MFC printers	(7)
Canon F30	(1)
Canon MP500	(1)
Canon IP4000	(3)
Canon IP3000	(1)
Epson 740 Stylus	(5)
Epson 777 Stylus	(2)
Hewlett Packard 1700	(2)
Hewlett Packard 3820	(4)
Hewlett Packard 6127	(1)
Hewlett Packard 656	(2)
Hewlett Packard 694	(6)
Hewlett Packard 712	(1)
Hewlett Packard 820	(1)
Hewlett Packard 880	(2)
Hewlett Packard 930	(8)
Hewlett Packard 940	(5)
Hewlett Packard 952	(2)
Hewlett Packard G55 All-in-one	(3)

### **Laserjet Printers**

Brother 5400	(1)
Brother HL 5070N	(2)
Brother HL 5170N	(3)
Hewlett Packard 1000	(1)

Hewlett Packard 1100	(6)
Hewlett Packard 1200	(2)
Hewlett Packard 1210	(4)
Hewlett Packard 1020	(20)
Hewlett Packard 2200	(1)
Hewlett Packard 2300DN	(1)
Hewlett Packard 2600N (C)	(2)
Hewlett Packard 4000	(1)
Hewlett Packard 4050TN	(2)
Hewlett Packard 4250	(2)
Hewlett Packard 6P/6MP	(7)
Okidata	(1)
NEC 870	(3)
NEC 1800	(1)

### **Scanners**

Artex 1236P	(2)
Agfa SnapScan 1212	(2)
Hewlett Packard 4800	(1)
Hewlett Packard 5200	(1)
Hewlett Packard 5400C	(1)
Hewlett Packard 4200C	(1)
Microtek	(1)

### **Miscellaneous Accessories**

APC 1400 UPS	(2)
Benq Projector	(2)
Dazzle Digital Video Creator	(1)
Gateway Projector	(1)
HP 100 Print Server	(6)
HP 300 Print Server	(1)
Iomega 100 External Zip	(4)
Iomega USB External Drive	(1)
Kodak Digital Camera 3 MP	(4)
Linksys Wireless Presentation	(1)
Minuteman Pro UPS	(3)
LCD Projector	(8)
RCA 27" TV	(24)
RCA VCR	(25)
Olympics Digital Cameras	(2)

Sony DSC	(1)
Sony DSC-S75	(1)
Sony Mavica MiniCD	(3)
Sony Mavica 100	(1)
Sanyo DVD VCR Player	(3)
Zenith DVD Player	(1)

**Appendix B:**

<b>2007-2008 Technology Budget</b>		
<i>Item</i>	<i>Estimated Expense</i>	<i>Fund Source</i>
<i>Annual Software License Renewal</i>		
Novell Annual fulfillment	\$1,200	Technology Fund  REAP Grant
Norton Antivirus	\$3,080	
Surfcontrol Internet Filtering	\$2,500	
Sips Student Record	\$3,000	
Novanet 7 port @ \$1500 each	\$10,500	
GW Email Filtering & Archive	\$2,300	
<b>Sub Total:</b>	<b>\$22,580</b>	
<i>Software Purchase</i>		
K-4 building	\$2,000	Technology Fund
5-12 building	\$4,000	
<b>Sub Total:</b>	<b>\$6,000</b>	
<i>Computer Replacement</i>		
30 computers @ \$700 each	\$21,000	Technology Fund REAP Grant
10 Laptops @ \$1,000 each	\$10,000	
1 server for PowerSchool	\$ 4,000	
<b>Sub Total:</b>	<b>\$35,000</b>	
<i>Outsourcing Service Contract</i>		
10 hours @ \$150 each	\$1,500	Technology Fund
<b>Sub Total:</b>	<b>\$1,500</b>	
<i>Replacement Printers and Ink</i>		
7 Inkjet @ \$80 each	\$560	Technology Fund REAP Grant
10 Laserjet @ \$150 each	\$1,500	
Replacement Ink	\$3,500	
Replacement Toner	\$1,500	
<b>Sub Total:</b>	<b>\$7,060</b>	
<i>Internet Service</i>		
ISP charge	\$6,492	Technology Fund E-Rate
<b>Sub Total:</b>	<b>\$6,492</b>	
<i>Staff Training and Improvement</i>		
Online/CBT Interactive Training	\$3,500	Technology Fund
Curriculum Workshop	\$1,000	
Professional Improvement	\$4,000	
<b>Sub Total:</b>	<b>\$8,500</b>	
<i>Miscellaneous Supplies and Replacement Parts</i>		
<i>Maintenance Supplies</i>	\$300	Technology Fund
<i>Hardware Replacement Parts</i>	\$2,500	
<b>Sub Total:</b>	<b>\$2,800</b>	
<b>Total Expense:</b>	<b>\$89,932</b>	

