

School District of Whitefish Bay Technology Plan

2021-2024



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Introduction

The 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. The State Superintendent's Digital Learning Advisory Council (DLAC) established a shared vision for digital learning in Wisconsin. The DLAC was created in 2011 to provide intellectual and practical insights into all aspects of digital learning in Wisconsin. The DLAC was charged with developing a comprehensive plan for PK-12 digital learning in Wisconsin and adopted the Future Ready Framework as a way to organize your key priorities and planning tools for districts. That vision called for equitable, personalized, applied, and engaged digital learning for all students. As Wisconsin school districts begin to implement this vision, they are encouraged to consider the following areas: instruction, learning, and assessment; empowering, innovative leadership; technology and hardware; professional learning and building capacity; and data and privacy. School districts in Wisconsin do not make this journey in isolation. Existing statewide systems are in place and our colleagues nationwide have provided invaluable support and resources.

The skillful and equitable use of technology can transform the way teaching and learning happens in classrooms across Wisconsin. Digital tools can enhance student learning as they connect efforts to identify what students should know and be able to do, as well as help students and educators assess progress toward achieving academic goals. To meet the needs of today's students and to ensure they are college and career ready, schools are encouraged to be innovative in providing student learning experiences and adopting technologies and instruction in ways which meaningfully engage the digital generation. As a result, students will have equitable opportunities to have teachers who are trained to provide those digital opportunities that promote critical thinking, communication, collaboration, and creativity and innovation.

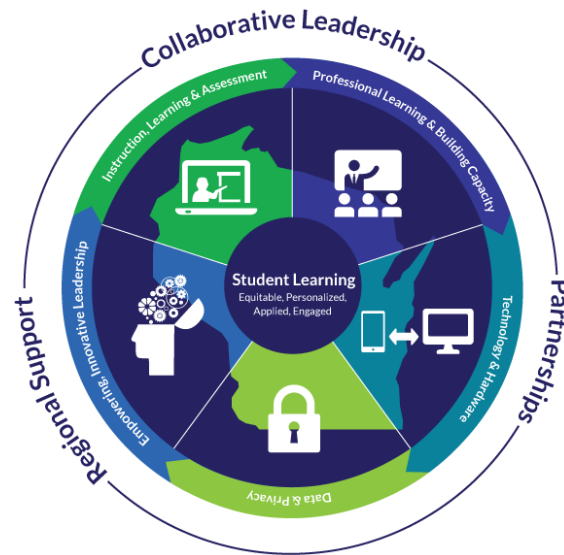
In addition, statute requires all districts to submit a Common School Funds Plan and to create a "Plan for Library Services." DPI provides tools and guidance to help you develop, structure, write, execute, and track your district's next plan. The Wisconsin Digital Learning Plan serves as a state roadmap for DPI to support districts in planning and budgeting. The Plan creates a shared vision for student learning that is equitable, personalized, engaged, and applied. The Plan is based on the Future Ready Schools elements to create a framework for how districts can create collaborative leadership teams. These

essential district level planning questions are extracted from each Plan Gear to integrate into district continuous improvement and strategic planning processes. Our library media specialist team has attended local CESA 1 meetings and webinars that have helped us to prepare and begin the process.

- Long Range Library Plan

The WFB District Plan for Library Services has three current goals:

1. Revise and write a mission/vision statement.
2. Assess needs/identify priorities with staff, students, and community input.
3. Identify scope and sequence of research skills K4 -12- included in our competencies.



The Alliance for Excellent Education defines digital learning as “any instructional practice that is effectively using technology to strengthen the student learning experience. Digital learning encompasses a wide spectrum of tools and practices, including:

- online and formative assessments,
- increased focus and quality of teaching resources,
- reevaluating the use of time,

- online content and courses,
- applications of technology in classrooms and school buildings,
- adaptive software for students with special needs,
- learning platforms,
- participation in professional communities of practice,
- access to high-level and challenging content and instruction,
- and many other advancements technology provides to teaching and learning.”

Retrieved online on May 16,2020 at <https://dpi.wi.gov/digital-learning/goals>

Wisconsin has adopted five of the Future Ready Framework Gears: Instruction, Learning, and Assessment; Technology and Hardware; Empowering, Innovation Leadership; Professional Learning and Building Capacity; and Data and Privacy. Common to these initiatives are: equitable access to technology and connectivity inside and outside of school, regardless of students’ backgrounds; a comprehensive learning infrastructure including digital learning content and other resources; professional development for educators and education leaders, which moves them from a conventional teaching and learning classroom to a guided online environment; and establishment of a robust technology infrastructure meeting current connectivity goals and can be augmented to meet future demand. 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.

