



# **WEBBERVILLE**

## **COMMUNITY SCHOOLS**

*Section 1*

### **Educational Technology Plan** July 1, 2009 – June 30, 2012

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ISD: Ingham ISD

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This Technology Plan is On The Web At:

[www.webbervilleschools.org/district/technology/techplan.pdf](http://www.webbervilleschools.org/district/technology/techplan.pdf)

<b>Table Of Contents</b>	
<i>Required Element:</i>	<i>Page:</i>
Cover Page	1
Introductory Material	3
Vision and Goals	3
<b>Curriculum</b>	
Curriculum Integration	4
Student Achievement	13
Technology Delivery	15
Parental Communications & Community Relations	16
Collaboration	16 N/A
<b>Professional Development</b>	
Professional Development	16
Supporting Resources	17
<b>Infrastructure, Hardware, Technical Support, and Software</b>	
Infrastructure Needs / Technical Specification, and Design	18
Increase Access	19
<b>Funding and Budget</b>	
Budget and Timetable	19
Coordination of Resources	20
<b>Monitoring and Evaluation</b>	
Evaluation	20
Acceptable Use Policy	21

## *Section 2*

### **Mission:**

The mission of Webberville Community Schools is to provide a progressive, personalized education in a safe and caring environment by a dedicated, vision-driven staff.

### **Introduction:**

Webberville Community Schools is located approximately 25 miles east of Lansing and 18 miles west of Howell off of I-96 and M-52. The district encompasses 38 square miles. It is situated in Ingham County with a small portion of the district in neighboring Livingston County. The population within the district's boundaries is approximately 2000 homes.

The district has 626 students which classifies us as a "Class D" school. We have two buildings: Webberville Elementary School (K-6) and Webberville Middle/High School (7-12). There are 21 elementary teachers, 5 middle school teachers and 15 high school teachers. Both schools are accredited by the North Central Association.

The school district acts as a bedroom community to the industries located in Lansing as well as Brighton and the greater Detroit area to the east. Most residents who are employed locally are typically working service type or farm related jobs. There are many area farms growing corn, soybeans and other similar crops as well as beef cattle.

## *Section 3*

### **Vision:**

Webberville Community Schools desires to be a premier school system that will set the new standard of excellence by providing the latest cutting edge educational technology resources, availability and staff training

### **Goals:**

Webberville Community Schools has established the following goals for Educational Technology within the district.

- WCS will work to achieve a high level of integration of technology into the curriculum by focusing on providing necessary technology to our teachers and by providing adequate professional development to staff.
- WCS will work to provide the necessary technology and support to meet the goals of the Strategic Plan specifically related to goals number two, three and eight which state: 2. We will design a comprehensive staff-development program to include multi-media learning systems; brain based learning research, assessment and instructional technology. 3. We will design and implement a comprehensive K-12 technology education program and adopt instructional technology to improve teaching and learning. 8. We will implement a district-wide accountability system to

monitor our progress and meet the standards of No Child Left Behind and Education Yes.

- WCS will provide teachers with the latest audio-visual equipment including projectors, computers, speakers and sound systems in order to enhance content delivery for today's media oriented learners.
- WCS will provide teachers with necessary training in how to best utilize equipment to enhance their content delivery.

## I. Curriculum

### *Section 4*

#### **A. Curriculum Integration**

Webberville Community Schools has established the following strands, goals and objectives as the school technology curriculum. The curriculum has been designed to align with the Michigan Educational Technology Standards and ISTE National Educational Technology Standards for Students. WCS will continue to work through the Curriculum Committee to further align the curriculum with these standards and to adjust for changing technology requirements as the goals and objectives are revised.

The outcomes for the curriculum are divided into each grade level (K-12) and the curriculum itself is divided into four content strands.

1. Computing and its Social and Ethical Issues  
Students and staff will develop knowledge, ability and responsibility in the use of computers and the resources accessible to them.
2. Computing Fundamentals (knowledge and information)  
Students will display competent knowledge of computer technology and will use these tools to obtain, organize and manipulate information.
3. Computer Application  
Students will apply information learned about computer technology to their current and future lives.
4. Computer-Enhanced Problem Solving  
Students will investigate problems and develop creative solutions using computer technology as a tool.

