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**TITLE PAGE**

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# **Information and Technology Plan**

## **2010 - 2013**

**School District of New Holstein**

**1715 Plymouth Street,**

**New Holstein, WI 53061**

**www.nhsd.k12.wi.us**

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**Chris Nelson, District Administrator**

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## **EXECUTIVE SUMMARY**

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# **School Technology Plan 2010-2013**

**School District of New Holstein**

**Contact Person: Tim Schmahl, Director of Technology**

**1715 Plymouth Street, New Holstein, WI 53061**

**Date of Submittal: June 1, 2010**

Science and technology multiply around us. To an increasing extent, they dictate the languages in which we speak and think. Either we use those languages, or we remain mute.

The School District of New Holstein recognizes that in the United States and the world, information, technology and telecommunications are revolutionizing the ways we work, play, and communicate. We must prepare our students technologically to be leaders and participants during these transitional times. We recognize that the mobility of the workforce and general population will remain dominant influences in the world in which current School District of New Holstein students live. Already today, the large majority of information is planned, designed, developed, transmitted, and managed in electronic form. In order for our students to become skilled, productive members of this global workforce, we need to build on and accelerate the use of technology in our schools.

The School District of New Holstein Information (Library Media) and Technology Plan has been developed in fulfillment of the requirements of Standard (h), of the 20 Wisconsin Educational Standards and for funds available through Title II-D (Enhancing Education Through Technology) of the No Child Left Behind Act.

This plan sets forth aggressive yet reasoned goals for integration of technology into the core competencies of the schools from the elementary through the high school levels.

The stakeholders of the School District of New Holstein have not only supported the technology objective, goals, and critical success factors outlined in this plan, but they have actively promulgated the vision and strategy, which has been in place.

The vision is to use appropriate classroom technology to create a collaborative, hands-on curriculum and environment to which modern experts aspire.

It recommends the resources and methods necessary for students, teachers, and administrators to use technology effectively.

As one reads the plan, one should note the following priorities:

- **Learning is paramount.**
  
- **For effective learning, teachers need to be cognizant of and comfortable with the technologies they are expecting their students to learn and live with.**
  
- **Applications of technology are necessary for the continuous improvement of ancillary and administrative operations:**

This plan is a "living document" -- one which provides not only the planning infrastructure for its own execution, but which also provides the means for continuous evaluation of progress toward the stated goals.

## **NEEDS**

The items listed below are considered the core needs since they were the items deemed most urgent by the students and staff.

### **Students**

- Use of curriculum based interactive software to allow students to learn material in a way that complements their individual learning styles.
- Continue to explore online learning opportunities.

### **Teachers**

- Staff development and support to help teachers better utilize information and technology for teaching and learning.
- Integrate information and technology tools into the curriculum.
- Implement information and technology curriculum district wide.

### **Administrative**

- Evaluate technology competencies of the school community.
- Seek grant opportunities for alternative funding.

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## INTRODUCTION

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### ANALYSIS OF RELEVANT RESEARCH AND BEST PRACTICES

A review of recent research about the impact of information technology on student achievement reflects on the 21<sup>st</sup> Century Skills by offering these structural ideas (a) a robust school library media program, (b) sustained systemic professional development, (c) effective use of technology by students that supports higher order thinking, (d) authentic inquiry and problem based learning, and (e) staff adoption and use of technology for teaching practices.

#### **A Robust Library Media Program**

There is a startling amount of recent research concerning student achievement and the presence of high quality school library media programs. The Wisconsin Study (2005) concluded that:

- Schools with full-time certified library media specialists and full-time library aides have higher performance on the WKCE.
- Schools where the library media specialist spends more time on instructionally-related student and teacher activities have higher WKCE scores.
- Teachers who aligned WMAS for Information and Technology Literacy to their lessons found school library media programs more helpful to student performance.
- Library media specialists help students acquire unique skills not taught in the classroom and information and technology skills essential for students in the 21<sup>st</sup> century.

