

2022 - 2025 CORNELL SCHOOL DISTRICT MEDIA (IMC) & TECHNOLOGY PLAN

INTRODUCTION

Wisconsin is recognized nationally as an educational leader bringing innovation, equity, and quality education to its young people and its adult citizens. Its educational system derives its strength from local involvement and management of school districts. This local involvement has allowed for innovation and change based on the needs of the local community, recognizing the connection of the community to a larger regional, state, national, and international community.

Media and Technology are the inescapable companions of the 21st century citizen. Steps we take now to provide equitable access, connectivity, and ample training and support for media and technology in our schools will ensure that Cornell School District's students and staff are proficient in using all forms of technology and that they possess the skills to interact through telecommunications.

The central fact of this decade is the inevitability of change and the need to guide this change in directions that support diversity of learning styles and maximize learning and productivity. Technologies can serve as a catalyst to support our students who will thrive in the 21st century.

This Plan conveys our vision statement, our beliefs in media and technology and our K-12 instructional goals as they relate to media/technology skills. Through this Plan we would hope to provide equitable access to the use of technology to enable students to become lifelong learners. Media/technology in this context includes books, newspapers, magazines, pamphlets, computer, telephone, digital, data, and video systems designed and networked, when feasible, to enhance our District's communication, information processing, productivity needs, and instructional learning.

BACKGROUND

School District and Community Demographics

The City of Cornell is a community of 1,453 people located in the Northeast part of Chippewa County, in the state of Wisconsin. The City is dedicated to maintaining a small town atmosphere and continuing its commitment to improving the safety, welfare, and quality of life for our citizens. This is accomplished by providing responsive public services at a low cost.

The School District of Cornell is a small, rural district serving 392 students in a Pre-K-12 system. There are two school buildings in the city, an Elementary School which serves grades PreK-5, and a Middle/High School serving grades 6-12.

Members of the community of Cornell, which includes the schools, the city government and businesses, are interested in developing a partnership for educational opportunities for the betterment of everyone.

The Cornell School System serves as the social, educational, and cultural hub for the District. Many people in the community consult the School District Calendar before planning large-scale events. Parents and other community members are involved with the district in a variety of capacities over the years, including membership on several facilities and advisory committee meetings.

It is the hope that by working together the partnership of the school and community can:

- * Create better communication between the Schools, City Hall, the Public Library, and Businesses.
- * Provide access to community library resources.
- * Provide career education for the members of the community.
- * Foster use of the Internet and community education through classes offered at the school.
- * Implement schools and businesses working together through school-to-work projects.
- * Expand communication with other school districts to assist in shared classes.

Overview of the Media and Technology Planning Process

Since 1995 there has been an ongoing process of revising this plan and evaluating our needs and where we are with the use of media/technology in our District. This planning has been conducted by the Media Technology Committee with input from the administration, teachers, community members, support staff, students and School Board Members. Inventories have been completed that itemize print materials, hardware and software contained in the district. Teachers filled out surveys on how they have been using technology in their curriculums, and have indicated their own levels of proficiency. Media/technology needs and challenges for the Cornell School District are constantly being identified which include what print materials, hardware and software is needed for our students, trying to determine the best locations for the technology so all students have access, and the adaptation into the curriculums.

In the spring of 1995, the Cornell community passed a referendum to provide a quality, up-to-date, elementary facility. The referendum also included a commons addition added on to the Junior High and Senior High School. With such strong support and commitment the Media Technology Committee was brought together in the fall of 1996 to identify and effectively plan for media and technology applications and also prepare for grant proposals.

In the spring of 2002, the Cornell community passed another referendum to update and remodel many areas of the existing Junior High and Senior High School. This referendum also included a technology component to achieve the goal of a workstation at every teacher's desk and the completion of a wide area network between the Elementary and Junior High and Senior High School.

In September, 2002, the current Media Technology Committee met to discuss the need for a new plan. Long-term goals, implementation strategies, and action plans for the new plan were developed after several more meetings.

