

# **TECHNOLOGY PLAN**

## **Whitmore Lake Public Schools**

**81140**

**A Member of Washtenaw Intermediate School District**



**New Whitmore Lake High School – Opening September 2006**

**July 2006 – June 2009**

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## **Executive Summary**

Using the district mission and vision as a guide, the Whitmore Lake technology committee developed this three year plan to ensure that technology based resources are used throughout the district to provide an exceptional personalized education for all students. The plan focuses on five areas: 1) Curriculum and Instruction, 2) Professional Development, 3) Infrastructure and Technology Support, 4) Funding and Budget, and 5) Monitoring and Evaluation.

### **Curriculum and Instruction**

A detailed technology curriculum was created during the 2002-03 school year. A review of this curriculum has resulted in minor revisions to match the district's current available software. This curriculum focuses on the integration of technology in key curricular areas. Whitmore Lake Public Schools will continue to focus on taking the technology curriculum and weaving it into the core areas through project-based learning resulting in a tangible demonstration of each student's ability related to the use of the available technology in the district. The goal is to ensure that all students are able to demonstrate technology competencies matching the state and national standards. The media specialists will continue to play an important role in each of their buildings by encouraging teachers to learn about and adopt new technologies, as well as, to continue to use their current technology in their daily instruction.

### **Professional Development**

Professional development related to technology will focus on continuing to integrate technology into the curriculum and using technology effectively in project-based learning. To accomplish this, the media specialists will coordinate the project-based learning activities across the grade levels and throughout the core content areas to ensure integration of technology for each student and the delivery of an exceptional personalized education.

### **Infrastructure and Technology Support**

The passage of the 2003 Bond has facilitated the implementation of additions to and upgrades of the Whitmore Lake Public Schools network. Existing network infrastructure is now sufficient to meet current instructional needs. Classroom and lab computers have been purchased along with a video system. In addition, technology tools needed for effective use of technology in the classrooms such as digital cameras, projection systems, and wireless computer carts have been purchased and deployed over the past three years. It is now necessary to monitor and evaluate the current technology and formulate recommendations for the remainder of the 2003 Bond funds.

### **Funding and Budget**

All further infrastructure upgrades and additions will occur using the remaining 2003 Bond funds. The curriculum integration and professional development plans rely entirely on current district resources including Durant funding which will be available through November 2007. They also rely on the continuation of existing committees and job responsibilities of the technology director and media specialists in the endeavor to enhance technology integration in the district.



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**Policy and Evaluation**

This technology plan will be continually evaluated and modified as needed. District policies related to technology are currently in place and will be a part of the continual evaluation and modification cycle. The evaluation team will meet regularly to address these evaluation needs.



<p style="text-align: center;"><b>Whitmore Lake Public Schools</b> <b>TECHNOLOGY PLAN</b> <b>2006-2009</b></p>
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**District Profile**

Whitmore Lake Public School District is located primarily in Washtenaw County with a portion of the district in Livingston County. The school district is located in portions of Northfield and Webster Townships in Washtenaw County and Green Oak Township in Livingston County. The school district encompasses an area of 23.7 square miles and includes the unincorporated Village of Whitmore Lake, which is located nine miles north of the City of Ann Arbor.

Whitmore Lake started as a summer resort area and remains primarily residential. The area developed around two beautiful all-sports lakes, the larger of which is Whitmore Lake and the smaller of which is Horseshoe Lake. U.S. 23 intersects the school district running west of both lakes and connects to I-96 and I-94 to the north and south respectively, affording residents easy access to major highways.

The school district has an enrollment of 1304.1 students in grades K – 12 for the 2005-2006 school year (2005 fall count). The school population breakdown is as follows:

Kindergarten – Fourth Grade	490
Fifth – Eighth Grade	428.1
Ninth – Twelfth Grade	369
Alternative Education	17

Approximately 28% of the student population qualify for free and reduced lunches and the elementary population receives targeted Title I assistance.

The school district has a staff of 88 teachers (80.18 FTE), 5 administrators, 7 program directors and 96 support personnel.

The successful June 9, 2003 Bond Election afforded the district the ability to begin construction of a new high school, as well as, the ability to acquire new technology and upgrades for existing technology.



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**School Buildings**

The students are housed in three buildings, one elementary school, one middle school and one high school. As a result of the June 2003 Bond Election a new high school was built and will open for the 2006-07 school year. The old high school/middle school complex has been partially renovated with further renovation slated for completion by September 2006 in order to house the middle school and early childhood programs.



**Whitmore Lake Elementary School**

1077 Barker Road  
Whitmore Lake, MI 48189  
734.449.2051  
Mary Anne Waters, Principal



490 Students in Grades K- 4  
36 Teachers

**Mission Statement**

Partnering with students, parents and the community to provide exceptional, personalized education.



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**School Buildings**



**Whitmore Lake Middle School**

8877 Main Street  
Whitmore Lake, MI 48189  
734.449.4715  
Michael Benzarski, Principal



428.1 Students in Grades 5 - 8  
27 Teachers

**Mission Statement**

Partnering with students, parents and the community to provide exceptional, personalized education.



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**School Buildings**



**Whitmore Lake High School**

7430 Whitmore Lake Road  
Whitmore Lake, MI 48189  
734.449.4461  
Tom DeKeyser, Principal



369 Students in Grades 9 – 12  
17 Alternative Education Students  
25 Teachers

**Mission Statement**

Partnering with students, parents and the community to provide exceptional, personalized education.



## Whitmore Lake Public Schools TECHNOLOGY PLAN 2006-2009

### District Vision Statement

- Providing each individual the inspiration to dream and the skills to succeed.

### District Mission Statement

- Partnering with students, parents and the community to provide exceptional, personalized education



### District Technology Vision Statement



- The students of Whitmore Lake Public Schools will be technologically literate members of society, capable of a multifaceted, broad use of technology. They will demonstrate the ability to choose the right technological tool for the task at hand. Students will engage in a challenging, integrated curriculum, focused on personalized, inquiry-based, hands-on learning.



- The teachers of Whitmore Lake Public Schools will integrate technology across the curriculum to accomplish effective teaching and promote lifelong learning.
- Staff and students, with the support of their families, will demonstrate an understanding of the ethical and responsible use of technology.



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### **The Planning Process**

In the fall of 2005, the seven-member Technology Plan Steering Committee, consisting of the superintendent of schools, a consultant from Barton Malow, a consultant from the Washtenaw Intermediate School District, the technology director, and the elementary school, middle school and high school media specialists from Whitmore Lake Public Schools met. This same committee organized the writing of the previous technology plan. The focus of the group at their first meeting was to determine the best way to write the plan to cover 2006 through 2009 in order to ensure that it, like the previous plan, would be a valuable document used by the entire district to continue to drive the integration of technology into the district's daily instruction, by outlining direction for staff development, the purchase of software and hardware and future goals in relationship to the use of technology in the district.