Another study that is worth noting is a study done by Keith Curry Lance, which was completed in Colorado.(2003) The central finding of the study is the importance of a collaborative approach to information literacy. The study indicated that test scores rise as:

- Media specialists plan cooperatively and collaborate with teachers.

- Teach information literacy skills to students
- Library media specialists manage information technology beyond the library and into the classroom.

### **Sustained Systemic Professional Development**

“21<sup>st</sup> century skills professional development prepares teachers and principals to integrate 21<sup>st</sup> century skills into their classrooms and schools. Professional development for the 21<sup>st</sup> century should be a part of a comprehensive emphasis on 21<sup>st</sup> century skills that includes updates to standards and assessments.”

In an article on the North Central Regional Educational Laboratory website (NCREL) it is suggested that, after a teachers’ skill level is identified, administrators, teachers, and the educational technologist work together to determine what support and resources teachers may need to advance to the next stage. Research shows that individual tutoring, peer coaching, collaboration, networking and mentoring have been used successfully to help teachers use technology effectively and promote engaged learning (Yocam, 1996; Saye, 1998; Ike, 1997; Miller, 1998; Norton & Gonzales, 1998; McKenzie, 1994; Tenbusch, 1998).

As educators become trained the process needs to go beyond simply using computers to addressing instructional strategies needed to infuse information and technology skills into the learning process. Teachers need to be provided with time, resources and in-depth, sustained support. One-time workshops are not enough to promote the types of changes in instruction necessary to make effective use of educational technology. Teachers have always been the key in determining the impact technology has on student learning (Kriegel, 1997).

### **Effective Use of Technology by Students that Supports Higher Order Thinking**

In the new model of school, classroom experiences emphasize critical and higher level thinking. Technology must foster these skills in order to have a positive impact on student achievement. Effective student use of technology is a result of the learning environment and capability to do things we could not otherwise do. Technology is a tool allowing students to collaborate in authentic, engaging, real world problem-solving situations. The workplace of today --and tomorrow --has higher expectations of its workers than ever before. They must be able to learn in

changing environments, as well as be able to synthesize knowledge from a variety of information sources. The effective integration of technology can provide the opportunity for students to develop these 21<sup>st</sup> Century skills (Livingston, 2007).

### **Authentic Inquiry and Problem Based Learning**

Promoting inquiry-based learning is an effective pedagogy for teaching students the skills necessary to effectively succeed in the 21<sup>st</sup> Century. Inquiry-based learning techniques permit learners to investigate engaging and authentic topics in a student-centered manner. This process can be facilitated by the use of teacher-created inquiries. As students achieve skills relative to inquiry-based research, students will assume a more robust role throughout the entire process. Such instruction directly encourages the development of an independent learner who is capable of processing and developing solutions to problems in an information-centered society (McCain, 2005).

### **Staff Adoption and Use of Technology for Teaching Practices**

Teachers are the key for determining the positive impact of technology on student learning. They need to adopt effective technology instructional strategies and with these new patterns of teaching and learning emerge (Marshall, 2002). Traditional teaching methods are gradually replaced with engaging, student-oriented activities, moving from competitive to collaborative work patterns. In these environments, technology is a tool to actively engage learners with resources and learning context to construct new knowledge and skills. Opportunities such as, e-portfolios allow you to archive a wide variety of materials and then disseminate them to a larger community. Effective integration of technology includes developing flexible grouping practices, moving toward a teacher-as-facilitator model, and basing assessment on student performance (McLester, 2007; Tuttle, 2007; Branzburg, 2007; McHale, 2006; Waters, 2007).

The 21<sup>st</sup> century classroom brings a whole new way of assessing students. Teachers need to create appropriate assessments to evaluate their student's understanding. An example of these assessments may be writing samples, student projects, portfolios and rubrics (Bryon, 2005, Yoshina and Harada, 2007)

## **INFORMATION AND TECHNOLOGY VISION STATEMENT**

New Holstein school district will provide the necessary resources to teach students 21<sup>st</sup> century skills and become an environment of technology resources for staff and community. Through these resources, students, staff and the community will become life-long learners and engage in an authentic and complex educational setting. Teachers will take the role of a learning facilitator in an innovative, creative and efficient manner so students can take more responsibility for their own educational successes. Teachers have the knowledge and skills to integrate information technology into a challenging and interdisciplinary curriculum while addressing students' specific needs and learning styles.