From the fall of 2003 till the spring of 2005 we continued to assess the goals and objectives created in the current Media Technology Plan. As a result several policies have been revised or implemented concerning copyright issues, Internet usage, and technology concerns for special needs students.

During the summer of 2005 a workshop offered through the Cray Academy was attended by two Committee Members to get an understanding of what should be included in the Media and Technology Plan. Goals, objectives, and action plans were worked on. During the 2005-06 school year, goals and objectives from the previous plan were analyzed, en-Gauge and other assessment data were reviewed and after numerous hours of reflection, discussion, and meetings a new plan was restructured.

In the spring of 2008 a STNA (School Technology Needs Assessment) survey was given to the teachers. It was used to plan and improve uses of technology in teaching and learning activities. During the summer of 2008 a workshop offered through the Cray Academy was attended by three Committee Members, one School Board Member, and the Superintendent to get an understanding of what should be included in the Media and Technology Plan. Goals, objectives, and action plans were worked on. In the fall of 2008 an eighth grade technology assessment was given to evaluate eighth grade students' current technology skills. From November 2008-January 2009, the Elementary Media Center and the Junior High and Senior High Media Center went through an evaluation process to discard rarely used and outdated resources.

During January 2009, two Committee Members met to write K-6 technology skills that teachers should work on with their students based on the Wisconsin ITLS standards. In February of 2009, students from grades 3-12 took the TAGLIT (Taking a Good Look at Instructional Technology) survey.

During the fall of 2011 a workshop offered through CESA 10 was attended by three Committee Members and the Superintendent to get an understanding of what should be included in the Media and Technology Plan for 2012-2015. Goals, objectives, and action plans were worked on. During the 2011-2012 school year, goals and objectives from the previous plan were analyzed, assessment data was reviewed, and after numerous hours of reflection, discussion, and meetings a new plan was written.

In 2013-14, the district purchased Chromebooks for the middle School students. In 2014-15 students in grades 6-9 had district issued Chromebooks to take home with them; 4th & 5th grade students each had a Chromebook available at school; and 2nd & 3rd grade each had three Chromebooks/classroom.

As of 2018-19, technology devices are no longer sent home as there were far too many machines broken. Both buildings have a saturated wireless network and there are enough chromebooks for all students in grades 2nd-12 to use at school on a daily basis. The senior English class is entirely on-line and there are many other courses available in a digital format in the high school.

We hope to provide a media/technology foundation for our community so all individuals have equal access to a wealth of resources. It is our intention to better prepare all individuals to meet the challenges of an ever-changing world in the Information Age.

Overview of the Library Media Center Program

The District has an Elementary and a Middle/High School Library Media Center. They are staffed with aides who also have non-library related duties. A Teacher/Library Media Specialist provides professional responsibilities as needed. The Library Media Centers are mostly open during the school day and are available for after school programs, extra curricular activities and community meetings.

The Elementary Library Media Center serves grades PreK-5 and classes visit once a week for book check out. Students at the Middle/High School visit their Library Media Center on an as- needed basis and also with classes. Interlibrary loan is available at both sites.

Each Library Media Center contains collections of print, video, DVDs, computer software and magazines. The collection size at the Elementary is 9,266, with an average copyright date of 1995. The collection averages 41 items per student. The collection size at the Junior High and Senior High is 5,691 with an average copyright date of 1996. The collection averages 29 items per student.

In 2009 the Junior High and Senior High Library Media Center was a part of a LSTA Grant to use Follett Destiny as an online card catalog. Money budgeted for the 2009-2010 school year was used to add the Elementary Media Center to the District online catalog. CESA 10 provides support by keeping the collection on their server and performing backups.

During the 2008-2009 school year the Elementary and Junior High and Senior High IMC collections were weeded for out of date materials. During the spring of 2012 the Junior High and Senior High collection was weeded again. Materials were discarded based on their copyright date, relevance to the District's curriculum, and student interest.