It was determined that the various members of this group would take responsibility for writing the parts of the technology plan which were directly related to their positions. The group met to compile the writings and present the draft document to the larger group known as the District Technology Committee consisting of these seven members, teachers, students, administrators and community members. Recommendations for revisions were sought from the larger group and incorporated by the Steering Committee. The final draft was then presented to the District Technology Committee for approval. The plan was then sent to the Whitmore Lake Board of Education for adoption.



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**DISTRICT TECHNOLOGY PLANNING TEAM**

<b>Name</b>	<b>Position</b>
Sue Booth	Parent/School Board Member
Tracy Carbary	Teacher, WLES
Bonnie Carpenter	Parent/WLMS Science Fair Coordinator
Zachary Carpenter	Middle School Student
Rhonda Couchman	Teacher, WLMS
Tom DeKeyser	WLHS Principal
Sherrill DeShano	Teacher, WLHS
Sue Holtz	Technology Director
Sue Johnson	Library Media Technician
Patti Kobeck	WLMS Teacher
Zachary Kulig	High School Student
Laurie Lacca	Library Media Specialist
Scott Menzel	Superintendent
Karen Mile	Library Information Specialist
Naomi Norman	Supervisor, IRN/REMC
Jamie Ogden	Community Member/Volunteer Consultant
Jan Pardy	Teacher, WLES
Amber Siebert	Teacher, WLMS
Scott Sprow	Teacher, WLHS
Paul Twigg	Project Director/Ed.Technology/Barton Malow
Mary Anne Waters	Principal, WLES
Brandon Werth	High School Student



**Whitmore Lake Public Schools  
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**Curriculum**

**Goals:**

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The overall goal of the curriculum is to continue to integrate technology into all core curriculum areas and at every grade level to offer an exceptional personalized education for all students. To do this, we will continue to update and use the technology curriculum which was created during the 2002-2003 school year by a team of media specialists, teachers and technology staff. This curriculum is aligned with the state technology benchmarks and the International Society for Technology in Education (ISTE) benchmarks, (see WLPS Technology Curriculum in the appendix). The technology curriculum identifies ways that technology will be used to improve student achievement, specifically through the use of software applications in the area of language arts, science, mathematics and social studies using project-based learning resulting in a portfolio for each WLPS student. Specific curricular links have been identified in the technology curriculum and professional development will focus on teaching strategies most useful for technology integration.

The technology curriculum goals:

- 1) Review and update technology curriculum integration in both classroom and specials/elective classes with a focus on project-based learning in core content areas that incorporates technology competencies for students.
- 2) Develop a system of assessment that includes a portfolio that demonstrates mastery of technology standards.
- 3) Maintain and/or enhance the existing highly effective technology practices of the district.



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**Curriculum**

**Strategies:**

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**Goal 1:**

Review and update technology curriculum integration in both classroom and specials/elective classes with a focus on project-based learning in core content areas.

**Strategies:**

- Review state standards and determine 8<sup>th</sup> and 12<sup>th</sup> grade technology competencies for Whitmore Lake.
- Review Michigan technology standards for high school and align with middle school standards.
- Review and revise when and/or how keyboarding is to be taught and mastered.
- Review and revise when and how technology applications, skills and knowledge are introduced, reinforced and mastered with a focus on distinguishing between computer classes and classroom instruction.
- Develop a technology scope and sequence based on student competencies with attention to transitions between grade levels and schools.
- Develop a curriculum map assigning responsibility to specific teachers for student technology competencies.
- Determine that each student (including those with special needs, those in music classes, etc.) has the opportunity to learn technology competencies.
- Review and change scheduling and/or teaching responsibilities to accommodate the mastery of technology competencies at each grade level.
- Develop a timeline for implementation of grade level, project-based learning experiences.
- Develop a framework for an 8<sup>th</sup> grade culminating, interdisciplinary exhibition.
- Ensure that technology competencies are consistent with and supportive of high school transformation activities.

**Goal 2:**

Develop a system of assessment that includes a portfolio demonstrating mastery of technology standards.

**Strategies:**

- Determine which competencies will be reflected in the portfolio.
- Determine whether portfolio will be physical or virtual or a combination of both.
- Determine process for building and storing portfolio at elementary and middle school buildings.



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**Curriculum**

**Goal 3:**

Maintain and/or enhance the existing highly effective technology practices of the district.

**Strategies:**

- Distance learning opportunities will continue at the high school i.e. Michigan Virtual High School on-line courses and other appropriate opportunities will be investigated.
- Parental communication and community relations will continue to be enhanced through available technology in the district and through representation on various educational committees.
- Research tools for Web-based grade reporting to parents that interfaces with the current student accounting software.
- The WLPS Technology Plan will be available at the following URL: [www.wlps.net](http://www.wlps.net). All district curricula will continue to be available at the district Website.
- Server space will continue to be made available for individual teacher Website development.
- The school's cable channel (Channel 22) will continue to broadcast educational and community service information to the community as a whole and through an upgrade being implemented in the spring of 2006 will become more effective in imparting school information including video of various activities.
- Information/Homework Hotline will continue to be used to inform parents of student expectations and activities.
- The WLPS Technology Planning Steering Committee will continue to periodically meet to assess and revise how the tech plan is being communicated to the community.
- Technology opportunities will continue to be offered to the community through WLPS Community Education.