**Strand: Social and Ethical Issues**

**Rationale:** Students will develop knowledge, ability and responsibility in the use of resources and systems relating to technology.

**Goal 1:** The student will recognize that computers are used at home, school, community and work place for a variety of reasons.

**Objectives:**

	I	R	M
1. The student will recognize where and how computers are used.	K	1,2	3
2. The student will identify different uses for computers.	K	1,2	3
3. The student will describe different ways computers are used in different locations.	K	1,2	3
4. The student will identify specific uses for computers at home, at school, in the community and in the work place.	4	4	4
5. The student will identify and describe computer-related careers.	4	4	4
6. Students will list and explain how stores, banks, manufacturers, doctors, schools, traffic controllers, etc., use computers.	4	4	4

**Goal 2:** The student will understand basic computer etiquette.

**Objectives:**

	I	R	M
1. The student will explain age appropriate computer etiquette	K	1,2	3
2. The student will demonstrate proper opening and closing of computer programs.	K	1,2	3
3. The student will demonstrate correctly shutting down a computer either for use by another user or shutting completely off.	K	1,2	3
4. The student will explain that school computers are shared by a number of people, and will describe what steps must be taken to insure that computers are properly taken care of.	K	1,2	3
5. The student will be able to explain why it is important to respect the workstation of classmates.	K	1,2	3
6. The student will explain age appropriate computer etiquette.	4	5	6
7. The student will be able to explain that there are laws that regulate what type of things can be "said" on a computer.	4	5	6
8. The student will explain age appropriate computer etiquette.	7	8	9
9. The student will explain the importance of correctly logging off or shutting down a computer.	7	8	9
10. The student will demonstrate an understanding of the importance of proper computer use and care.	7	8	9
11. The student will demonstrate respect for the workstations of classmates.	7	8	9

**Goal 3:** The student will understand the historical development of computers/technology.

**Objectives:**

	I	R	M
1. The student will compare the different generations of computers/technology and summarize their impact on present and future societies.	8	9	9
2. The student will evaluate the trends in computer development and describe the impact of technology on the home, school, community and workplace.	8	9	9

**Goal 4:** The student will understand the concepts of copyright, patent and freedom of information laws and demonstrate respect for ownership.

**Objectives:**

	I	R	M
1. The student will receive up-to-date information on the definition of copyright and the laws that correspond.	2	3	3
2. The student will be able to identify material that is copyrighted.	4	5	6
3. The student will be able to explain when it would be beneficial to pursue a copyright.	4	5	6
4. The student will be able to define the term "patent" and explain when it would be beneficial to obtain one.	4	5	6
5. The student will be able to define the Freedom of Information laws and state situations in which it can be used.	4	5	6
6. The student will be able to explain the function and purpose of Internet filtration programs such as U-Guard.	4	5	6
7. The student will receive up-to-date information on copyright and Freedom of Information laws.	8	8	9
8. The student will adhere to copyright, patent and Freedom of Information laws as they relate to the use of technology.	8	8	9
9. The student will explain global dependence on technology and the need to share resources and technical expertise.	8	8	9
10. The student will describe how technology impacts information access, analysis, organization and utilization.	8	8	9
11. The student will understand the purpose of the copyright law.	8	8	9
12. The student will understand and observe the copyright laws as they apply to the use of computer software, the Internet and related sources.	8	8	9
13. The student will articulate the various ethical and legal issues related to technology.	8	8	9
14. The student will be able to articulate the ethical implications of computer piracy and hacking.	8	8	9
15. The student will describe the difference between "shareware" and "bootleg" programs.	8	8	9
16. The student will explain possible consequences of improper use of copyrighted materials.	8	8	9

**Goal 5:** The student will understand the use of the computer as a social tool and understand the possible results of its use.

