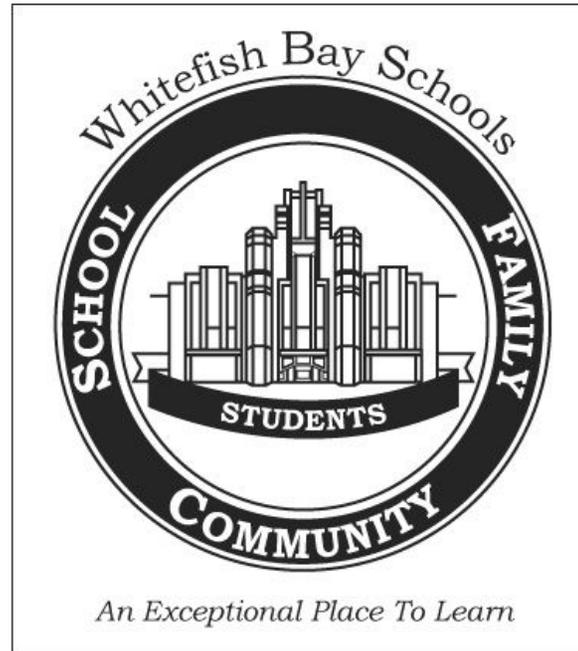


# School District of Whitefish Bay Technology Plan



2017-2020

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# Introduction

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Wisconsin Department of Public Instruction (DPI) does not currently require school districts to submit a technology plan (officially, an Integrated Library Media and Technology Plan), and there is not currently a certification process or requirement. However, eligibility for future technology-related grants may be contingent on district participation in digital learning planning activities, which will be designed to support your district's planning process.

In addition, statute requires all districts to submit a Common School Funds plan, and to create a "Plan for Library Services." We are still developing the required content and formats for these plans, and will notify districts as soon as these are available.

DPI plans to provide tools and guidance to help you develop, structure, write, execute, and track your district's next plan. You will have flexibility to shape and use it in the ways that you see fit, so that you can advance your district's integration of technology into learning, and make your plan a part of your district's strategic plan.

The tools and guidance that DPI will provide include:

- Providing the Future Ready framework to all districts as a planning tool;
- Providing guidance in using Future Ready surveys to assess where your district stands within each of seven key areas of the framework;
- Providing guidance in using the survey results to determine next steps for your district plan in each of the key areas;
- Gathering and providing information for every district about its broadband, internal network, and digital learning environment;
- Benchmarking this data against previously collected data, and refreshing it annually, so that we can measure progress throughout the state in critical areas including broadband availability and cost, wireless availability, and mobile device integration into teaching and learning;
- Providing easy access to this data to all Wisconsin districts, to create opportunities for districts to identify, visit, and learn from each other;
- Providing guidance on what districts should include in the plan for library services that they keep on file at their districts (as required by statute).
- Providing a website that districts can use to post policies, plans, and other resources to facilitate sharing with and learning from other districts.

The Future Ready Schools (FRS) initiative continues at a critical time as districts both embrace college and career readiness as the goal for all students and recognize the potential of digital tools to help teachers personalize learning for each student. FRS provides districts with resources and support to ensure that local technology and digital learning plans align with instructional best practices, are implemented by highly trained teachers, and lead to personalized learning experiences for all students, particularly those from traditionally underserved communities.



At the heart of Future Ready and the Planning Dashboard is the *Future Ready Framework*, a robust structure for digital learning visioning, planning, and implementation focused on *Personalized Student Learning*. The *research-based* Framework emphasizes collaborative leadership and creating an innovative school culture. All content focuses on seven key areas (called gears), plus leadership, each of which are addressed during the comprehensive planning process. This framework keeps student learning at the heart of all decision-making.

- *Curriculum, Instruction, and Assessment*
- *Personalized Professional Learning*
- *Robust Infrastructure*
- *Budget and Resources*
- *Community Partnerships*
- *Data and Privacy*
- *Use of Space and Time*
- *Collaborative Leadership*

## Development Process and Timeline

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Utilizing the FRS dashboard and hub, our District accessed various FRS self-assessments and received customized reports to guide our development and implementation of this systemic action plan. The assessments were completed in the January-March 2017 by the Teaching and Learning and Administrative Councils. In May 2017 the Teaching and Learning Council reviewed a DRAFT of the plan. That provided multiple stakeholder feedback including administration, teacher and community. Other features of the FRS Hub include (1) online resources crafted by local leaders and experts associated with more than forty national partner organizations (listed below), (2) webinars and massive open online courses (MOOCs), (3) conference connections, (4) information about district exemplars, (5) a community of mentoring districts, and (6) support for districts as they track progress while implementing plans.