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**Curriculum**

**Objectives and Timeline**

2005-06
<b>Remainder of year (before tech plan takes effect)</b>
Members of the technology steering committee will take the lead in establishing a curriculum technology committee with the purpose of promoting project-based learning and developing a program to assess student technology competencies. They will determine other appropriate district personnel and those outside the district to include in the process and seek the support and participation of those individuals.
<b>Winter</b>
<ul style="list-style-type: none"><li>• Review state standards and determine 8<sup>th</sup> and 12<sup>th</sup> grade technology competencies for Whitmore Lake. <i>(Tech steering committee, Laurie and Karen lead)</i></li><li>• Review Michigan technology standards for high school and align with middle school standards. <i>(Tech steering committee, Laurie and Karen lead)</i></li><li>• Review and revise when and/or how keyboarding is to be taught and mastered. <i>(Tech steering committee, Tracy and Laurie lead)</i></li><li>• Review and revise when and/or how technology applications, skills and knowledge are introduced, reinforced and mastered with a focus on distinguishing between computer classes and classroom instruction. <i>(Form curriculum technology committee which includes at least one core content teacher and one computer teacher from each school)</i></li><li>• Develop a technology scope and sequence based on student competencies with attention to transitions between grade levels and schools. <i>(Technology steering committee with ISD support)</i></li><li>• Develop a curriculum map assigning responsibility to specific teachers for student technology competencies. <i>(Technology steering committee with ISD support)</i></li></ul>
<b>Spring</b>
<ul style="list-style-type: none"><li>• Determine that each student (including those with special needs, those in music classes, etc.) has the opportunity to learn technology competencies. <i>(School principals and members of technology steering committee)</i></li><li>• Review and change scheduling and/or teaching responsibilities to accommodate the mastery of technology competencies at each grade level. <i>(School principals and members of technology steering committee)</i></li><li>• Develop a timeline for implementation of grade level, project-based learning experiences. <i>(School principals, selected teachers and media specialists)</i></li><li>• Determine which competencies will be reflected in the portfolio. <i>(Technology steering committee)</i></li><li>• Determine whether portfolio will be physical or virtual or a combination of both. <i>(Tech steering committee)</i></li><li>• Determine process for building and storing portfolio at elementary and middle school buildings. <i>(Tech steering committee)</i></li></ul>



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**Curriculum**

**Objectives and Timeline**

<b>2006-07</b>
<b>All year</b>
The technology steering committee will oversee the project-based learning experiences being implemented by selected teachers at selected grade levels. The committee will address the concepts of the WLPS Board of Education Vision 2010 document.
<b>Fall</b>
<ul style="list-style-type: none"> <li>• Develop a framework for an 8<sup>th</sup> grade culminating, interdisciplinary exhibition. (<i>Middle school principal, appropriate teachers</i>)</li> <li>• Ensure that technology competencies are consistent with and supportive of high school transformation activities. (<i>Technology steering committee and high school principal</i>)</li> <li>• Pilot technology portfolio system in 3<sup>rd</sup> and 5<sup>th</sup> grade. (<i>Laurie and Tracy</i>)</li> <li>• Implement changes in keyboarding instruction. (<i>Tracy and Laurie</i>)</li> <li>• Implement and monitor revised technology curriculum with an emphasis on each teacher taking responsibility for a specific technology competency.</li> </ul>
<b>Winter</b>
<ul style="list-style-type: none"> <li>• Implement 8<sup>th</sup> grade culminating, interdisciplinary exhibition (<i>8<sup>th</sup> grade teachers with middle school principal lead</i>)</li> <li>• Monitor and review effects of changes in keyboarding instruction (<i>Laurie, Tracy and Sherrill</i>)</li> </ul>

<b>2007-08</b>
<b>All year</b>
The technology steering committee will oversee the project-based learning experiences being implemented by selected teachers at ALL grade levels. The committee will address the concepts of the WLPS Board of Education Vision 2010 document.
<b>Fall</b>
<ul style="list-style-type: none"> <li>• Continue portfolio system by expanding to other grade levels (<i>Tracy and Laurie</i>)</li> </ul>
<b>Winter</b>
<ul style="list-style-type: none"> <li>• Monitor portfolio transitions between elementary and middle school (<i>Technology steering committee</i>)</li> <li>• Expand culminating, interdisciplinary exhibition to additional grade levels. (<i>Principals</i>)</li> </ul>

<b>2008-09</b>
<b>All year</b>
<ul style="list-style-type: none"> <li>• Review and revise technology competencies, scope and sequence and curriculum map for relevance and effectiveness.</li> </ul>



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**Professional Development**

**Goals:**

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Technology integration with an emphasis on project-based learning in content areas will be the focus of professional development over the next three years. Professional development activities will be aligned with the Board's strategic plan for 2010 (Vision 2010). The strategies will be consistent with the WLPS Principles of Professional Development for Technology Integration (see page 20). These principles are based on national standards for both technology training and staff development in general. Additionally, ALL teachers, including core curricular, special education, physical education, music, and art will be expected to attend technology-related training. This is especially important for the curriculum development and integration effort in order to provide an exceptional personalized education for all students.

The professional development goals for technology:

- 1) Continue to provide a district-wide coordinated approach to professional development across curriculum areas and school buildings.
- 2) Personalize support to individual teachers to further integrate the WLPS Technology Curriculum into their specific content areas.
- 3) Continue to provide multiple opportunities, for in-classroom support, collaboration with colleagues and sharing of effective strategies.
- 4) Continue to assist teachers in incorporating assistive technology tools and strategies into their instruction.
- 5) Support implementation of new classroom technology available with the opening of the new high school building and support the use in conjunction with the new high school instructional model.
- 6) Enrich teacher understanding and use of technology's role in assessment systems with a focus on student academic progress (student portfolios, achievement assessments).



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**Professional Development**

**Strategies:**

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The specific strategies for implementing professional development rely heavily on the formation of a formal group of educators taking leadership of technology integration. This group, the professional development implementation team (Tech PD Team), will consist of the district technology director, building media specialists and teachers. This team will coordinate the district's efforts to provide technology rich professional development opportunities.

**Goal 1:**

Continue to provide a district-wide coordinated approach to professional development across curriculum areas and school buildings.

**Strategies:**

- Expand the professional development implementation team to include additional personnel who are leaders in their building in integrating technology into the curriculum.
- Conduct monthly meetings of the Tech PD Team.
- Use at least one online survey to assess teachers' level of technology integration.
- Use results of survey(s) to target teacher or content area technology integration support.

**Goal 2:**

Personalize support to individual teachers to further integrate the WLPS Technology Curriculum into their specific content areas.

**Strategies:**

- Help teachers map technology competencies to current curricular activities in collaborative fashion with department/grade level chairs.
- Share curriculum map with entire staff to establish individual responsibilities.
- Provide targeted in-classroom support to teachers as they create technology-rich units of instruction.
- Contract technology in-class collaborative personalized support as needed, giving all teachers the opportunity for one PD day in years one and two of the tech plan.

**Goal 3:**

Continue to provide multiple opportunities, for in-classroom support, collaboration with colleagues and sharing of effective strategies.

**Strategies:**

- Coordinate opportunities for groups of teachers to attend statewide technology conferences such as MACUL.



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- Access technology training opportunities through regional and county organizations such as local ISD's, REMC's and other professional groups. Invite presenters from such organizations to present in-house as an alternative to teachers going outside the district.
- Encourage teachers to take at least one online course.
- Continue to have members of Tech PD Team use staff meeting time to share effective technology integration lessons.
- Offer shoulder-to-shoulder classroom support, equivalent to one day per year.