**Objectives:**

	I	R	M
1. The student will explain age appropriate computer etiquette.	7	8	8
2. The student will list possible negative effects of direct communication.	7	8	8
3. The student will describe attributes of an appropriate website.	7	8	8

**Goal 6:** The student will expand upon his or her knowledge of copyright, patent and freedom of information laws.

**Objectives:**

	I	R	M
1. The student will enumerate government organizations that are responsible for copyrights, patents and telecommunications.	10	10	10
2. The student will analyze current and emerging issues (ethical, social, legal, political, and privacy) related to technology.	10	11	12
3. The student will analyze how advances in technology have increased the amount of information accessible to them and decreased the time it takes to obtain access to the information. (Cable systems, telecommunications, networks, electronic mail, interactive video, laser discs, online databases, satellites)	10	11	12
4. The student will determine the impact technology has on regional, national and global issues.	10	11	12

**Goal 7:** The student will demonstrate an understanding of the legalities pertaining to copyright, patent and freedom of information laws.

**Objectives:**

	I	R	M
1. The student will be able to discuss the implications of copyright laws.	10	10	10
2. The student will be able to describe the penalty for illegal use of computers.	10	10	10
3. the student will demonstrate the ability to use technology in a reliable and responsible manner.	10	10	10

**Strand: Computing Fundamentals**

**Rationale:** The student, through actual use of technology, will be able to independently operate various forms of technology. These basic skills will be learned before more advanced topics and objectives are addressed.

**Goal 1:** The student will recognize and / or use basic computer terminology.

**Objectives:**

1. The student will identify, locate, define and use the following components of a computer system.					
K-6 <sup>th</sup> Grades	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade		9 <sup>th</sup> Grade	
Computer	Attach	Margins	Placeholder	Absolute-address	Page setup
Monitor	Bit	Line spacing	Power Point	Arrow-key	Pie chart
Mouse	Bold	Justification	Print	Attachments	Preview
Keyboard	Boot-up	Keyboard	RAM	AVERAGE	Print area
Printer	Byte	Hard drive	Redo	Bar chart	Print-preview
Click	Cut	Hardcopy	Reply	Bullets	Proofreader's-
Icon	Data	Indents	Right align	Cell	marks
software	Delete	Forward	Save-as	Chart wizard	Properties
Cursor	Disk	Grammar check	Search	Column	Query
Hardware	Drop-down	Email	Shrink to fit	Database	Range
Menu	Arrow	File	Shutdown	Edit	Record
Disk Drive	Format	Font	Thesaurus	Esc	Relative-address
CD-Rom	Group	Cursor	Slide sorter	Fax	Replace
Diskette	Input	Center align	Sizing handles	Field	Resume'
Open	Insert	Clipart	Slide	Fill down	Row
Save	Italic	Copy	Slide show	Fill handle	Scenarios
Drag & Drop	Left align	Ctrl + end	Software	Formulas	Scrolling and
Double-click	Left-mouse button	Ctrl + home	Spell check	Function	Freezing panes
Space	Login	Memory	Tab	Goal seek	Search
Tab	Logoff	Monitor	Table wizard	IF function	Sort
Letters	Megabyte	Mouse	Underline	Legend	Spreadsheet
Numbers	Network drives	Mouse pad	Undo	Letter-formatting	SUM
Symbols		Network	Ungroup	Memos	Table
Word processing		Normal view	Username	Merge	Table-wizard
Software program		Open document	View menu	Noncontiguous-	Tool
		Output	Widow/orphan	ranges	VLOOKUP
		Page layout	Wingdings		
		Page setup	WordArt		
		Pagination	Wpm		
		Password	Wrapping		
		Paste	Zoom		
		Peripherals			

2. The student will describe the above components in terms of what they do. (The same timeframe applies)
3. The student will use appropriate terms with communicating about computer. (The same timeframe applies)