A three year plan has been put in place to update sections of the Elementary IMC. Based on the Dewey Decimal System, the 900 section will be evaluated during the plan's first year, adding titles to match the School's history and biography curriculum. The second year will concentrate on the 300 Division, adding titles relating to Social Studies and environmental concerns. Poetry titles from the 800 Division will be a priority for the third year.

A three year plan has also been put in place to update sections of the Middle/High School IMC. During the first year of the plan the Dewey Division 500 will be considered, adding titles to support the School's Science curriculum. The second year of the plan will concentrate on the 900 Division, looking at History and Biography titles. The 700 Division will be updated in the plan's third year, adding sports and recreation titles.

The priority of which sections to update is based on a collection analysis by the Follett Library Company. Titles will be added to the Fiction sections of both collections based on teacher and student requests, series updates, and award winning titles. As reading formats change to include e-readers and tablets, the District will explore the purchase of online titles, audio books, and e-books. School Library Journal book reviews, Junior Library Guild titles, and preview books are used to add titles to both collections.

District Media Technology Committee Members and Stakeholder Representatives

Nicole Modl - Business Education
Sarah Sime – Elementary Education (Kindergarten)
Erica Ruf – Title I
David Elliott – Middle/High School Principal
Karen Schroeder – Middle School
Caroline Hickethier - English
Dr. Paul M. Schley – Superintendent/Elementary Principal
Krista Computers (Joe Schaefer) – Technology Support
Kat Wescott - Business/Community Representative

Community Resources Available

We consider the entire community this District serves as stakeholders of this plan. In the past valuable input about how technology is used in our community has been provided by local community persons, including representatives of the business community and members involved in local governance, primarily through the use of committees. Input and resources have also been obtained from CESA 10, the University of Wisconsin-Eau Claire, and the Chippewa Valley Technical College.

Other technology input has come from the Cornell Public Library, Community Education Program, and after-school program. The Public Library has provided community members with Internet access and job-search tools. Adult computer classes have been provided through the Community Education Program. The after-school program provides added use of technology resources at the Elementary School.

All this input has led us to think in broader terms than just the District's Schools and brought about planning to extend our media and technology development to local citizens, businesses and government. A quality, well-rounded education, supplemented by the proper use of technology, provides and enriches all within the School District in an immediate fashion and has definitive repercussions in areas beyond district boundaries.

MISSION STATEMENT

The Cornell School District will incorporate libraries and technology to inspire and empower students to attain their full potential as life-long learners and productive citizens of a global community. The use of technology will be curriculum driven and should be equitably integrated into the school environment by providing up-to-date technology so that students and staff can:

- expand their knowledge bases;
- improve their critical thinking, problem solving, and decision making skills;
- access, analyze, evaluate and communicate information in expedient, efficient, and creative formats;
- work ethically, independently, and collaboratively with a diverse and changing population both within the classroom and school, and beyond - across school, state, national and international boundaries.
- improve instructional strategies to increase student achievement regardless of ethnicity, socio-economic status, learning styles, or abilities;
- accurately and efficiently assess, monitor, and communicate student progress;
- continually improve professional skills;
- collaborate through sharing of skills and resources with colleagues, both within the local school system and beyond;
- demonstrate leadership and vision in the use of libraries and technology to increase student achievement and staff productivity

VISION STATEMENT

The Cornell School District recognizes that the primary mode of delivering information to students will take more than just using computers and other electronic devices. Information and communication

resources need to be provided wherever learning takes place and our students need to have the skills necessary to operate increasingly technologically oriented tools. By including media/technology as a component of a well-balanced PK-12 program, the Cornell School District will provide students with the opportunity to develop learning skills through the use of libraries and technology for employment and lifelong learning. Teachers, administrators, and support staff will become more efficient and effective in facilitating and managing the learning environment.

Analysis of Educator Proficiency

The staff is including technology-based learning in support of the lesson planning and curriculum-design process. Technology use has moved beyond mechanical. The staff is aware that technology can help meet the needs of special needs students.