**Goal 4:**

Continue to assist teachers in incorporating assistive technology tools and strategies into their instruction.

**Strategies:**

- Rejuvenate district-wide assistive technology committee to be led by the local representative to WISD.
- Establish meeting times for assistive technology committee.
- Train teachers in the use of assistive technologies.

**Goal 5:**

Support implementation of new classroom technology available with the opening of the new high school building and support the use in conjunction with the new high school instructional model.

**Strategies:**

- Organize both formal and informal trainings provided by vendors and/or WLPS technology support personnel for the new high school technology.
- Review high school transformation plan (upon completion of same) and develop technology training specific to the instructional model(s).
- Determine the technology tools and skills which most effectively support the competency-based model in each content area.
- Coordinate support for technology tools and skills determined by staff to be necessary for effective competency-based instruction.

**Goal 6:**

Enrich teacher understanding and use of technology's role in assessment systems with a focus on student academic progress (student portfolios, achievement assessments).

**Strategies:**

- Provide training and support for the development of portfolios.
- Provide training and support for the interpreting and use of data from the MAP individual assessment scores.



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**Professional Development**

**Guiding Principles for Technology Related Professional Development**

Whitmore Lake Public Schools Professional Development Plan recognizes that successful professional development addresses the following issues or beliefs:

1. A commitment from administration to ongoing staff development aimed at integrating technology into the curriculum
2. Content must be linked to:
  - Whitmore Lake Public Schools Technology Curriculum.
  - Whitmore Lake Public Schools Core Curriculum Benchmarks.
  - State of Michigan Instructional Technology Plan Standards.
  - National Educational Technology Standards (NETS).
  - International Society for Technology in Education (ISTE).
3. Focus must be on integrating technology into the curriculum to improve teaching and learning. Components should include:
  - An approach that facilitates teachers trust in WLPS technology.
  - Recognition that technology means much more than computers.
  - Skill development that integrates into the core curriculum.
4. Training must be ongoing and continuous.
  - Concepts, skills and application should be introduced and taught.
  - Follow-up training should occur to ensure understanding.
  - Follow-up discussions should occur to discuss future directions and applications of software.
5. Involve staff in planning staff development:
  - Adapted to instructors' needs.
  - Linked to and supportive of long range school improvement (NCA) goals.
  - Leaders should value and encourage individual adaptations of the innovations learned.
6. Staff members must have administrative, technical and instructional support,
  - Appropriate software, hardware, and facilities.
  - Reliable equipment and programs.
  - Continuous technological and instructional support.
  - A support group consisting of trained colleagues.
7. Must include ongoing evaluation of:
  - Student and staff needs.
  - Effectiveness of staff development sessions.
  - Staff members progress along a continuum from novice to implementation.
  - Effectiveness of the district professional development plan.



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**Professional Development**

**Resources**

The development of the Whitmore Lake Technology Plan was done with a clear focus on the district mission and vision statements. District goals and policies were carefully considered throughout the development phase of this plan.

The curriculum integration portion of the plan utilizes resources that are currently available through the Washtenaw Intermediate School District media center including the video lending library, United Streaming video streaming and downloading site, and Grolier's Electronic Encyclopedia. Additionally, databases from the Michigan Electronic Library, such as First Search and Proquest E-Library will be used throughout the district for educational purposes. Students will also have access as needed for individual curricular goals to the Michigan Virtual High School.

Support from Washtenaw ISD will be utilized where appropriate, with substantial assistance in the area of assistive technology, digital resources and data analysis and interpretation.



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**Professional Development**

**Objectives and Timeline**

<b>Year One - 2006-07</b>	
<b>All year</b>	
Professional development will be based on results of the spring 2006 assessment of effectiveness of the 2003-2006 Technology Plan and additional needs.	
Encourage dedication of staff development time to professional development. Work with administrators to regularly commit portions of staff meeting time for Technology PD.	
The Tech PD Team will plan and coordinate professional development specific to district, building and individual staff members' needs. Assessments will determine needs and direction of technology PD.	
Professional development team will provide shoulder-to-shoulder support for classroom teachers at all levels.	
<b>Fall</b>	<b>Winter</b>
<p>Renew Professional development Team adding members as per Goal 1, setting meeting times and determining individual responsibilities.</p> <p>Members of Tech PD Team will provide training for staff on use of new equipment added to the high school and middle school, including how to hook up data projectors, cameras and other peripheral devices teachers will now have access to.</p> <p>Assess proficiency level with new equipment using online survey: productivity, research, instructional, presentation, communication tools, (hardware and software) and common programs on the district network as well as staff members' views on reliability of technology.</p> <p>Organize training for Professional development Team members on project-based learning and other strategies to increase effectiveness of the PD team.</p> <p>Time at the building staff meetings will be made available to share technology-based curriculum lessons and ideas across school buildings.</p>	<p>Tech PD Team will provide individual teachers at the elementary school shoulder-to-shoulder classroom support including planning and demonstrating lessons that integrate technology into the curriculum.</p> <p>Tech PD Team will research and communicate to teachers regional and county wide professional development opportunities.</p> <p>Professional development Team members will learn about portfolios as a means of assessment of student technology proficiency and plan implementation strategies.</p> <p>At least ten teachers will attend MACUL conference</p> <p>Tech PD Team will provide individual teachers at the middle school and high school levels shoulder-to-shoulder classroom support including planning and demonstrating lessons that integrate use of the new technology into the curriculum.</p>



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**Professional Development**

<b>Year Two - 2007-08</b>	
<b>All year</b>	
<p>This training focuses on techniques for integrating technology into the curriculum. Professional development will be based on the on-going assessment of the effectiveness of the 2006-07 PD.</p> <p>Continue to encourage dedication of staff development time to Professional development. Work with administrators to regularly commit portions of staff meeting time for Technology PD.</p> <p>The Tech PD Team will continue to plan and coordinate professional development specific to district, building and individual staff members' needs. Assessments will determine needs and direction of technology PD.</p> <p>Professional development team will continue to provide shoulder-to-shoulder support for classroom teachers at all levels.</p> <p>As project-based learning is incorporated, training and support related to embedding technology into projects will be addressed through professional development.</p>	
<b>Fall</b>	<b>Winter</b>
<p>Office and library support staff will be surveyed to ascertain what additional professional development they need.</p> <p>Organize training for Professional development Team members on project based learning and other strategies to increase effectiveness of the PD team.</p> <p>Time at the building staff meetings will be made available to share technology-based curriculum lessons and ideas across school buildings.</p>	<p>Professional development about online database access and use will be offered for databases such as MEL, Grolier, FirstSearch, and others that are available to Whitmore Lake teachers. School media specialists will provide the training.</p> <p>Tech PD Team will provide individual teachers at the elementary school shoulder-to-shoulder classroom support including planning and demonstrating lessons that integrate technology into the curriculum.</p> <p>Tech PD Team will research and communicate to teachers regional and county wide professional development opportunities.</p> <p>At least ten teachers will attend MACUL conference</p> <p>Tech PD Team will provide individual teachers at the middle school and high school levels shoulder-to-shoulder classroom support including planning and demonstrating lessons that integrate use of the new technology into the curriculum.</p>