Retrieved online on June 7, 2017 at Future Ready Schools® | January 2017 | FutureReady.org



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*

In the article, “9 Steps to a Future-Ready Education,” the author suggests these nine steps to consider in order to bring future-ready momentum to the classroom:

1. Embrace a powerful vision of student-led learning.
2. Align leadership management and resources with goals.
3. Assess where your schools are now.
4. Identify the future-ready skills to focus on.
5. Create a professional development plan for future-ready skills.
6. Grant students equitable access to technology and information.
7. Develop assessments to measure student progress in future-ready skills.

8. Collaborate with outside partners and community.
9. Plan collectively and strategically for the future.

Another critical touch point used in the development of the Wisconsin Digital Learning Plan is the recently re-authorized Every Student Succeeds Act (ESSA). As school districts plan for the implementation of the ESSA, the role of digital literacy programming to provide instructional support is more prominent than ever before. Every section of ESSA makes some reference to the role of technology as it relates to student and professional learning. Title IV, Part A was newly enacted in 2017-2018 and is known as the Student Support and Academic Enrichment (SSAE) Grant. Title IV, Part A is a flexible block grant that authorizes activities in three broad areas. Funding for this grant is based on the Title I funding formula and is meant to supplement not supplant current initiatives. Districts have significant flexibility in using funds to support the following priority areas:

- access to a well-rounded education,
- improving school conditions for learning to ensure safe and healthy students, and
- effective the use of technology to improve academic achievement and digital literacy.

Finally, this plan has used data from two sources; the Future Ready Schools Readiness Assessment and the BrightBytes Technology and Learning Survey. The Future Ready Schools Readiness Assessment was given in 2016 and provided data on how the district performed in the various gears mentioned above. This data was the driver behind the Future Ready Framework Gears that were selected to incorporate into our goals. The BrightBytes Technology and Learning Survey is given annually to staff, students, and families about the use of technology in the district. It provides data from the different stakeholders on how we are using technology in classrooms throughout the district. This data helped provide focus for our action items under each of our goals.

Development Process and Timeline

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 May-June 2019 by the Teaching and Learning Council, Building Leadership Teams in Leadership Academy, and Administrative Councils. In October and November 2020, 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 reserves is required. Since 1993, the replacement of technology has largely 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, any resources above our on-going technology budget needed for the replacement cycle plan or infrastructure and curricular needs had to be determined. The District has two primary choices: 1) cut existing programs to fund the item, or 2) continue to fund these expenditures through the use of operating reserves. With our 2017-2020 technology plan, the District had the goal to *provide the school community with reliable infrastructure and equitable access to technology resources and devices for teaching, learning, and productivity*. The following objectives were met to meet that goal:

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.

Review of 2017-2020 Technology Plan

The 2017-2020 Technology Plan comprised four goals. The summary below provides a brief overview of the accomplishments in each area.

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

In order to provide equitable access, a classroom standard for technology in each grade level or department was established through observation and teacher surveys. Those devices have been deployed, resulting in a 2:1 ratio of devices in the elementary and high schools, and a 1:1 device ratio at the middle school. A replacement cycle is in place for these devices.

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.

Board policies related to data privacy, safety, and security were updated, added, and approved in August 2018. Instructional staff was provided professional learning on these policies during back to school time in August 2018 and 2019. Teachers new to the district are trained during orientation. A technology request process was also established to ensure that technology tools used with students adhere to all privacy requirements. A family media site was created to house information for families and the community, which is updated as needed.

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.

The Global, Media, and Digital Literacy competencies were finalized with teacher feedback. Library media specialists have worked with teachers to integrate some of these competencies into regular classroom instruction. Self-selected professional development was provided in the 2018-19 school year in the form of an EdCamp. Teachers explored technology tools, implemented a new idea, and shared examples of their work district-wide.

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

To best support teachers integrating the competencies, the Library Media Specialist and Library Media Para-Educator job descriptions were updated. Monthly meetings were implemented for the library team to build capacity around systemic priorities. A process for submitting passion project proposals is in place to allow teachers to establish communities of practice around innovative teaching ideas that incorporate the seven thriving dispositions.

Goals, Objectives, and Action Plans

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

Objectives:

1. Create a digital learning environment with a sustainable, measurable impact on teaching and learning.

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
1	Research for possible implementation of adopting high-quality openly licensed educational materials in place of traditional textbooks.	Yearly	Coordinator of Instructional Technology, LMCs	Web	Integration of OER resources in curriculum
1	Research and implement a system to allow reliable internet access at home for all students in the district (i.e. hotspots).	Yearly	Coordinator of Informational Technology	Budget	Purchases complete
1	Develop a system for providing district devices to families during times of virtual learning.	Yearly	Director of Teaching and Learning, Technology coordinators	Skyward	Deployment Plan Developed and Summer Registration
1	Research and implement an efficient and cost-effective system for printing throughout the district.	2020-2021 School Year	IT Department, District Tech Committee	Budget Time	Implementation
1	Research classroom digital displays and make purchases for classrooms.	On-going	Director of Teaching and Learning, Technology	Budget Time	Decision and purchases when appropriate for