Analysis of Student Proficiency and Effective Teaching and Learning Practices

- Currently students are assessed as to their technology/information skills as a routine part of the regular curriculum. Students are asked to demonstrate their technology/information skills by completing a variety of projects at all grade levels.
- In grades K through 5 the amount of computer instruction varies and averages between 15 to 60 minutes a week depending on the grade and the teacher. Teachers emphasize using technology as a tool to enhance knowledge and achieve greater understanding. The use of word processing, multimedia tools and Internet research are becoming more integrated into the elementary curriculum.
- Middle School students use computers on a daily basis.
- High School students are exposed to different levels of technology through the use of computers in all course work. Students are offered an opportunity to take a full semester of word processing through an Information Processing class during grades 9-12. They learn to create and format a variety of documents, techniques in editing written work, and how to type reports with or without footnotes/endnotes, bibliographies, title pages, letters, memos, columns, tables, and outlines.
- As part of their graduation requirement, students are required to take Computer Applications at the high school level. Computer Applications is a beginning course designed to help students specialize in database, spreadsheet, word processing, multimedia and Internet applications.
- Other curricular areas strive to make sure that students that attend school at Cornell are given ample opportunities to hone their technology skills. We feel that students who graduate from Cornell have many of the essential technology skills to make them productive members outside the walls of their High School. Students leave here with fundamental knowledge in word processing, spreadsheets, electronic communication, Power Point, and graphical design.
- Distance learning classes are offered for college credit. Online classes are offered for remedial as well as college credit. Blended classes using Moodle have also been implemented in the Elementary and Middle/High School.

Access to Information Resources and Learning Tools

Software Priorities

Administrative and Management

The Skyward Payroll & Accounting System software has been incorporated into the administrative and management network for payroll, accounting, budget development, and record keeping. Starting with the 2013-2014 school year Infinite Campus has been incorporated for student attendance and tardiness, grading, and scheduling. The lunch system also uses Infinite Campus.

Communications and Information Access

The District maintains a web server and a comprehensive web page. All District employees have Google email and Internet access. The District is continually adding information to its web page. All of the District's classrooms have the availability of network and Internet access.

The distance learning facilities and equipment have been in place since the fall of 1999. The Cornell School District is a part of the WIN network. At the present time eight hours per week are scheduled for distance learning classes. Distance Learning and Internet access is being provided to the Cornell School District through a DS3 connection to an Internet Service Provider (WiscNet). Distance Learning is provided by the BadgerNet converged network (BCN). Two Polycoms were purchased for additional distance learning opportunities.

The Internet will be accessed by using a cost free Internet browser, Internet Explorer 10.0 or higher.

District library software uses Destiny for library automation, online catalog, and providing students access to library resources. Through Badgerlink the students can use magazines and journal articles.

All classrooms have telephone, intercom, email capability, and SMART Boards. Video transmission links are available to all classrooms.

All World Wide Web traffic originating from within the District's network is first logged by a proxy server and then forwarded to a WiscNet downstream proxy running "8e6 Technologies" Internet filtering software. Internet filtering is implemented to assure compliance with the Children's Internet Protection Act and will remain in place as long as discounts received from the universal service fund require its presence.

The District's network servers and workstations are protected by Norton antivirus. Additionally, all incoming email is filtered through WiscNet's Postini service. This provides an additional layer of antivirus protection and filters unsolicited email and SPAM.

The School District provides access to student information through a secure website. Parents can access student attendance, grades, and discipline information from the District's website. Parents and students in grades 5-12 can access their current grades via IC. Other information that is available on the website includes school and sports calendars, staff email addresses, teacher websites, and links to educational resources. The School website is updated as necessary by a school webmaster. Included on the school's website are Handbooks, Polices, Breakfast/Lunch Menu, and scholarship information.

Instructional and Curricular

The School District supports Microsoft Office Products for productivity software including: Microsoft Word, Excel, Access, and PowerPoint.