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**Professional Development**

<b>Year Three – 2008-09</b>	
<b>All year</b>	
<p>This training focuses on techniques for integrating technology into the curriculum. Professional development will be based on the on-going assessment of the effectiveness of the 2007-08 PD.</p> <p>Continue to encourage dedication of staff development time to Professional development. Work with administrators to regularly commit portions of staff meeting time for Technology PD.</p> <p>The Tech PD Team will continue to plan and coordinate professional development specific to district, building and individual staff members' needs. Assessments will determine needs and direction of technology PD.</p> <p>Professional development team will continue to provide shoulder-to-shoulder support for classroom teachers at all levels.</p> <p>As project-based learning is incorporated, training and support related to embedding technology into projects will be addressed through professional development.</p>	
<b>Fall</b>	<b>Winter</b>
<p>Office and library support staff will be surveyed to ascertain what additional professional development they need.</p> <p>Organize training for Professional development Team members on project based learning and other strategies to increase effectiveness of the PD team.</p> <p>Time at the building staff meetings will be made available to share technology-based curriculum lessons and ideas across school buildings.</p>	<p>Provide advanced professional development about online database access and use will be offered for databases such as MEL, Grolier, FirstSearch, and others that are available to Whitmore Lake teachers.</p> <p>Tech PD Team will provide individual teachers at the elementary school shoulder-to-shoulder classroom support including planning and demonstrating lessons that integrate technology into the curriculum.</p> <p>Tech PD Team will research and communicate to teachers regional and county wide professional development opportunities.</p> <p>At least ten teachers will attend MACUL conference</p> <p>Tech PD Team will provide individual teachers at the middle school and high school levels shoulder-to-shoulder classroom support including planning and demonstrating lessons that integrate use of the new technology into the curriculum.</p>



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**Infrastructure, Hardware, Technical Support and Software**

**Current:**

In 2002, the Washtenaw ISD conducted an assessment of the technology infrastructure. In June of 2003 a bond was passed that addressed many of the items in this assessment, as well as the bond plan.

Cabling Infrastructure

In 1997, the Whitmore Lake wiring plant was installed using Category 5 wiring. This is a common standard and has the capacity to support up to a switched Gigabit network with the appropriate electronics. In the summers of 2004 – 06 Category 6 cabling was installed throughout the renovated areas of the elementary and middle schools. All cabling now meets current EIA/TIA guidelines.

**Strategies:**

- Install Category 6 cables throughout the new high school

**Current:**

Network Infrastructure

In 2003, the network infrastructure was completely replaced as the old infrastructure began to fail. A new Cisco 4507R core switch was installed at the middle school providing Layer 3 switching between buildings, servers, and the public network; a new Cisco PIX firewall was installed for network security; and Cisco 2950 workgroup switches were installed in each telecommunication closet providing 10/100MB connectivity to each desktop.

**Strategies:**

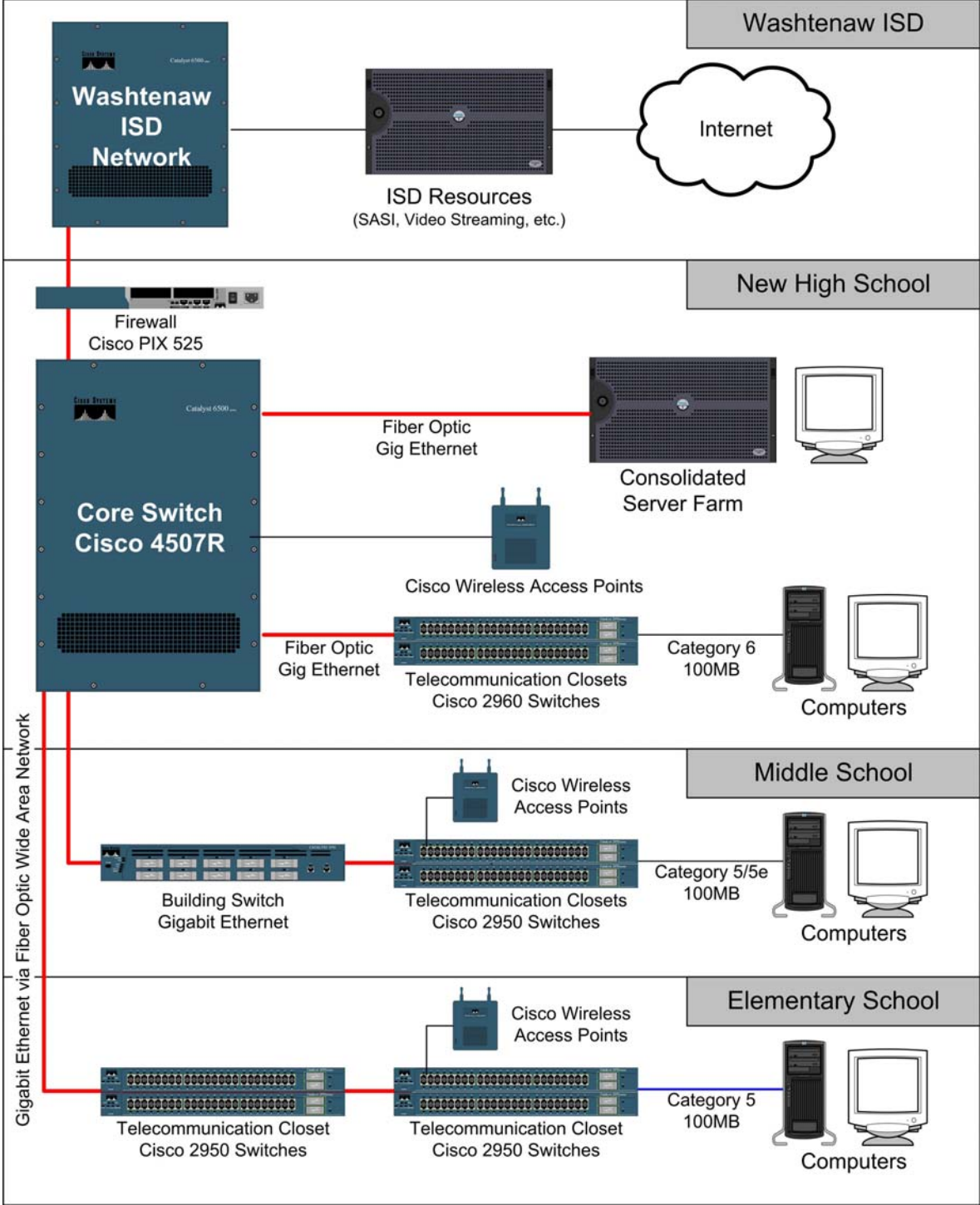
- Relocate the district core switch to the new high school.
- Extend network infrastructure throughout the new high school.