**Goal 2:** The student will be able to use specific keys of the computer keyboard.

**Objectives:**

1. The student will identify the following symbols on the keyboard:	I	R	M
Enter/Return Key	K	K	K
Space Bar	1	1	1
Shift Key	1	2	2
Control Key	2	2	2
Backspace Key	2	2	2
Delete Key	2	2	2
Caps Lock Key	2	2	2
Tab Key	3	3	3
Numbers Keys	3	3	3
Arrow Keys	3	3	3
2. The student will be able to describe the function of the keys listed above. (The same timeframe applies)			

**Goal 3:** The student will be able to demonstrate the proper operation and care for a computer system.

**Objectives:**

	I	R	M
1. The student will be able to demonstrate the proper procedure for turning a computer on and off.	1	2	2
2. The student will be able to demonstrate proper care of the hardware and software of a computer system.	K	1,2	3
3. The student will be able to properly open and close specified programs.	1	2	2
4. The student will be able to operate a computer system using a specified software program.	K	1,2	3
5. The student will demonstrate how to insert a diskette and CD	2	3	3

**Goal 4:** The student will demonstrate the ability to use and employ basic computer skills.

**Objectives:**

1. The student will demonstrate the use of the following computer skills:	I	R	M
Create folders and classify own documents	4	5	6
File menu: new, open close, save as	4	5	6
Print preview & print	4	5	6
Use computer to compose, edit and publish creative writing story	4	5	6
Edit menu: undo	4	5	6
Format Menu: spelling & thesaurus	4	5	6
Tab keys	4	5	6
Edit Menu: cut, copy, paste, select all	4	5	6
Justification, font type and style	4	5	6
Create signs or posters using a word processor	4	5	6
Format Menu: font, alignment, style, line spacing, border and color	4	5	6
Become familiar with the term "on-line"	4	5	6
Log on/off a network	4	5	6

Demonstrate acceptable use	4	5	6
Create and import imagery from variety of sources	4	5	6
Create and import sound	6	7-9	10-12
Select Server or printer when networked	7	8	9

**Goal 5:** The student will be able to use the computer keyboard and will develop proper keyboarding skills and habits.

**Objectives:**

	I	R	M
1. The student will use proper keyboard fingering.			
a. Home row	1	2	3
b. R, E, V, C, U, I M, “,”	2	3	4
c. T, U, B, N, W, X, O, “.”	3	4	5
d. Q, Z, P, Shift, Enter, ‘	4	5	5
e. Students will be able to type 10 wpm using the correct fingerings.	4	4	4
2. The student will type using correct fingerings with accuracy.			
a. Students will be able to type 15 wpm demonstrating 75% accuracy.	5	5	5
b. Students will be able to type 20 wpm demonstrating 75% accuracy.	6	6	6
c. Students will be able to type 25 wpm demonstrating 75% accuracy.	7	7	7
d. Students will be able to type 30 wpm demonstrating 75% accuracy.	8	8	8
e. Students will be able to type 35 wpm demonstrating 75% accuracy.	9	9	9

**Goal 6:** The student will be able to independently operate school technology.

**Objectives:**

	I	R	M
1. The student will gain information about hardware and software:			
a. Technical Reading	8	9	10-12
b. Help Menus	8	9	10-12
2. Evaluate software and hardware considering the content value and limitations:			
a. Scanner	8	9	10-12
b. Printer	7	8	9
c. Word Processing	8	9	10-12
d. Diskette and Disk drives	7	8	9
e. CD-Rom	8	9	10-12
3. The student will be able to independently troubleshoot common problems that arise with hardware and software.	7	8	10-12
4. The student will be a responsible member of a technological network:	7	7	7
a. Log on to school network	4	5-6	7
b. Manage own file space	7	8	9
c. Maintaining the fixed parameters of a specific system within a network so that all network users will have access to the same hardware and software (NOT CHANGE THE BASIC SETUP)	7	7	7
5. Care for and maintain hardware and software in classroom environment.	7	7	7

**Goal 7:** The student will understand the concepts related to computing on a network.

**Objectives:**

	I	R	M
1. The student will demonstrate the ability to share and keep organized a common network space with at least one other student.	10-11	10-11	10-11
2. The student will become familiar with basic network hardware and become familiar with its function.	10-12	10-12	10-12

## Strand: Computer Application

**Rationale:** Students need to use application software to understand how the computer can become a tool for solving problems. By becoming proficient in using word processing, data base management, spreadsheets, computer graphics, presentation software, and communications software, a foundation will be built for enhancing problem solving skills.