In order to ensure that appropriate software is purchased to support the curricula, the following guidelines will be used:

1. Software must be compatible with District hardware.
2. The technology will complement and extend the instructional process.
3. The software will achieve the right mix between student engagement and learning.

Software will be accessible to students with handicapping conditions. Assistive technology will be provided as appropriately identified by the IEP process.

Hardware, Facilities, and Network Priorities

Hardware: Workstations and Peripherals

Software needs have dictated computer platforms in the past. Google Docs are the technology platform of choice.

Local workstation

Each network computer will be equipped with a standard and predictable user interface and appropriate management, communications and application software.

PC's

- at least 8GB RAM
- at least 80 GB local hard drive
- appropriate keyboard for function
- graphical user interface
- Network Interface connection
- Standard Operating System – Windows 10

Cornell School District will implement purchase standards and connection protocols for other peripheral devices, including, but not limited to the following:

- digital cameras and digital video camcorders
- video and television adapters.

Cornell School District will continue to use and support equipment which falls below these standards, as long as the equipment functions adequately. To reduce the demands on support and network management resources, as well as enhance the functional level of equipment available for use, Cornell School District will have as a priority to decommission and, if needed, replace this equipment after it's determined that the equipment no longer has any functional use for the district. Decommissioned or discarded equipment is properly disposed of at a licensed recycling facility or donated to an organization if it still has useful life.

Facilities: Network design

The School District has a 100.0 megabit connection to the Internet. The wide area network will facilitate the creation of a Community Intranet, linking the educational facilities for purposes of information access and sharing, and will enable all facilities to share a common Internet connection. For the Cornell School District, the Technology Support Person will moderate access for pupil use of the Internet and access to the full Internet for teachers and other school personnel.

The classroom networking in the Middle/High School and Elementary consists of category-5 100 mb/s Ethernet for Administrative and Instructional Computing and future long distance learning capabilities. There is a minimum of 2-3 wall or floor jacks per classroom with multiple locations in labs and offices. The backbone of the network operates at 1,000 megabit, using copper cable for short distances and fiber optic cable for long distances. A 6 pair single-mode fiber links the Middle/ High School building with the Elementary.

The District local area network consists of HP ProCurve Switches, and three servers:

- Microsoft Windows 2008 R2 file server for staff, students, and administrative documents, Active Directory domain controller, and Symantec Endpoint Protection 11 antivirus
- Microsoft Windows 2008 R2 with Exchange 2010 email for staff, secondary domain controller, Deep Freeze computer management. This hardware also runs the free VMWare Server 2.0, hosting a virtualized Ubuntu Web Server with CMS Made Simple for the School Website, and a virtualized Scholastic Server running Scholastic Reading Inventory.
- Microsoft Windows 2008 R2 Data Backup Server, with a 12 cartridge robotic tape library and 400 gigabyte native capacity (LTO-3) per tape. This Server is kept separate at the Elementary Building two city blocks away from the Junior High and Senior High School, providing a measure of offsite disaster protection for data stored on the main servers at the Junior High and Senior High School.

In 2014 the district switched to a VoiP phone system.

The buildings also have comprehensive voice intercom systems, with two-way speakers in every classroom and public address speakers in the hallways and common areas, and on the exterior of the buildings. The two intercoms are independent of each other and independent from the phone system.

Building and Classroom Wiring Standards

The following standards will be used:

Network Wiring

Unshielded Twisted Pair (UTP) certified at 100 MHz for 15 yrs.
at least Ethernet 10/100

fiber optic backbone – Cornell School District will consult with communications technology providers to develop standards for fiber optic wiring and electronics.

Conduit Installation

Must comply with the NEC (National Electric Code), Local Building and Electrical Code.

Conduit Installation Contractor:

Must be licensed (C-13)

Must comply with state guidelines

Power Requirements

Regular Classroom

Two dedicated 20 amp circuits

Video Cable

The Cornell School District has worked with video cable providers to assure a building-level access point for each Cornell School District building.