In 1993, the State of Wisconsin enacted legislation that placed restrictions on a school district's ability to raise the property tax levy. Taxpayer approval through a referendum process is necessary for school districts to exceed this legislatively imposed limit. In circumstances where new program needs, staffing changes, or cost increases exceed current available resources, cutbacks in funding for present programs or use of operating reserve is required. Since 1993, the replacement of technology has been handled through the use of operating reserve. The School Board has made this allocation after the audit is finalized and available resources are known. As a result of this legislation the resources needed for the replacement cycle plan for infrastructure and curricular needs will need to be determined. The District will have three choices: 1) cut existing programs to fund, 2) approve an operating referendum to increase revenue, or 3) continue to fund these expenditures through the use of operating reserve.

## Review of 2012-2016 Technology Plan

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Since the reorganization of the technology department in the summer of 2015, improvements have been made in technology infrastructure and support. At that time, the computer system was migrated from Novell to Windows, and all staff was moved into our Google domain for email. Students were already in this system, so this migration brought all district users into the same domain, streamlining communication and collaboration among teachers and students.

In addition, satisfaction with the quality and speed of support for technology issues has improved dramatically. Teachers and students are surveyed each year using the Clarity tool from Brightbytes. According to the data collected in spring of 2017, 87% of teachers report that technology problems disrupting instruction are resolved within 24 hours, with 63% reporting these issues are resolved the same day. In data before the restructuring in spring of 2015 only 38% of teachers indicated problems were resolved within 24 hours and 15 % reported technology problems were resolved within one day. The 2017 data show that 66% of teachers report that the quality of support is above average or excellent, an increase from 8% in spring of 2015. With improved infrastructure and support in place, we are looking at this technology plan as a fresh start to move us forward.

# Goals, Objectives, and Action Plans

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**Goal One:** Provide the school community with reliable infrastructure and equitable access to technology resources and devices for teaching, learning, and productivity.

**Objectives:**

1. Develop a flexible multiple year replacement cycle plan for infrastructure and equipment based on curricular needs.
2. Determine the standard for technology in each classroom and staff member to ensure equitable access to technology equipment throughout the district.

**Related Future Ready Framework Gears:**

- Robust Infrastructure
- Budget and Resources

Objective Number	Action Step(s)	Timeline (Start & Finish)	Who is Responsible?	Resources Needed	Measure of Completion
2	Develop a WFB technology integration rubric and walk-through checklist	Fall 2017- Winter	Coordinator of Instructional Tech and LMCs	Exemplars	Rubric and checklist created
2	Complete technology walk-throughs and/or teacher surveys related to technology integration.	May 2018- Ongoing	Coordinator of Instructional Tech	Exemplars	Data collected and analyzed
2	Establish classroom standards for technology that are appropriate for each grade level and department.	Fall 2017	Technology coordinators	Survey data and WFB staff	Standards established
2	Determine if the established district student technology competencies require additional technology at certain levels.	Fall 2017	Technology coordinators	Survey data and WFB staff	Data collected and analyzed
2	Establish technology standards for unique District roles (ie...school psychs, coaches, administrators) and locations.	Winter 2017- June 2017	Technology coordinators	Survey data and WFB staff	Data collected and analyzed
1	Create an inventory of purchase dates and locations for chromebooks, and iPads.	On-going	Technology coordinators	Time	Inventory created

1	Develop a replacement cycle and infrastructure plan which includes the above determined classroom and unique role and locations standards.	Fall 2017- On-going	Technology coordinators, K-12 Staff	Time- Yearly B&G Requests	Cycle and plan created
1	Implement and refine the replacement cycle and infrastructure plan.	On-going	Technology coordinators, K-12 Staff	Time- Yearly B&G Requests	Cycle and plan implemented

**Goal Two:** Ensure that sound data governance policies and procedures are developed and implemented to ensure the privacy, safety, and security of confidential data sets.

**Objectives:**

1. Create and/or refine District Board policies and procedures related to data privacy, safety, and security, addressing collection, digital storage, reporting, passwords and the transmission of data; including the usage of data, technology, and the Internet by the people using them.
2. Educate staff, students, and community on data privacy policies.
3. Establish a regular review process for these policies and procedures.