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**Infrastructure, Hardware, Technical Support and Software**

**Current Network Infrastructure**





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**Current:**

Internet Access and Fiber Wide Area Network

The gateway to the Internet is through a Cisco switch supplied by the WISD which connects to the countywide fiber network. The WISD provides and runs the county wide fiber network and provides Gigabit capability to the Internet. In the three years that the network has been in place, there has been minimal interruption in Internet service to Whitmore Lake.

**Strategy:**

- Extend the fiber optic Wide Area Network to the new high school as a part of the bond issue.

**Current:**

Public Library Access

The Northfield Township Library has been separated from the Whitmore Lake Public Schools network, and now provides their own Internet access. Students and staff have maintained access to the district network from the library through the Citrix servers.

**Current:**

Consolidated Servers

In 2004, the servers were replaced and the district migrated from a Novell network to a Microsoft-based network. The following servers are currently in operation and supported:

- File and Print Server running Windows 2003
- Web Server running Windows 2003
- Proxy Server running Windows 2003
- Mail (Exchange) Server running Windows 2003
- WL AD – 120 (Voice Mail) Server running Windows 2000
- Spectrum Server running Windows 2000
- Citrix Servers 1 – 4 running Windows 2003

A cluster of Citrix terminal servers provides desktop applications to students and staff within the district as well as from home. Microsoft Exchange e-mail accounts are available for all staff and students. A Microsoft IIS server supports the district website and is available for teachers to develop classroom websites.



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**Strategies:**

- Replace the existing servers and include both maintenance and support for the duration of the technology plan.
- These servers will provide:
  - file/print services
  - terminal services
  - messaging with web access
  - anti-virus
  - desktop/network management
  - proxy/filtering services
  - web services
  - remote access via Internet (terminal server, VPN, etc.)

**Current:**

**Computers, printers, and peripherals.**

The majority of the desktop workstations purchased with bond funds in 1997 have been replaced. A three-phase replacement strategy has been implemented (Phase I – teacher computers, Phase II – lab computers, Phase III – media center and support staff computers). The first two phases have been completed. Many of the 1997 computers have been redistributed to provide additional classroom Citrix ‘thin-client’ workstations. There are approximately 54 computers which have been relocated district-wide to be used as thin clients. Four computer labs in the current high school totaling just over 100 machines continue to make use of the old equipment using Citrix to serve up various applications including Office 2003, PhotoShop, PageMaker, etc. There are just over 140 new computers which were purchased and deployed since December of 2005. Approximately 20 computers were purchased between June of 2002 and the passage of the June 2003 Bond for support staff. All of the newer workstations are running Windows XP with the Microsoft Office Suite. All district machines are connected to the network and the Internet.

Local inkjet printers have been replaced by workgroup networked printers in all buildings. There are a total of 29 networked printers in the district, four of which are color printers. One of the color printers is capable of printing large posters.

Wireless laptops have been provided for all buildings. Currently, the elementary has two carts of 15 computers and the secondary schools each have four carts of 15 computers. These laptops are primarily used by students to connect to the Citrix servers which allow students total access to all district software. However, these laptops also have a local browser and Office Suite available.



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A software purchase approval form was developed and made available electronically to all employees. All software purchases must meet the requirements of the form including a link to State Standards and Benchmarks, its impact on teaching and learning and Citrix compatibility. All computers have access to a standard suite of software including Microsoft Office Professional, Inspiration, Spectrum, Photoshop, PageMaker, All-The-Right Type, etc.)

**Strategies:**

- Replace media center and support staff computers.
- Provide computers for the new high school.
- Provide two additional wireless laptop carts for the new high school.
- Provide low-cost tools such as PDAs, AlphaSmarts, Daynas, etc. where appropriate to support the curricular goals.
- Restructure the computer refresh-strategy, moving from a three phase to a four phase structure as follows:

Phase I – Teachers, Phase II – Labs, Phase III – Support Personnel/Media Centers, Phase IV – Servers



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**Current:**

Telephone System

The current telephone system was purchased and installed with bond funds in 1997 and continues to meet the user's needs. In 2002 the system was modified from separate phone lines at each building to one PRI line to support most inbound and outbound calls.

**Strategies:**

- Extend the phone system to the new high school as a part of the bond issue.

**Current:**

Video System

The current video system was purchased and installed with bond funds in 1997. While the system continues to meet the user's needs, it has not been upgraded since its installation. As a part of the bond issue, data projectors will be installed in each secondary classroom and the video system will be changed to an IP-based system.

**Strategies:**

- Extend the video system to the new high school as a part of the bond issue.
- Install fixed data projectors in all media centers and all secondary classrooms.
- Implement a new IP-based video system to provide live video, video-on-demand, and digital broadcast carts.

**Current:**

Technical Support

The current technical staffing consists of one full time (ten month) technology director who manages all of the technical support of the infrastructure, desktop support, telephone support, application support and data management. Requests for support are made to the technology director on an ad hoc basis by all district employees.

There is an annual voicemail maintenance agreement with the current vendor and annual telephone support agreements for the student accounting portion of data management.



**Whitmore Lake Public Schools  
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**Infrastructure, Hardware, Technical Support and Software**

**Strategies:**

- Use the Michigan Department of Education Technology Staffing Guidelines to determine the appropriate number of technology support personnel to help maintain district technology resources.
- Budget and implement possible options for repair and maintenance agreements to adequately maintain district technology resources.
- Develop an online request system or paper procedure to handle requests for support.
- Ongoing purchases of new equipment will have built-in maintenance/warranty agreements.

**Current:**

Assistive Technology

In April of 2003 a district Assistive Technology Team was formed. The membership of this team includes, but is not limited to, at least one general education teacher, one special education teacher from each of the buildings in the district, the special education director, the technology director and a consultant from the intermediate school district.