**Goal 1:** The student will have experience with drill and practice.

### Objectives:

	I	R	M
1. The student will learn to use and interact with a drill and practice program.	K	1	1
2. The student will run and respond to a program that correlates with Basic Skills.	K	1	1

**Goal 2:** Students will understand the creation, modification, and display of text using a word processor, such as Microsoft Word.

### Objectives:

	I	R	M
1. The student will enter text into the computer.	3	4-8	9
2. The student will edit the text entered.	3	4-8	9
3. The student will print the created document.	3	4	5
4. The student will store prepared data.	4	5-8	9
5. The student will load previously stored text into the computer.	4	5-7	8
6. The student will revise previously stored text.	4	5-8	9
7. The student will use advanced word processing skills.	8	8	9

**Goal 3:** The student will understand the process of information management using a database, such as Microsoft Access.

### Objectives:

	I	R	M
1. The student will retrieve information from an already developed database.	7	8	9
2. The student will search the database for specific information.	4	6-8	9
3. The student will analyze the information retrieved from the database.	4	6-8	9
4. The student will print selected document(s).	4	6-8	9
5. The student will create a database.	9	9	10-12
6. The student will edit and manage the information stored in a database.	9	9	10-12
7. The student will create a form or table to enter information into a database.	9	9	10-12
8. The student will create a query to retrieve specific information from a database.	9	9	10-12
9. The student will create a report format to display the data.	9	9	10-12

**Goal 4:** The student will be able to use a spreadsheet program, such as Microsoft Excel.

### Objectives:

	I	R	M
1. The student will answer "What If?" questions and test hypotheses with an already created spreadsheet.	9	10-12	10-12
2. The student will design and enter numeric data, literal information, and formulas into a spreadsheet program.	9	10-12	10-12
3. The student will edit the contents of the electronic spreadsheet.	9	10-12	10-12
4. The student will analyze the results of executing formulas stored in the spreadsheet.	9	10-12	10-12

5. The student will change numeric data in specified cells and analyze the outcomes.	9	10-12	10-12
6. The student will store and retrieve the contents of the spreadsheet.	9	10-12	10-12
7. The student will control the content display of the spreadsheet.	9	10-12	10-12
8. The student will produce a hardcopy of all or selected portions of a spreadsheet.	9	10-12	10-12
9. The student will create a graph or chart.	9	10-12	10-12
10. The student will create a multi-sheet workbook, and format the appearance of the workbook.	10-12	10-12	10-12

**Goal 5:** Students will use critical thinking skills with retrieved data.

**Objectives:**

	I	R	M
1. Students will apply search techniques to retrieving data, such as those that use Boolean terms.	4	5	6
2. Students will determine the validity of online resources.	4	5-6	7
3. Students will organize and arrange information for multimedia presentations.	4	5-8	9
4. Students will create individual projects based on research data retrieved from online and electronic resources.	4	5	6

**Goal 6:** The student will become familiar with computer graphics.

**Objectives:**

	I	R	M
1. The student will create a design using a prepared software package or a computer language.	9	10-12	10-12
2. The student will demonstrate use of peripheral devices in experimenting with various graphics techniques.	9	10-12	10-12

**Goal 7:** The student will become familiar with communications between individuals using two or more computers.

**Objectives:**

	I	R	M
1. The student will explain the general purposes and several common uses of computer communications.	7	8	9
2. The student will identify the types of hardware and software required for computer communications.	7	8	9
3. The student will explain the general method of enabling two or more individuals using computers to communicate with each other.	7	8	9
4. The student will list activities made possible through the use of computer communications.	7	8	9
5. The student will indicate some of the safeguards which must be taken to protect society against misuse of computer communications.	7	8	9