## **INFORMATION AND TECHNOLOGY MISSION STATEMENT**

Through the integration of Wisconsin's Model of Academic Standards for Information and Technology into the curriculum, students will achieve and improve their academic skills. Students will be prepared with 21<sup>st</sup> century skills to address and explore the world problems, educational and career opportunities. Teachers and students will access and use information and technology effectively. Through the collaboration of teacher and specialist, units will be developed and implemented. Staff and students will be provided at anytime and anywhere with high-quality information and technology resources. New Holstein School District will provide a positive and productive environment toward learning while encouraging a sense of personal fulfillment as well as academic and professional achievement.

## **DISTRICT MISSION STATEMENT**

"Student learning is our first priority. We provide strong leadership, innovative curriculum, and integrated technology in a climate of mutual respect. In partnership with the community, we prepare our students for the future."

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## BACKGROUND INFORMATION

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### COMMUNITY AND SCHOOL DEMOGRAPHICS

The School District of New Holstein, located in east central Wisconsin between Lake Winnebago and Lake Michigan, serves approximately 1150 students PK-12 and employs a staff of 180. The district houses students in three buildings: PK-5 New Holstein Elementary, 6-8 Middle School, and the 9-12 New Holstein High School, which also houses the district office.

The School District is composed of 11 municipalities in three counties:

- Calumet County: City of New Holstein, Town of Brothertown, Town of Charlestown, Town of New Holstein
- Fond du Lac County: Village of Mt. Calvary, Village of St. Cloud, Town of Calumet, Town of Marshfield, Town of Taycheedah
- Sheboygan County: Town of Greenbush, Town of Russell

The school district's economic makeup is middle class consisting of manufacturing and agriculture. Per 2009-2010 data, our special education prevalence in the District is 14%. 2009-2010 data show a 27% poverty rate. The District's ethnic makeup is 96% Caucasian, with 3% Hispanic, 1% African American, 1% Asian/Pacific Island, and <1% Indian.

## **INFORMATION & TECHNOLOGY TEAM AND PLANNING COMMITTEE**

The following represents the technology team and planning committee.

- Lori Klotz: Elementary School Teacher
- Trisha Sabel: Middle School Teacher
- Seth Neilsen: High School Teacher
- Lori Lilyquist: Member of Support Staff
- Curt Krupp: Community Representative
- Doug Olig: High School Administrator
- Tim Schmahl: Director of Technology
- Nan Minster: Library Media Specialist
- Chris Nelson: District Administrator
- Joan Steiner: Director of Instructional Services
- Becky Hansen: Business Manager

## **OVERVIEW AND DESCRIPTION OF PLANNING PROCESS**

The technology committee is made up of volunteers from the community, teaching and paraprofessional staff, computer technicians, and administrators. These members represent a broad diversity of perspectives.

The School District of New Holstein recognizes the important role that the library media program plays in helping to realize the technology vision. The LMC staff is involved in the development of the technology plan and continues to be an integral part in the use of technology and information to increase student achievement.

The Information and Technology Committee meets on a regular basis to address district information and technology issues and provides leadership for information and technology planning.

The School District of New Holstein Information (Library Media) and Technology Committee will regularly review and update the 2010-2013 School District of New

Holstein Information (Library Media) and Technology Plan.

A district web page provides access to updated district, building, and teacher's classroom information. The district student information system provides online access to student's attendance, grades, and assignments for parents.

### **COMMUNITY RESOURCES**

Our community resources include the following:

- School-to-work Program
- Youth Apprentice Program through Lakeshore Technical College
- Transcribed courses through Moraine Park Technical College
- Husky Branch: A school-based credit union sponsored by Premier Financial Credit Union
- New Holstein Public Library
- CESA 7
- Reality Check in collaboration with the New Holstein Chamber of Commerce

### **ADULT LITERACY OPPORTUNITIES**

- Social Networking presentation
- NovaNet
- Internet safety presentation
- Community computer literacy course offerings

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## **CURRENT STATUS AND NEEDS ASSESSMENT**

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### **NEEDS ASSESSMENT OVERVIEW**

This Chapter presents the current status and identified needs of the School District of New Holstein and serves as a basis for the Information and Technology Plan recommendations provided later in this report.