**Strategies:**

- The team will develop a procedure for dealing with all requests for assistive technology devices needed to provide the best learning opportunities for the students of Whitmore Lake Public Schools.
- The team will determine the appropriate implementation process for all requested assistive technology devices and provide a smooth transition into the use of these devices.
- The team will develop a reporting system to assure the proper documentation of licensing for all copyrighted assistive technology solutions.



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**Infrastructure, Hardware, Technical Support and Software**

- The team will develop a reporting system to list and track the assistive technology equipment implemented in the district.
- The team will ensure that assistive technology is made available to special and general education students of the district where such devices are deemed necessary for effective teaching and learning to occur.
- Application serving will be implemented enabling the use of web based application serving for all staff and students.



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**Infrastructure, Hardware, Technical Support and Software**

**Objectives and Timeline**

Year One – 2006-07
<p><b>All year</b></p> <p>The focus of this year will be the move to the new high school and the expansion of the middle school into the space formerly used by the high school, as well as, the relocation of the early childhood/preschool programs to the areas formerly used by the middle school.</p> <p>All of the new systems have been bid out and funded through the 2003 Bond and will be deployed/implemented for the 2006-07 school year. As staff and students begin to utilize the new equipment, the technology department’s focus will be to support users and ensure functionality of the systems.</p> <p>Analyze the impact on the network infrastructure and determine the required hardware for the project-based initiative (student portfolios) in terms of electronic storage for all students K -12.</p>
<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>Move the current servers to the new high school.</li> <li>Implement the middle school and the new high school tech labs.</li> <li>Implement new phone system at the high school.</li> <li>Implement new VBrick video over IP system district-wide.</li> <li>Deploy new computers to high school and middle school media centers (Phase III replacement cycle).</li> <li>Deploy new computers to support staff (Phase III replacement cycle).</li> <li>Install classroom presentation systems (projectors, sound amplification) in middle school and high school.</li> </ul>
<p><b>Fall</b></p> <p>As staff and students begin to utilize the new equipment, the technology department’s focus will be to support users and ensure functionality of the systems.</p>
<p><b>Winter</b></p> <p>Based on the evaluation of the functionality of the infrastructure at the new high school determine the need for additional equipment. Example: wireless laptop carts, phones, etc.</p>



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**Infrastructure, Hardware, Technical Support and Software**

**Objectives and Timeline**

<b>Year Two - 2007-08</b>
<b>All year</b> The focus of year two will be to continue the evaluation of a computer refresh – strategy district-wide. This year will see the replacement of the Citrix server farm.  Continue to evaluate the need for additional peripherals K-12 in support of continued technology integration. Evaluate the effectiveness of the wireless environment and its implications for continued technology integration.
<b>Summer</b> Purchase and install new Citrix server farm.
<b>Fall</b> Analyze the monitored use of wireless computers and formulate a recommendation for the purchase of additional laptop carts if the demand warrants this purchase.
<b>Winter</b> Deploy the additional laptop carts, provided the analysis of use demands the purchase.
<b>Year Three - 2008-09</b>
<b>All year</b> Year three will be the beginning of the rotation for the computer refresh-strategy. New teacher workstations will be purchased and deployed for the beginning of the school year.
<b>Summer</b> Purchase, image and deploy teacher workstations district-wide.
<b>Fall</b> Give technical support to staff where needed with new workstations.



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**Funding and Budget**

**Year 1 – 2006-07 Budget**

Category	Description	General Budget	Bond	Durant	ISD/ Regional	Grants
<b>Curriculum</b>						
	MVHS (10 seat pack)	2,500				
	Advanced Placement (one seat)	700				
	NWEA – Map Assessment				12,090	
<b>Professional Development</b>						
	Technology Director (10%)	7,000				
	3 Media Specialists (10% each)	12,924				
	Sub costs for MACUL - 20 days	1,550				
	Sub costs for PD team - 6 days	470				
	Contracted PD services			21,007		
	Lunch and Learn			300		
	MACUL registration fees			2,000		
	MACUL hotel costs			1,500		
<b>Infrastructure (hardware and software)</b>						
	Projectors, document cameras		50,000			
	HS infrastructure & upgrades		450,000			
	Computers & printers HS		224,000			
	Cameras, scanners, etc.		50,000			
	Tech Ed. Labs HS & MS		225,000			
	Maintenance fees	2,000				
	Telecommunications	35,600				
	Curriculum specific software					1,000
<b>Technical Support</b>						
	Technology Director - 50%	35,537				
	Contracted Services	38,950				
	SRSD Support - 50%	6,303				
	Web Design Support - 12.5%	2,692				
<b>Evaluation</b>						
	Online Evaluation subscription	350				
	Sub time to cover time to do evaluation - 1 day	82				
<b>Total</b>		<b>\$146,658.00</b>	<b>\$999,000.00</b>	<b>\$24,807.00</b>	<b>\$12,090.00</b>	<b>\$1,000.00</b>



**Whitmore Lake Public Schools  
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**Funding and Budget**

**Year 2 – 2007-08 Budget**

Category	Description	General Budget	Bond	Durant	ISD/ Regional	Grants
<b>Curriculum</b>						
	MVHS (10 seat pack)	2,500				
	Advanced Placement (one seat)	700				
	NWEA – Map Assessment				12,220	
<b>Professional Development</b>						
	Technology Director (10%)	7,175				
	3 Media Specialists (10% each)	13,247				
	Sub costs for MACUL - 20 days	1,589				
	Sub costs for PD team - 6 days	482				
	Contracted PD services			20,257		
	Lunch and Learn			300		
	MACUL registration fees			2,500		
	MACUL hotel costs			1,750		
<b>Infrastructure (hardware and software)</b>						
	Citrix server farm		120,000			
	Portfolio server		25,000			
	Computers – teacher replacement		92,000			
	Wireless laptop carts HS		85,000			
	Assistive Technology Devices		1,000			
	Telecommunications	35,600				
	Curriculum specific software					1,000
	Maintenance fees	2,000				
<b>Technical Support</b>						
	Technology Director - 50%	36,425				
	Contracted Services	39,923				
	SRSD Support - 50%	6,460				
	Web Design Support - 12.5%	2,859				
<b>Evaluation</b>						
	Online Evaluation subscription	350				
	Sub time to cover time to do evaluation - 1 day	87				
<b>Total</b>		<b>\$149,377.00</b>	<b>\$323,000.00</b>	<b>\$24,807.00</b>	<b>\$12,220.00</b>	<b>\$1,000.00</b>