			coordinators, K-12 Staff		replacement
1	Continuously update the replacement cycle and infrastructure plan, making these plans accessible to proper stakeholders.	On-going	Technology coordinators, K-12 Staff	Time-Yearly B&G Requests	Annual Technology Update to the Board
1	Update WFB technology integration rubric and <u>walk-through checklist</u> using the Triple E Framework, the seven thriving dispositions, and other transformational practices.	2020-2021 School Year	Coordinator of Instructional Technology, LMCs	Time	Completed rubric
1	Collect and analyze data about current educational software usage for teaching and learning, which will inform upcoming renewals and future purchases.	Ongoing	Coordinator of Instructional Technology	Walk-throughs	Data
1	Update WFB District website in order to meet the needs of the community, as well as provide professional development for staff responsible for website updating.	Ongoing	Coordinator of Instructional Technology, District Administrative Assistant, School Administrative Assistants	CSM4 Schools PL Time for support staff	Updates Website
1	Conduct a special education software and hardware needs assessment for future budget and instructional implications and implementation.	Ongoing	District Administrator, Director of Special Education and Pupil Services, District Tech Committee	Time	Decision regarding a process for special education technology replacement cycle and software updates.

Goal Two: Ensure that sound data governance policies are implemented in service to student and staff use of technology to support learning. Protect student privacy continuously while allowing the appropriate use of data to personalize learning, advance research, and visualize student progress for families and teachers.

Objectives:

1. Use data to improve student learning and close achievement gaps.

2. Have data and information systems in place to track outcomes and measure success in the most meaningful and secure manner while ensuring users access rights to data and online content securely.
3. Ensure rapid turnaround of data collected so the data can be used in a timely manner to improve student learning in every classroom while protecting privacy and ensuring the security of data.
4. Continue to educate staff, students, and community on data privacy policies.

Related Future Ready Framework Gears:

- Data and Privacy
- Community Partnerships

Objective Number	Action Step(s)	Timeline (Start & Finish)	Who is Responsible?	Resources Needed	Measure of Completion
1	Re-investigate technology-based assessments to provide real-time feedback for students and educators (Progress monitoring, universal screening, formative and summative assessments).	Ongoing	Coordinator of Instructional Tech, District MTSS Team Instructional Coaches	Time	Annual Review from MTSS District Team
1	Develop internal metrics (data dashboard) to track progress toward the focus plan.	Ongoing	Director of Teaching and Learning, Technology coordinators	Time	Dashboard Created Annual Board Report
2	Build Canvas Courses in 6-12 to include district curriculum and instruction resources and materials.	2020-2023	6-12 Staff	Professional Development and Time	All courses contain learning outcomes
2	Continue to develop EduClimber abilities to house all of our district data, including ACCESS and other individual data indicators (GT assessments, dyslexia screening.	Ongoing	IRCs Matt Rose	IRC Meetings	EduClimber data entered and available
2	Customize an EduClimber professional learning course for	2022-2023	K-12 Teaching Staff,	Time	Professional learning

	easy individual teacher access, removing individual teacher access to STAR and other assessment portals.		Matt Rose, IRCs	Curriculum Pay	agenda and attendance.
2	Customize and implement Individual Learning Plans (ILPs) for English Learners (EL) in Educlimber	2020-2021	Jodi Schmidt, District EL Team	Time and Curriculum Pay	ILP template and student plans in EduClimber
3	Provide ongoing professional development to teachers in the areas of digital formative and summative assessments, the seven thriving dispositions and transformational practices in order to improve teaching and learning in a more timely manner.	On-going	Coordinator of Instructional Tech	PL Days	Canvas course to house all of the ongoing professional development
4	Work with the District Technology Committee (the SEL Committee) to host digital safety and security sessions for families.	Yearly	District Tech Committee, Stacy Gahan, Coordinator of Instructional Tech	Time	Attendance roster
4	Maintain an updated information site for parents regarding their rights in relation to data collection and federal law, provide resources for digital privacy and safety, and proactively communicate to the community.	On-going	Coordinator of Instructional Tech	GAFE	Site live on school website
4	Review and update policies for the various learning modalities (face-to-face, blended, and virtual) and include these in the Technology Acceptable Use Policy.	2020-2022	Director of Teaching and Learning, Coordinator of Instructional Technology	Annual PL Time in Fall	Policies approved and added
4	Develop ongoing professional learning for staff around new or revised District policies and procedures for digital privacy and safety.	Yearly	Digital Safety & Privacy (DSP) Team	Annual PL Time in Fall	Attendance roster

Goal Three: Ensure teaching practices 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 to address the digital-use divide that continues to exist between learners who are using technology in active, creative ways to support their learning, and those who predominantly use technology for passive content consumption.
2. Use technology to improve learning on a daily basis, guided by new research to accelerate and scale up adoption of effective approaches and technologies.
3. Establish virtual/blended learning options and learning environment to students and staff, where we are introducing students to online learning as preparation for college or career learning experience.
4. Prepare teachers to teach effectively with technology, and to select engaging and relevant digital learning content.