### **ANALYSIS OF PREVIOUS PLAN GOALS**

By the nature of technology, many of the goals and objectives identified in the previous technology plan are ongoing, though not necessarily restated as specific goals in the updated plan. Many of the objectives are incorporated into curriculum documents as curriculum committees' review and update their curricula. Access to technology is used to achieve curriculum goals, communicate and collaborate with stakeholders, and assess student learning. Staff development and resources are provided to continually work toward these goals and objectives.

### **PREVIOUS THREE-YEAR GOALS - PROFESSIONAL DEVELOPMENT**

#### **GOAL 1**

**Ensure that all students use information technology effectively and efficiently to improve learning and meet academic standards in all content areas.**

**Objective A:** Implement Information Technology Literacy Standards for students across the curriculum to promote higher order thinking

**Objective B:** Incorporate the Library Media Services as a part of the instructional program

**Objective C:** Provide students with equitable access to technology information

**Achieved & Continuing:** Staff identified the information and technology standards as applied in their discipline. The library media specialists' duties were realigned to support the integration of technology tools in the classroom. Significant gains toward equitable access of technology have been achieved by implementing wireless, interactive whiteboards, student machines in the classroom, and a replacement schedule for hardware.

## GOAL 2

**Ensure that staff uses technology effectively and efficiently in their job assignments.**

**Objective A:** Establish district technology competencies for job assignments

**Objective B:** Provide staff development and training opportunities using a variety of resources and models

**Achieved & Continuing:** A survey was crafted to identify those areas where staff development was needed. Some training was provided to directly meet the needs of staff by teacher in-service and monthly collaboration, using the training-of-trainers model, utilizing mentors, and offering various opportunities for professional growth.

## GOAL 3

**Create and provide systems and resources that support the use/maintenance of technology by students and staff.**

**Objective A:** Ensure optimal technology support and maintenance using a variety of resources and methods

**Objective B:** Provide methods and resources to assist teachers  
Using technology in the classroom

**Achieved & Continuing:** The library media specialists' duties were realigned to support the integration of technology tools in the classroom. Professional development was added to the collaboration schedule for technology.

### **ANALYSIS OF STUDENT PROFICIENCY**

- High School has added 3 transcribed courses in the fields of Information Technology
- Web design course added to course offerings
- The use of rubrics to evaluate student proficiency (**Appendix G: Sample Rubrics Folder**)
- Implemented NovaNet and additional computers for the special needs students

### **ANALYSIS OF EDUCATOR PROFICIENCY**

- Participated in district inservice related to technology in the classroom
- Implementation of online course offerings
- Implementation of READ 180 (Grades 6-12)
- Implementation of Read About (Grades 3-5)

### **ANALYSIS OF EFFECTIVE TEACHING AND LEARNING PRACTICES**

- Curriculum maps showing alignment with technology standards
- MAP testing increases in RIT scores from Fall 2008 to Spring 2009 (**Appendix G: Testing Data Folder**)
- WKCE test score comparisons showing student growth from year-to-year  
<http://www.nhsd.k12.wi.us/curriculum/WKCE%2008-09.html>

## **ANALYSIS OF ACCESS TO INFORMATION RESOURCES AND LEARNING TOOLS**

- Computer Lab registration on network
- Library Media Centers
- Classroom computers
- Computer labs
- Wireless access

## **ANALYSIS OF SYSTEMS SUPPORT AND LEADERSHIP**

- Board Policies (**Appendix E**)
- Grade level benchmarks (**Appendix B**)
- Curriculum Mapping
- Professional Development: workshops, in-service, collaborative work efforts, training-of-trainers, etc. (**Appendix G: Professional Development Folder**)
- Realignment of instructional technology staff job descriptions

## **ANALYSIS OF INFORMATION AND TECHNOLOGY RESOURCES AND FIXED ASSETS**

- Infrastructure details and inventory (**Appendix D**)
- Interactive white boards
- Library Collection (**Appendix** Nan Minster)
- VPN access (**Appendix Tutorial**)

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## GOALS AND OBJECTIVES

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The Information and Technology Planning Committee met throughout the 2009-2010 school year to review data from a technology survey. A list of strengths and weaknesses was developed from the data.