**Whitmore Lake Public Schools  
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**Funding and Budget**

**Year 3 – 2008-09 Budget**

Category	Description	General Budget	Bond	ISD/Regional	Grants
<b>Curriculum</b>					
	MVU subscription	3,000			
	Advanced Placement	800			
	NWEA – MAP Assessment			12,350	
<b>Professional Development</b>					
	Technology Director (10%)	7,355			
	3 Media Specialists (10% each)	13,558			
	Sub costs for MACUL - 20 days	1,629			
	Sub costs for PD team - 6 days	494			
	Contracted PD services				
	Lunch and Learn	300			
	MACUL registration fees				2,500
	MACUL hotel costs				1,750
<b>Infrastructure (hardware and software)</b>					
	Phase I replacement computers	75,000			
	Curriculum specific software				1,000
	Maintenance fees	2,000			
	Telecommunications	35,600			
<b>Technical Support</b>					
	Technology Director - 50%	37,335			
	Contracted Services	40,921			
	SRSD Support - 50%	6,621			
	Web Design Support - 12.5%	3,007			
<b>Evaluation</b>					
	Online Evaluation subscription	350			
	Sub time to cover time to do evaluation - 1 day	92			
<b>Total</b>		<b>\$228,062.00</b>	<b>\$0</b>	<b>\$12,350.00</b>	<b>\$5,250</b>



**Whitmore Lake Public Schools  
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**Monitor and Evaluate**

**Goals:**

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The overall goal of integrating technology into the curricula through instruction using best practices will be monitored and evaluated by an evaluation team consisting of teachers, media specialists, administrators and/or community members who will identify and/or develop instruments to be used in the collection of data. Evaluation strategies may include interviews, questionnaires, class observations and analysis of student products or scores. The WLPS Technology Plan will be considered a “living” document and the evaluation process will be an ongoing activity focusing on the expectation that the plan will change to meet the needs of the students and teachers. Based on feedback from staff members and gathered data, an annual overall district report will be compiled which may result in addendums to the WLPS Technology Plan to accommodate major changes agreed upon by the Technology Planning Committee.

Integration will enable WLPS students to reach their highest potential in terms of academic standards and will increase the ability of WLPS teachers to personalize learning. During this process we will continue to educate and monitor students in the appropriate use of technology through the Acceptable Use Policy in effect district-wide. (See attached AUP)

The monitoring and evaluation goals for technology:

- 1) The evaluation team will investigate, develop and/or adopt instruments for data collection.
- 2) The evaluation team will monitor and evaluate professional development in relationship to project-based learning.
- 3) The evaluation team will monitor and evaluate student progress in relationship to WLPS technology curriculum which is linked to the state and national technology benchmarks and demonstrated through project-based learning.
- 4) The evaluation team will adjust the WLPS Technology Plan as needed to accommodate major changes occurring in developing technologies and instructional practices.
- 5) The evaluation team will continue educating and monitoring appropriate use of technology through the district-wide Acceptable Use Policy.



**Whitmore Lake Public Schools  
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**Monitor and Evaluate**

**Strategies:**

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**Goal 1:**

The evaluation team will investigate, develop and/or adopt instruments for data collection.

**Strategies:**

- A monitoring and evaluation team will continue to meet.
- Monthly meeting times for the team will be set at the beginning of each school year.
- The team will investigate, develop and/or adopt appropriate instruments for monitoring and evaluating:
  - professional development on integrating technology,
  - student progress at meeting WLPS technology benchmarks,
  - the technology plan to accommodate changes in developing technologies and instructional practices,
  - the district-wide Acceptable Use Policy.

**Goal 2:**

The evaluation team will monitor and evaluate professional development in relationship to project-based learning.

**Strategies:**

- Develop instructional technology benchmarks at the 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade levels based on the combined national, state and district technology curriculum standards that the teachers can utilize.
- Use staff meeting time to provide teachers with the district technology curriculum which includes integration and assessment activities.
- Establish informal monthly meetings to provide collaboration between teachers and media specialists to ensure integration of technology by way of the core curriculum standards. Media specialists will document these meetings.
- Assure that needed technological equipment is available for teachers to implement integrated lessons.



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**Monitor and Evaluate**

**Goal 3:**

The evaluation team will monitor and evaluate student progress in relationship to WLPS technology curriculum which is linked to the state and national technology benchmarks.

**Strategies:**

- Develop instructional technology benchmarks at the 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade levels based on the combined national, state and district technology curriculum standards that the students can learn, practice and master.
- Students will maintain electronic portfolios and/or grade level folders saved to their personal disc space available for teacher review.

**Goal 4:**

The evaluation team will adjust the WLPS Technology Plan as needed to accommodate major changes occurring in developing technologies and instructional practices.

**Strategies:**

- Gather feedback and assess needed support and/or changes at monthly staff meetings to be used in the annual evaluation.
- Gather feedback and assess needed support and/or changes at district technology-related training and in-service sessions.
- Gather feedback and assess needed support and/or changes at informal monthly collaboration meetings between teachers and media specialists.
- Review core curricular and technology curriculum at the state and national level for potential changes.
- Compile an annual report and append with appropriate addendums to the WLPS Technology Plan as needed.



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**Goal 5:**

The evaluation team will continue educating and monitoring appropriate use of technology through the district-wide Acceptable Use Policy.

**Strategies:**

- Continue the practice of having all students and employees read and sign the district's AUP before activating individual email and network accounts.
- Review the adopted AUP for possible revisions. Address user friendliness at the elementary student level. Use available information at [www.neirtec.org](http://www.neirtec.org) , [www.NCREL.org](http://www.NCREL.org) and various other web sites to enhance this process.
- Develop guidelines which are (grade level/employee position) appropriate to be used when the terms of the AUP are violated.
- Present the guidelines to the building level administrators for adoption and use.



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**APPENDICES**

**WLPS Technology Curriculum ..... Appendix A**  
**WLPS Tech Skills - Scope & Sequence K – 4..... Appendix B**  
**WLPS Tech Skills - Scope & Sequence 5 – 8..... Appendix C**  
**WLPS Tech Skills – Scope & Sequence 9 – 12 ..... Appendix D**  
**WLPS Software Purchase Approval Form ..... Appendix E**  
**WLPS Full Acceptable Use Policy ..... Appendix F**  
**WLPS AUP Staff Agreement Form ..... Appendix G**  
**WLPS AUP Elementary Student Agreement Form ..... Appendix H**  
**WLPS AUP Middle School Student Agreement Form..... Appendix I**  
**WLPS AUP High School Student Agreement Form ..... Appendix J**