**Related Future Ready Framework Gears:**

- Data and Privacy

Objective Number	Action Step(s)	Timeline (Start & Finish)	Who is Responsible?	Resources Needed	Measure of Completion
1	Identify a digital safety and privacy team (DSP) to work on creating policies and procedures.	Sep. 2017	Admin tech team	Time	Team members identified
1	Review and refine digital safety policies including acceptable use, devices, and social media.	Sep. 2017 - May 2018	Digital Safety & Privacy (DSP) Team	Time (legal review?)	Policies revised and approved
1	Review both physical and digital access points for compliance with privacy and security standards.	Sep. 2017 - On-going	DSP Team, Technology coordinators	Time	Access points reviewed and necessary changes made
1	Create incident response plans for digital incidents.	Sep. 2017 - May 2018	DSP Team	Time	Final incident response plans
2	Develop ongoing professional learning for staff and age-appropriate digital citizenship and privacy lessons for students.	Sep. 2017 - On-going	Library Media Team	Time	Modules created for teachers and scope and

					sequence for students
2	Develop ongoing professional learning for staff around new or revised District policies and procedures for digital privacy and safety.	On-going	Digital Safety & Privacy (DSP) Team	Time	Attendance roster
2	Create and launch an information site for parents regarding their rights in relation to data collection and federal law, as well as resources for digital privacy and safety.	Fall 2017	Coordinator of Instructional Tech	Time	Site live on school website
2	Work with the Board Ad Hoc- Parent Education Committee to host digital safety and security session for parents.	Spring 2018	Ad-Hoc PEC, Coordinator of Instructional Tech	Time	Attendance roster
3	Establish a regular review process for these policies and procedures.	May 2018	DSP Team	Time	Review document created

**Goal Three:** Define and integrate the Global, Media, and Digital Literacy competencies into the curriculum to ensure students develop the necessary competencies to be successful in our global society.

**Objectives:**

1. Develop staff and student technology competencies aligned to the ISTE standards.
2. In collaboration with the Library Media team and classroom teachers, plan for and integrate the competencies into the curriculum.
3. Assess the implementation of the competencies and support staff through purposeful and targeted professional learning.

**Related Future Ready Framework Gears:**

- Curriculum, Instruction, and Assessment
- Use of Space and Time

Objective Number	Action Step(s)	Timeline (Start & Finish)	Who is Responsible?	Resources Needed	Measure of Completion
1	Share the DRAFT of the student technology competencies to all 4K-12 staff and allow time for feedback.	August 2017	Director of Teaching and Learning and Coordinator of Instructional Tech	Time	Survey released
1	Finalize student competencies based on survey feedback.	Fall 2017	Coordinator of Instructional Tech, LMCs,	Survey	Survey complete and data analyzed, competencies

			and TLC		revised
1	Develop and implement a staff survey (developed by competency strand) to determine professional learning needs to implement the required student competencies.	Winter 2017- June 2018	Coordinator of Instructional Tech and LMCs	Exemplars Time	Survey complete and data analyzed
1	Using the survey data and ISTE standards, create staff technology competencies. Competencies should be specific to job.	Fall 2018- May 2019	Coordinator of Instructional Tech, LMCs and TLC	Exemplars Time	Competencies complete
1	Share the DRAFT of the staff technology competencies to all staff and allow time for feedback.	August 2018	Director of Teaching and Learning and Coordinator of Instructional Tech	Time	Survey released
1	Finalize competencies based on survey feedback.	Fall 2018	Coordinator of Instructional Tech, LMCs, and TLC	Survey	Survey complete and data analyzed, competencies revised
2	Identify which student technology competencies will be integrated in the library/media classes and which will be the responsibility of classroom/course teachers.	Spring 2018	Coordinator of Instructional Tech, LMCs, and TLC	Time	Integrated units of study created
2	Implement the student technology competencies with 4K-12 staff through integrated Units of Study.	August 2018 - On-going	Director of Teaching and Learning and Coordinator of Instructional Tech	Time	Units of study implemented- Walk-through
3	Offer self-selected technology professional learning options based off of staff needs survey and the new staff technology competencies.	August 2018 - On-going	Director of Teaching and Learning , Coordinator of Instructional Tech, Coordinator of Professional Learning	Time	Participation and selection data
3	Measure and refine staff and student competencies based on implementation data (Clarity Survey).	On-going	Coordinator of Instructional Tech, LMCs, and TLC	Time	Yearly revised competencies if appropriate
3	Update 4K-8 grade report cards to include the most essential student technology competencies.	Fall 2017- Summer 2018	Director of Teaching and Learning and Elementary Grading and Reporting Committee	Release time	Report cards complete for 2018-2019 implementation
3	Create an interactive website for teachers to reference the Global, Media, and Digital Literacy standards and access resources and examples.	Summer 2018- On-going	Coordinator of Instructional Tech and LMCs	Time	Website complete

3	Expand the badging pilot professional learning program to include how it might actually be implemented.	Fall 2017- June 2018	Coordinator of Instruction Tech and Coordinator of Professional Learning	Time, Badging program	Pilot complete
3	Measure the success of the expanded badging pilot professional learning program and decide about the potential of district-wide implementation.	Summer 2018	Coordinator of Instruction Tech and Coordinator of Professional Learning	Feedback and Time	Decision regarding implementing badging/micro-credentials
3	Provide responsive, job-embedded professional learning opportunities for all employees (specifically focusing not just on teaching staff) to improve skills that relate to their areas of work.	Fall 2019- June 2020	Director of Teaching and Learning , Coordinator of Instructional Tech, Coordinator of Professional Learning	Time	Participation and selection data

**Goal Four:** Ensure teaching practices integrate the competencies and/or the seven thriving dispositions.

**Objectives:**

1. Create a process so staff can request resources for innovative teaching practices and for integration of the seven thriving dispositions.
2. Have a supported environment for all employees in utilizing technology, innovative teaching practices, and the seven thriving dispositions..
3. Align LMC staff roles, responsibilities and schedule to ensure a supportive and innovative environment.