Each appropriate classroom or instructional center has been equipped with a programmable television monitor connected to the cable system.

The Cornell School District will investigate expanding video reception and distribution capabilities to include satellite, wireless cable, two-way interactive and other technologies, such as data network video, as may be appropriate to the mission of the School.

Status of Computer Inventories

Cornell Elementary serves a student population of 201 students. There are 156 computers distributed among the grade levels, EEN, Speech, IMC, and Title I areas. Currently of the computers listed above there is one computer lab consisting of 21 PC workstations. The lab is connected to a LAN using the same file servers used by the Middle/High School. Each classroom also has a PC for teacher use. The 2nd- 4th grade students each have a Chromebook available for use. All computers are provided Internet access using an Ethernet connection.

Cornell Middle/ High School serves a student population of 196 students. There are 13 PC's for students in the IMC. The individual teacher PC workstations in classrooms are connected to a LAN using one file server. Internet access is provided for each computer using an Ethernet connection. There are enough chromebooks for each student to use in school in the classes that use devices.

All software inventories will be kept with the Technology Support Administrator and District Media Specialist. An outline for the network wiring structure for both schools will also be kept with the Technology Support Person.

Analysis of Support Systems and Leadership

Systems support and leadership continue to evolve in the Cornell School District. As budget resources continue to become scarce, it is becoming increasingly difficult to commit adequate funding and resources to support and leadership. With district budget cuts, it is inherently difficult to remain progressive in the area of information and technology.

The Cornell School District Administrators are supportive of the integration of information and technology into instruction. They recognize effective integration techniques and financially support initiatives that

support District curriculum goals. Our Administrators find the use of technology critical in their personal lives and are highly dependent upon it at work. The mission critical nature of information and technology is beginning to be realized as Administrators are involved with initiatives that are facilitated by the use of technology.

Policies and Procedures are Updated

District policies and procedures are routinely reviewed and updated as needed by Administrators and the School Board. Current Technology and Library Media Policies and procedures are included in the Appendices.

Existing Professional Development

Accelerated change, increased volumes of knowledge, new technology, and additional insights in education present new problems and promises for all teachers. Currently we have an in-service structure that provides days for scheduled in-service during the school year.

Alignment of ITL Standards

A matrix of K-5 technology skills based on Wisconsin ITL standards has been developed and can be used for teachers/staff to align within their curriculum. A continuing goal for the plan is to continue this process for grades 6-12. The Cornell School District advocates the integration of technology into the learning process, and promotes the acquisition of information literacy skills by all students.

Educational Technology Support Staffing

The School Library Media Centers in both the Elementary and Middle/High School are staffed by library aides. Professional responsibilities are provided on an as needed basis by a Teacher/Library Media Specialist.

Currently the Technology Committee oversees the coordination of technology activities. The School District employees Krista Computers for all technology needs.

Resources and Fixed Assets

Learning Tools

The School District of Cornell offers students the opportunity to use Windows Operating Systems. While budgets have been tight, the district has been able to maintain and enhance the quality of the technology infrastructure by purchasing network switches and servers as needed for expansion.

The District Bookkeeper keeps a current inventory of the technology assets for the district. Computer equipment is recycled as needed and removed from the inventory.

As stated in earlier sections each teacher in the district has in their classroom an up-to-date computer with Internet and e-mail access. Hardware purchases are ongoing and are reviewed and approved by the District Administrator. All technology purchases are approved and inventoried by the District Administrator.

The Elementary School has one computer lab that is PC-based and the Middle/High School has one Windows-based labs.

Instructional Resources

Students have access to a large variety of software titles. Acquisition of software is primarily accomplished through committees and individual teachers with input from the technology staff and the Library Media Specialist. Software titles are kept in an inventory by library aides.