<b>2008-2009 Technology Budget</b>		
<i>Item</i>	<i>Estimated Expense</i>	<i>Fund Source</i>
<i>Annual Software License Renewal</i>		
Novell Annual fulfillment	\$1,200	Technology Fund  REAP Grant
Norton Antivirus	\$3,280	
Surfcontrol Internet Filtering	\$2,500	
Sips Student Record	\$3,000	
Novanet 7 port @ \$1500 each	\$10,500	
GW Email Filtering & Archive	\$2,300	
<b>Sub Total:</b>	<b>\$21,680</b>	
<i>Software Purchase</i>		
K-4 building	\$2,000	Technology Fund
5-12 building	\$4,000	
<b>Sub Total:</b>	<b>\$6,000</b>	
<i>Computer Replacement/Addition</i>		
30 computers @ \$700 each	\$21,000	Technology Fund Reap Grant
2 servers @ \$5,000 each	\$10,000	
<b>Sub Total:</b>	<b>\$31,000</b>	
<i>Outsourcing Service Contract</i>		
30 hours @ \$160 each	\$4,800	Technology Fund
<b>Sub Total:</b>	<b>\$1,500</b>	
<i>Replacement Printers and Ink</i>		
7 Inkjet @ \$80 each	\$560	Technology Fund
10 Laserjet @ \$150 each	\$1,500	
Replacement Ink	\$3,500	
Replacement Toner	\$1,500	
<b>Sub Total:</b>	<b>\$7,060</b>	
<i>Internet Service</i>		
ISP charge	\$6,492	Technology Fund E-Rate
<b>Sub Total:</b>	<b>\$6,492</b>	
<i>Staff Training and Improvement</i>		
Online/CBT Interactive Training	\$3,500	Technology Fund
Curriculum Workshop	\$1,000	
Professional Improvement	\$4,000	
<b>Sub Total:</b>	<b>\$8,500</b>	
<i>Miscellaneous Supplies and Replacement Parts</i>		
<i>Maintenance Supplies</i>	\$300	Technology Fund
<i>Hardware Replacement Parts</i>	\$4,500	
<b>Sub Total:</b>	<b>\$4,800</b>	
<b>Total Expense:</b>	<b>\$87,032</b>	

<b>2009-2010 Technology Budget</b>		
<i>Item</i>	<i>Estimated Expense</i>	<i>Fund Source</i>
<i>Annual Software License Renewal</i>		
Novell Annual fulfillment	\$1,200	Technology Fund  REAP Grant
Norton Antivirus	\$4,000	
Surfcontrol Internet Filtering	\$3,000	
Sips Student Record	\$2,500	
Novanet 5 port @ \$1500 each	\$10,500	
GW Email Filtering & Archive	\$2,300	
<b>Sub Total:</b>	<b>\$20,400</b>	
<i>Software Purchase</i>		
K-4 building	\$2,000	Technology Fund
5-12 building	\$4,000	
<b>Sub Total:</b>	<b>\$6,000</b>	
<i>Computer Replacement/Addition</i>		
30 computers @ \$700 each	\$21,000	Technology Fund REAP Grant
10 Laptops @ \$1000 each	\$10,000	
<b>Sub Total:</b>	<b>\$31,000</b>	
<i>Outsourcing Service Contract</i>		
10 hours @ \$170 each	\$1,700	Technology Fund
<b>Sub Total:</b>	<b>\$1,700</b>	
<i>Replacement Printers and Ink</i>		
7 Inkjet @ \$80 each	\$560	Technology Fund
10 Laserjet @ \$150 each	\$1,500	
Replacement Ink	\$3,500	
Replacement Toner	\$1,500	
<b>Sub Total:</b>	<b>\$7,060</b>	
<i>Internet Service</i>		
ISP charge	\$6,492	Technology Fund E-Rate
<b>Sub Total:</b>	<b>\$6,492</b>	
<i>Staff Training and Improvement</i>		
Online Interactive Training	\$3,500	Technology Fund
Curriculum Workshop	\$1,000	
Professional Improvement	\$4,000	
<b>Sub Total:</b>	<b>\$8,500</b>	
<i>Miscellaneous Supplies and Replacement Parts</i>		
<i>Maintenance Supplies</i>	\$300	Technology Fund
<i>Hardware Replacement Parts</i>	\$4,500	
<b>Sub Total:</b>	<b>\$4,800</b>	
<b>Total Expense:</b>	<b>\$85,952</b>	

## Notes