**Related Future Ready Framework Gears:**

- Personalized Professional Learning
- Community Partnerships

Objective Number	Action Step(s)	Timeline (Start & Finish)	Who is Responsible?	Resources Needed	Measure of Completion
1	Develop and pilot a district process for innovation around the seven thriving dispositions : Passion Project Proposals Process.	Fall 2017 - June 2018	Director of Teaching and Learning, Administrative Council	Time	Process complete
2	Establish Community of Practices around either specific strategies and/or specific thriving dispositions to allow for innovative practices to develop throughout our school system.	Fall 2017 - June 2018	Director of Teaching and Learning, Administrative Council	Time	Communities of Practice are established

2	The <i>Seven Thriving Dispositions</i> need to be the focus of the classroom culture and structure using the Danielson Framework. The District needs to identify the components in the Framework that align to the thriving dispositions.	Fall 2017 - June 2018	Director of Teaching and Learning, IRCs, Administrative Council	Time	Alignment document created
2	Showcase the work...the “pockets” that have the <i>seven thriving dispositions</i> being utilized consistently and intentionally.	Fall 2017 - On-going	Director of Teaching and Learning, Administrative Council	Time	Videos, website, etc...are showcased
2	<i>Thriving dispositions</i> need to be aligned and strategic in Board, district and building goals.	On-going	District Administrator, Cabinet and Administrative Council	Time	Integration of the dispositions in the goals
1	Implement and refine a district technology staff request process (form)	On-going	Technology coordinators	Time	Form and/or process created
1	Review current technology staff request form and process to ensure it is meeting the system needs.	On-going	Technology coordinators	Time	Revised form and/or process
3	Review the current LMC and LMC Para-educator job descriptions to ensure they align to the new staff and student competencies and seven thriving dispositions. <a href="https://www.google.com/url?q=https://drive.google.com/a/wfbschools.com/file/d/0By_Hc2QbDm0VOHkwQjlyalA2WVvk/view?usp%3Dsharing&amp;sa=D&amp;ust=1496847275168000&amp;usg=AFQjCNGs2ni0sr7kAltmqvvgkFDNBALyHA">https://www.google.com/url?q=https://drive.google.com/a/wfbschools.com/file/d/0By_Hc2QbDm0VOHkwQjlyalA2WVvk/view?usp%3Dsharing&amp;sa=D&amp;ust=1496847275168000&amp;usg=AFQjCNGs2ni0sr7kAltmqvvgkFDNBALyHA</a>	Fall 2017- Spring 2018	Coordinator of Instructional Tech, LMCs, and Administrative Council	Time	Revised job descriptions complete
3	Implement the revised LMC and Para-educator job description.	Fall 2018	Coordinator of Instructional Tech, LMCs, and Administrative Council	Time	Job descriptions implemented
2	Implement monthly district LMC professional learning opportunities to build LMC leadership capacity around systemic priorities.	Fall 2017 - On-going	Coordinator of Instructional Tech	Time	Meetings scheduled and held
2	Establish building visits (walk-throughs/observations) to help identify LMC and classroom teacher professional learning needs.	Fall 2018 Fall 2019	Director of Teaching and Learning, Coordinator of Instructional Tech	Time	Walk-through data collected and analyzed
3	Review the current Coordinator of Instructional Technology job description to align to the newly identified district priorities. Implement any changes if applicable.	Fall 2018 Fall 2019	Director of Teaching and Learning, Administrative Council	Time	Potentially revised job descriptions

## Process for Monitoring, Refinement, and Review

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As noted in the introduction, statute requires all districts to submit a Common School Funds plan, and to create a "Plan for Library Services." Once the WFB District receives further guidance from the Department of Public Instruction this plan may need to be modified to include the the plan requirements. Additionally, as the field of technology is rapidly changing along with the potential budget implications, this plan needs to be written broadly enough to support future resources, devices and learning needs.

The plan will be monitored, reviewed and potentially refined by the Ad-Hoc District Technology Committee which meets quarterly. The dates for the 2017-2018 school year:

- November 16, 2017
- January 18, 2018
- April 5, 2018
- May 31, 2018

The School Board will also receive annual updates on the implementation and refinement of the technology plan.