The committee then developed the following goals and objectives to address the needs identified as they relate to the four Wisconsin Information and Technology Focus Areas: 1) Educator Proficiency; 2) Effective Teaching and Learning Practices; 3) Access to Information Resources and Learning Tools; and 4) Support Systems and Leadership, and 21<sup>st</sup> Century Skills.

The goals address and foster student achievement, student and/or staff information and technology literacy through alignment with the district mission statement and strategic plan.

### GOAL 1

**Ensure that all students use information technology effectively and efficiently to improve learning and meet academic standards in all content areas.**

**Objective A:** Implement Information Technology Literacy Standards for all students to promote higher order thinking

**Objective B:** Provide students with increased opportunities to use technology in the classroom

## **GOAL 2**

**Continue to provide systems and resources that support the use/maintenance of technology by students and staff.**

**Objective A:** Ensure optimal technology support and maintenance using a variety of resources and methods

**Objective B:** Identify district technology competencies for all staff

**Objective C:** Provide methods and resources to assist teachers in the integration of technology in the classroom

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## IMPLEMENTATION ACTION PLAN

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**Goal 1:**        **Ensure that all students use information technology effectively and efficiently to improve learning and meet academic standards in all content areas.**

**Objective A:** Implement Information Technology Literacy Standards for all students to promote higher order thinking

**Activity:**     Evaluate the implementation of technology standards across the curriculum.

**Who/How:**    Staff will identify Information & Technology Literacy Standards met or covered in their content areas.

<b>When:</b>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	Develop	Implement	Evaluate

<b>District Budget:</b>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	\$0	\$0	\$0

**Existing Resources:** Curriculum Standards and Information Technology Literacy Standards and collaboration.

**Evaluation:** District curriculum

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**Goal 1:**        **Ensure that all students use information technology effectively and efficiently to improve learning and meet academic standards in all content areas.**

**Objective B:** Provide students with increased opportunities to use technology in the classroom.

-----  
**Activity:** Continued use of the Library Media specialists to collaborate with teachers to develop units and lessons that integrate technology standards into the curriculum.

**Who/How:** District staff and Library Media Specialists will collaborate to ensure integration of technology in their units and lessons.

**When:**        2010-2011    2011-2012    2012-2013  
                  Implement    Implement    Evaluate

**District Budget:**  
2010-2011    2011-2012    2012-2013  
\$0                \$0                \$0

**Existing Resources:** Staff, team time, collaboration time, common planning time, class time.

**Evaluation:** Student surveys, increase in collaborative units between LMS and classroom teachers.

-----  
**Goal 2:** Continue to provide systems and resources that support the use/maintenance of technology by students and staff.

**Objective A:** Ensure optimal technology support and maintenance using a variety of resources and methods.

-----  
**Activity:** Maintain the current support staff for technology.

**Who/How:** Technology Support Staff

<b>When:</b>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	Implement	Implement	Implement

**District Budget:**

	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	\$0	\$0	\$0

**Existing Resources:** Technology support staff

**Evaluation:** Implementation of the plan.

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**Goal 2:** Continue to provide systems and resources that support the use/maintenance of technology by students and staff.

**Objective B:** Identify district technology competencies for all staff.

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**Activity:** Develop training and evaluation tools for staff technology competencies.

**Who/How:** Technology Committee develops the technology competency plan.

<b>When:</b>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	Develop	Implement	Implement

**District Budget:**

	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	\$0	\$0	\$0

**Existing Resources:** Technology Committee and collaboration time.

**Evaluation:** Evidence of staff proficiency in the use of technology.

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**Goal 2:** Continue to provide systems and resources that support the use/maintenance of technology by students and staff.