Library Media/Research Software

Destiny Software, Badgerlink, Elementary Web Path Express

Library Media Inventories

Books, periodicals, AV materials, Computers/Printers, Digital cameras (still and video), Multimedia/digital projectors, VHS, CD and DVD players, Overheads, Televisions, Poly Cams

E-Rate (Telecommunications Act of 1996)

The School District of Cornell currently applies for and utilizes e-rate discounts and reimbursements for telecommunications service including, but not exclusively, for basic phone service, long distance service, cellular phone service, and Internet access.

Cornell School District Implementation Action Plan #1

Need Statement	More teachers, students, and community members are utilizing the existing resources and opportunities of the Computer Labs, Library Media Center, and classrooms, but a need exists to assess our use of technology and its integration into the curriculum.
Goal	To use existing technology resources to improve performance, access, and productivity for all stakeholders.

Activities or Resources	Person /Team Responsible	Timeline Start --- Finish	Budget: Expenditure & Source	Success Indicators
Continue to provide access to Computer Labs, Library Media Centers, and online resources to allow staff and students to meet curriculum needs.	Teaching staff, Library Media staff	Ongoing	No funding needed	Staff will be able to access computer labs and IMC for student learning. Schedules will be saved to document use.
Improve school web pages to include parent, student, and teacher links. Plus links for policies, resources, and reference sites.	Teaching staff, Tech Support, and Administration	Ongoing	No new funding needed	More teacher links, policies, resources, and references are included in the School District web page for all stakeholders to use.
Offer Community Education classes in computers and other technology.	Community Education Coordinator	Ongoing	No new funding needed	Community Education brochures

Relevant Policies to Review that may have impact on Goals, Objectives, and/or Activities	Internet Acceptable Use policy. Web Page Policy
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Cornell School District Implementation Action Plan #2

Need Statement	There is still a need for teachers, administrators, and support staff to have and know how to use appropriate technologies and software.
Goal	The Cornell School District will provide professional development opportunities to increase the technology competencies of all Cornell School District educators so that research-based strategies and the effective integration of instructional technology

	systems can be used to enhance learning and increase student achievement.
Objective(s)	The district will provide self-evaluation and in-service programs that model information literacy skills and higher level thinking skills to increase the knowledge of best practices in implementing technology.

Activities or Resources	Person /Team Responsible	Timeline Start --- Finish	Budget: Expenditure & Source	Success Indicators
Coordinate informal technology in-service for staff members based on curriculum and Wisconsin Information and Technology Literacy Standards.	Staff and Administration	Ongoing	No new funding required	Participant logs
Collaborate among staff and Library Media Center staff to provide orientation to teachers on library information and technology resources and practices.	Teaching staff, Library Media staff and Administration	Ongoing	No new funding required	Participant logs
Provide in-service training in developing rubrics for assessing technology based student products.	Staff members and CESA 10 staff	Ongoing	In-service budget	Collections of rubrics developed
Staff will review current technology benchmarks to ascertain if they meet the Wisconsin ITLS standards.	Staff and Administration	Ongoing	No new budget needed	Data gathered to determine if students are at the proficient level.
Provide training and facilitate the development of online activities; including messaging, receiving and submitting assignments, threaded discussions, and cloud computing.	Technology Committee, Staff, Administration	Ongoing	No new budget needed	Lesson plans demonstrating the use of an online activity.

Cornell School District Implementation Action Plan #3

Need Statement	Even though the Cornell School District provides information in many traditional ways, there is still a need to maintain or upgrade the infrastructure used to communicate information between the School District and the people they serve.
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Goal	Maintain current communication with stakeholders.
Objective(s)	<ol style="list-style-type: none"> 1. The District will continue to provide a reliable, cost-effective, and secure technology and telecommunications infrastructure that supports the learning, teaching, and administrative goals of the District. 2. The School District web page will continue to be updated regularly to provide information for upcoming events, new school policies, and other School District information for students, staff, community, and others outside of the community of Cornell. 3. The District will provide assistive technology solutions for students with special needs to help them access information and technology resources.