**Goal 8:** The student will demonstrate the ability to use presentation software, such as Microsoft PowerPoint.

**Objectives:**

1. The student will use presentation software to individually present a report to a group of peers.	8	9	10-12
2. The student will use presentation software with a group of other students to present a report to a larger group of peers.	8	9	10-12

**Goal 9:** The student will be introduced to and become proficient users of the following computer applications.

**Objectives:**

	I	R	M
1. Word processing software such as Microsoft Word.	3	6-8	9
2. Spreadsheet software such as Microsoft Excel.	8	9	10-12
3. Presentation software such as Microsoft PowerPoint	6	9	10-12
4. A flat database using a program such as Microsoft Access	9	10-12	10-12
5. Library automation system	2	3-6	7
6. Michigan Occupational Information System (MOIS)	8	9	10-12
7. Electronic databases, such as CD-Rom encyclopedias	4	5-6	7
8. Online research databases	4	5-6	7

**Goal 10:** The student will draw upon the knowledge and experience with applications and be able to apply those skills to use computer technology as a tool.

**Objectives:**

	I	R	M
1. The student will become proficient at using help files in a variety of applications.	7	8-9	10
2. The student will use technological systems in leisure activities, home management, school tasks, and job skill training.	9	10-12	10-12
3. The student will apply information technologies to learning activities in all curricular areas; specialized systems and skills may be necessary for specific student population.	9	10-12	12
4. The student will use technology to develop lifelong skills especially in areas of research, information retrieval, and technical evaluation.	9	10-12	12

**Strand: Computer Enhanced Problem Solving**

**Rationale:** Students will investigate creative practical solutions to problems using technical means.

**Goal 1:** The student will identify elementary problems (needs), where technology may provide a means to a solution.

**Objectives:**

	I	R	M
1. The student will evaluate identical problems (needs) to determine whether a technological system should be used in the solution.	4	5-7	8
2. The student will demonstrate problem-solving skills using software designed for this purpose.	4	5-6	7

**Goal 2:** Students will identify a problem and choose an appropriate technical application to solve the problem, following through with a solution.

**Objectives:**

	I	R	M
1. The student will identify a specified problem that would best be solved by using technology.	8	9	9
2. The student will determine an appropriate technical application to solve the specified problem.	8	9	9
3. The student will develop skills to effectively use the chosen technological applications to solve the specified problem.	8	9	9

**Goal 3:** The student will identify problems where technology may provide a means to a solution. The student will then select a process to follow which will lead to a solution of the problem.

**Objectives:**

	I	R	M
1. The student will identify and evaluate problems to determine if a technological system should be used in a solution.	10	11	12
2. The student will solve problems by using technological processes and skills.	10	11	12
3. The student will evaluate a given problem and select the appropriate technological system that is best designed to perform the operations that will lead to a solution of the problem.	10	11	12
4. The student will learn to use a given technology as a means to address a particular task.	10	11	12

*Section 5*

**B. Student Achievement**

**Curriculum Examples**

**Example 1:** 5<sup>th</sup> and 6<sup>th</sup> Grade Unit-Ecosystems

Science: III.5.MS.1 Describe common patterns of relationships among populations.

III.5.MS.2 Predict the effects of changes in one population in a food web on other populations. III.5.MS.4 Describe the likely succession of a given ecosystem over time. III.5.MS.6 Describe ways in which humans alter the environment.

Language Arts: LE2.2 Write expository reports or essays, organizing content in multi-paragraph structure including clear relationships among ideas, e.g. enumeration, transitions, visual layout. LE2.1 Write to inform, report, explain or influence audience.

Career and Employability: 3. MS.3 Generate and organize ideas on a technical or specialized topic.

Technology: CS2 All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

Unit Description:

After studying ecosystems, students will design and perform pollution experiments on their ecosystems. They will then develop a Pollution Project involving a PowerPoint presentation to explain the results of their experiments and implications for our society.