**Objective C:** Provide methods and resources to assist teachers in the integration of technology in the classroom.

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**Activity:** Add integrator of technology position at the middle school and high school.

**Who/How:** Board of Education

<b>When:</b>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	Implement	Implement	Implement

<b>District Budget:</b>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	\$9,400	\$14,000	\$18,700

**Existing Resources:** Current library media specialist and technology support staff.

**Evaluation:** Evidence of technology integration.

Budget Summary

**School District of New Holstein Information & Technology Plan Budget Summary**

	2010-2011	2011-2012	2012-2013
<b>Software Procurement</b>			
	\$25,000	\$25,000	\$25,000
<b>Hardware, Facilities &amp; Networking Acquisition &amp; Implementation</b>			
Maintain replacement of computers and peripherals as needed	\$50,000	\$50,000	\$50,000
<b>Operations, Maintenance, &amp; Upgrades</b>			
Computer Use Reporting and Surveillance	\$3,463	\$3,463	\$3,463
Student Management System	\$5,130	\$5,130	\$5,130
Spam, Internet, Virus Filtering	\$8,381	\$8,381	\$8,381
Telephone, Data, Video, etc.	\$5,000	\$5,000	\$5,000
<i>Cellular service</i>	\$443	\$443	\$443
<i>Internet access</i>	\$6,744	\$6,744	\$6,744
<i>Local &amp; Long Distance Service</i>	\$12,126	\$12,126	\$12,126
<b>Professional Development</b>			
	\$5,000	\$5,000	\$5,000
<b>Human Resources in Support of Technology</b>			
Library Media Staff	\$65,000	\$65,000	\$65,000
Technology Integrator	\$9,400	\$14,000	\$18,700
Director of Technology and Help Desk	\$146,000	\$146,000	\$146,000
<b>TOTALS</b>	<b>\$341,687</b>	<b>\$346,287</b>	<b>\$350,987</b>
<b>Possible Funding Sources</b>			
District Budget	\$215,000		
Common School Fund	\$16,000		
Erate	\$19,313		
Recurring Technology Referendum Funds	\$100,000		
<b>TOTALS</b>	<b>\$350,313</b>		

Note: Italics indicates Form 471 account items.

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## **DISSEMINATION TO STAKEHOLDERS**

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Reporting the plan's progress to stakeholders involves a variety of methods and media formats.

This Information and Technology Plan will be disseminated to district stakeholders through a variety of means:

- It has been presented to the Board of Education for approval.
- Press releases will be distributed after plan approval to the local district media contacts
- The district will post the plan on the School District of New Holstein web site for access by community members.
- Details of the plan will be presented and explained to district staff members at district and building level staff meetings and through in-service sessions.
- It will further be disseminated through district collaboration. School District of New Holstein Information (Library Media) and Technology Committee will be available to address questions, which may arise regarding this plan.
- Copies of the plan and supporting documents will be available in each district building.

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## **MONITORING, EVALUATION, AND REVISION**

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Monitoring and evaluation of the School District of New Holstein Information and Technology Plan will be an ongoing process coordinated by the School District of New Holstein Information and Technology Committee. The following questions will be answered through the monitoring and evaluation process:

- What methods will be used to evaluate the implementation and effectiveness of the School District of New Holstein Information and Technology Committee?
- How will the results demonstrate effective and efficient investment of public funds?
- How will the results of the evaluation be reported to district stakeholders?

The following illustrates how the School District of New Holstein has monitored, evaluated previous Information and Technology Plans. Based upon the committee's final recommendation many will be incorporated into the process:

1. Documentation of increased information and technology utilization.
2. Evidence of increased technology professional development.
3. Increased use of the media specialist within the classroom and involvement in student learning.
4. Standardization of technology district wide.
5. Documentation of staff technology competencies.
6. Documentation of district wide use of student management software.
7. Information gained in survey assessment tools.
8. Approval process for replacement and/or purchases related to technology.