Activities or Resources	Person /Team Responsible	Timeline Start --- Finish	Budget: Expenditure & Source	Success Indicators
File server software updated for all servers.	Technology Support Person	Ongoing	Regular Budget	All file servers reviewed and updated.
Continue to add more policy information and other important School District information to the School web site.	Administration	Ongoing	No new budget required	Web pages developed and on-line.
Upgrading infrastructure for wireless communication.	Administration	Dependent upon E-rate		

Cornell School District Implementation Action Plan #4

Need Statement	After reviewing our needs assessments a gap has been identified between our curriculum and the integration of 21 st century skills and technology standards. Many of the standards are not being addressed.
Goal	All students will demonstrate the mastered use of technology to access, process, organize, communicate and evaluate information.
Objective(s)	Increase student's information and technology literacy skills.

Activities or Resources	Person /Team Responsible	Timeline Start --- Finish	Budget: Expenditure & Source	Success Indicators
Instruction and integration of technology skills and online activities; including messaging, receiving and	Technology Committee, Staff, Administration	Ongoing	No new budget needed	Lesson plans demonstrating the use technology and

submitting assignments, threaded discussions, and cloud computing.				online activities.
Technology Classes	Staff	Ongoing	No new funding needed	Middle/High School Curriculum
Continue to incorporate assistive technology to ensure students receiving the special needs services will be empowered to maintain or improve their functional capabilities.	Special Needs Staff	Ongoing	Fund 27	Accomplish goals set up through IEPs.

Relevant Policies to Review that may have impact on Goals, Objectives, and/or Activities	Internet Acceptable Use policy.
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Dissemination to Stakeholders

The School and the staff within the school will be informed of the Technology Plan by placing it on the district web page and being e-mailed of its update for their perusal.

The Community will be informed in two ways. First, the plan will receive School Board approval at an open School Board Meeting. Second, the plan will have a link on the School District's webpage for all stakeholders to access over the Internet.

Adult Literacy Opportunities

The Cornell School District and Community are solidly committed to providing library and technology services to our adult citizens. This was strongly recommended and enthusiastically endorsed by the faculty and Board of Education.

The Cornell School District currently offers adult classes on Internet access and other computer applications to our adult community. The classes are conducted in the computer labs at both the Elementary and Middle/High School. Instructors are Cornell faculty, CVTC instructors, or Community Education staff. Tuition may be charged to cover the cost of the instructor. The School District will provide free use of the computer lab and access to the Internet.

Among the District's long-range adult literacy goals are the following:

1. Continued adult classes on Internet and computer applications.
2. To utilize the potential for adult use of the distance learning classroom at the Cornell Middle/High School.

Adult literacy is one of the ways the Cornell School District has given back to the community it serves. This section has attempted to articulate current initiatives, as well as look to new ways of providing these and other adult literacy services.

Assessing, Evaluation, and Revision

Responsibility for assessing and evaluating the progress of implementation of the District's Media and

Technology Plan will rest with the Board of Education, District Administrative Staff, and the Media Technology Committee. The Media Technology Committee will meet annually each fiscal year, to monitor and review the Technology Plan for the strategies of the coming year.

When the Media Technology Committee meets they will consider the following:

- Implementation activities
- Technology utilization patterns
- Staff development activities
- Community involvement
- Timeline
- Curriculum initiatives
- Hardware and software needs
- Acquisition of technical skills by average system users

The Cornell Board of Education will be responsible for providing the local district funding in accordance with the budget plan, for encouraging staff in the development and use of technology in their classrooms, and for holding staff accountable to the goals and implementation strategies outlined in this Media and Technology Plan.

Evaluation information from staff members, the Media and Technology Plan and the Media Technology Committee will be used for ongoing evaluation and planning

The Cornell Media and Technology Plan will be considered a living document and, as such, will be subject to ongoing review, evaluation and extended planning. At the beginning of each school year, the Media Technology Committee will review the plan; establish new goal(s) if needed and develop a timeline with related activities. The plan may be for one school year or, if warranted, for ensuing school years. By establishing this yearly review and revision process, the Media Technology Committee will preserve the integrity of the plan.

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