**Example 2: High School Unit WWII Wartime Production**

Each student will choose a topic from the list below relating to WWII wartime production. The student will collect research material using both printed material and online or other electronic resources. The student will create an outline of the research material. The student will create a PowerPoint presentation based on their outline and present their topic to the class.

WWII wartime production topics:

1. The Influence of the Government	11. Changes for Working Women
2. Industries Convert	12. Benefits of Employment
3. New Business Approaches	13. Problems for Working Women
4. The Wartime Workforce	14. After the War
5. Financing The War	15. Discrimination Against African Americans
6. Books and Movies	16. A. Philip Randolph
7. Baseball	17. Mexican and Native Americans
8. Popular Music Bob Hope and the USO	18. Japanese American Relocation
9. Shortages and Controls	19. Japanese Americans and Legal Challenges
10. Enlisting Public Support	20. Nisei Soldiers

**Unit Performance Rubric:**

Max Points: 100	For An A:	For a B:	For a C:	For a D:
Quality of Research Material 25 Points	You must accumulate at least 4 different sources using both print and electronic resources.	You must accumulate at least 3 different sources using both print and electronic resources	You must accumulate at least 2 different sources using either print or electronic resources.	You must accumulate at least 1 source from either a print or electronic resource.
Information Outline 25 Points	You must create an outline of our material which includes 3-5 main points with 2 sub points for each main point and 1 detail for each sub point.	You must create an outline of your section which includes 3-4 main points with 2 sub points for each main point and 1 detail for at least 4 of the sub points	You must include 2-3 main points with 2 sub points for each main point and at least 3 sub points must have 1 detail.	You must include 2 main points with 1 sub point for each main point with 1 detail for each.
PowerPoint Appearance 25 Points	You must have at least 3 slides with bulleted information, your font size should be at least 20 point and you should have at least 2 graphics in your presentation.	You must have at least 2-3 slides with bulleted information. Your font size should be at least 20 point and you should have at least 2 graphics in your presentation.	You must have 2 slides with bulleted information and at least 1 graphic in your presentation.	You must have at least 1-2 slides with bulleted information.
Presentation 25 Points	Demonstrate all of the following: You must use the equipment correctly for your PowerPoint presentation, maintain good eye contact with classmates, speak clearly, concentrate on your presentation, be serious during your presentation and demonstrate that you are knowledgeable about your topic.	Demonstrated at least 5 of the following: You must use the equipment correctly for your PowerPoint presentation, maintain good eye contact with classmates, speak clearly, concentrate on your presentation, be serious during your presentation and demonstrate that you are knowledgeable about your topic.	Demonstrated at least 4 of the following: You must use the equipment correctly for your PowerPoint presentation, maintain good eye contact with classmates, speak clearly, concentrate on your presentation, be serious during your presentation and demonstrate that you are knowledgeable about your topic.	Demonstrated at least 3 of the following: You must use the equipment correctly for your PowerPoint presentation, maintain good eye contact with classmates, speak clearly, concentrate on your presentation, be serious during your presentation and demonstrate that you are knowledgeable about your topic.

Webberville Community Schools is committed to improving student achievement through technology integration. Research shows that technology improves student performance best when integrated into the curriculum and assessment (CEO Forum, 2001). WCS is integrating skill and standards directly into the content area units as shown above and is using technology applications in performance assessments in order to reap the benefits of technology resources. WCS continues to provide professional development to teachers in the use of integrated technology solutions. Research indicates that technology improves student performance when it is used daily by competent teachers (Middleton & Murray, 1999).

Computer aided instruction can be an effective use of labs when teaching basic skills (Zollman et al., 1989). Our teachers use basic skills software titles to achieve this level of effectiveness.

WCS continues to reform the technology curriculum to better integrate technology into the classroom. As our teachers and students continue to use technology more effectively student assessment results will improve.