Related Future Ready Framework Gears:

- Curriculum, Instruction, and Assessment
- Use of Space and Time
- Personalized Professional Learning
- Community Partnerships

Objective Number	Action Step(s)	Timeline (Start & Finish)	Who is Responsible?	Resources Needed	Measure of Completion
3	Determine if learning management system purchase meets our needs or if we determined additional support services are needed.	Ongoing	Director of Teaching and Learning , Coordinator of Instructional Tech, IRCs	Annual IRC Meeting	Annual review of LMS's
3	Develop a learning management system mentor team for: <ul style="list-style-type: none">● Seesaw● Google Classroom● Canvas The mentor team will support staff in the continuation of	2020-2021 School Year	Coordinator of Instructional Tech, LMC's	Time, Professional Development	Teams are created with clear goals enacted.

	LMS usage past pandemic.				
2	Establish blueprint courses and templates in Canvas 6-12.	2020-2021 2021-2022- Revise	Coordinator of Instructional Tech, MS and HS teachers	Collaboratory Time	All courses in the MS and HS have a corresponding Master Blueprint Course in Canvas
1	Collect data on staff use of technology for learning and using it as evidence of their effectiveness in their evaluations.	2021-2022	Director of Teaching and Learning , Coordinator of Instructional Tech, Building Principals	Collaboratory Time	Walkthrough data
1	Offer self-selected technology professional learning options based off of staff needs survey and the new staff technology competencies.	On-going	Director of Teaching and Learning , Coordinator of Instructional Tech, Coordinator of Professional Learning	Time PL Pay	Participation and selection data
1	Measure and refine staff and student competencies based on implementation data (Clarity Survey).	On-going	Coordinator of Instructional Tech, LMCs, and TLC	Collaboratory Time	Yearly revised competencies if appropriate
1	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.	On-going	Director of Teaching and Learning , Coordinator of Instructional Tech, Coordinator of Professional Learning	Time PL Pay	Participation and selection data
4	Implement monthly district LMC professional learning opportunities to build LMC leadership capacity around systemic priorities.	On-going	Coordinator of Instructional Tech, LMCs	Collaboratory Time	Meetings scheduled and held
2	Complete a K-12 Computer Science curriculum renewal and design review.	2021-2022 or 2022-2023	Coordinator of Instructional Tech, K-12 Computer Science Committee	Collaboratory Time	Approved Board report

2	Continue to “showcase” the <i>Seven Thriving Dispositions and the transformational educational practices</i> in annual District Technology Updates and Annual School Board Updates	Annual	District Administrator, Cabinet and Administrative Council	Time	Agenda in Board docs
2	Thriving dispositions and the transformational educational practices need to be aligned and strategic in Board, district and building level goals.	On-going	District Administrator, Cabinet and Administrative Council	Time PL Pay	As evident in goals
1	Revisit and revise staff competencies to ensure integration in our passion projects.	2021-2023	Coordinator of Instructional Tech, LMCs, and TLC	Collaboratory Time	Competencies updated
1	Train and support staff on staff competencies and the seven thriving dispositions, as well as develop a system for measuring growth.	2021-2023	Coordinator of Instructional Tech, LMCs	Time	Canvas Course created for staff that measures growth
2	Provide support and resources to staff for student competency mastery.	Ongoing	Coordinator of Instructional Tech, LMCs	Time, Professional Development	Student competency lessons and assessments are easily shareable into district Learning Management Systems.
2	Develop a K-12 system to monitor and assess/report student competencies.	Ongoing	Coordinator of Instructional Tech, LMCs	Time	System is in place and can be used by all teachers.
1	Review the current Technology Coordinators’ job descriptions to align to the district priorities, including the seven thriving dispositions and transformational practices. Implement any changes if applicable.	Spring 2021	Director of Teaching and Learning, Director of Business Services, District Tech Committee	Time	Potentially revised job description
2	Analyze teacher practices, instructional technology resources, technology resources and other pandemic implementation items for future District considerations and potential permanent implementation.	Ongoing-	All District curriculum teams, District TLC, District Tech Team.	Time Survey Data	Included in Board technology annual updates

Process for Monitoring, Refinement, and Review

The plan will be monitored, reviewed, and potentially refined by the Ad-Hoc District Technology Committee which meets quarterly. The dates for the 2020--2021 school year:

- September 22nd, 2020
- November 17th, 2020
- January 19th, 2021
- April 20th, 2021

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