#### Timeline:

##### 2009 – 2010

- WCS Technology Curriculum will be reviewed and updated to align with new state and national standards.
- Continued acquisition of technology resources for teacher / student use including new computer for staff and two updated labs.
- Continued professional development.
- Provide professional development on blended instruction and online learning.
- Develop a model classroom equipment list.
- Implement Cyber Academy

##### 2010 – 2011

- WCS Technology Curriculum effectiveness evaluated.
- Continued acquisition of technology resources for teacher / student use.
- Continued professional development.
- Update infrastructure including servers and switches.
- Double the online course offerings.
- Require blended instruction in all secondary classrooms.

##### 2011 – 2012

- WCS Technology Curriculum effectiveness evaluated.
- Continued acquisition of technology resources for teacher / student use.
- Continued professional development.
- Continue to update technology hardware and infrastructure.
- Double online instruction.

#### *Section 6*

### **C. Technology Delivery**

- Webberville Community Schools currently has access to multiple on-line courses available via the Internet and distance learning courses available via two way interactive video, MESA distance learning, MVHS, E2020, and local online courses. WCS currently participates in multiple distance learning courses via interactive video. WCS will continue to develop these programs to increase participation and improve their effectiveness.
- WCS teachers use Black board, United Streaming on-demand video content, and many other internet resources.

#### *Section 7*

### **D. Parental Communications & Community Relations**

- This Educational Technology Plan will be available to the Webberville community via the school's web site. A notice will be sent out via the school newsletter informing the community that the Technology Plan has been posted to the Web site.
- Technology will be used to effectively communicate with parents and community members by employing the School's Web site. Parental involvement will be promoted by offering information to parents such as student grades and attendance records as well as classroom assignments. Powerschool will be used to provide parent information via the internet including student grades, attendance, discipline, and curriculum.
- Community members and parents will be invited to serve on the Technology Plan Committee and will be invited to contribute to the planning, implementation and ongoing assessment of the Technology Plan.

#### *Section 8*

### **E. Collaboration**

- Webberville Community Schools does not provide any adult education services. Limited adult ed. services are provided by the ISD.

## **II. Professional Development**

#### *Section 9*

### **F. Professional Development**

- On-going professional development opportunities are provided to all administrators and staff via required weekly meetings. The ISD staff and other staff provide instruction to staff during these meetings on how to effectively use available technologies.
- Professional development opportunities for teachers have as their focus the effective integration of technology into the curriculum.
- Throughout each school year the following basic timeline will be followed:
  - Fall training sessions will focus on any new technologies which were acquired over the summer break, as well as refresher courses on crucial technologies such as Gradebook software.
  - Winter training sessions will provide refreshers on previously covered material as well as any new resources available to staff and teachers.
  - Spring training sessions will focus on any important technologies necessary for finalizing the school year as well as ideas for new technology to be made available during the following year.
  - Summer training will focus on the implementation of new applications and tools that will make instruction more engaging.
- The revised ISTE and other state and national standards for educational technology readiness will be consulted during preparation for professional development opportunities.

## Section 10

### G. Supporting Resources

- Best Practices of Technology Integration in Michigan  
<http://www.remc11.k12.mi.us/bstpract>
- Boster, J.J., Meyer, G.S., Roberto, A.J., & Inge, C.C. (2002). *A report on the effect of unitedstreaming™ application on educational performance*. Farmville, VA: Longwood University.
- Brown, M (2003) *WPS Ed. Tech*.
- CEO Forum on Education and Technology. (2001, June). *The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21<sup>st</sup> century*.
- enGuage: A Framework for Effective Technology Use in Schools  
<http://www.ncrel.org/enguage/>
- Means, B. & Olson, K. (1997). Technology and education reform. *Office of Educational Research and Improvement, Contract No. RP91-172020*
- Middleton, B.M. & Murray, R.K. (1999). The impact of instructional technology on student achievement in reading and mathematics. *International Journal of Instructional Media*, 26(1), 109.
- NCREL: Professional Development <http://www.ncreal.org/pdtoolkit.htm>
- NETS Standards for Teachers <http://iste.org>
- Technology Leaders Toolkit <http://www.technologyleaders.org>
- Technology Standards for School Administrators <http://cnets.iste.org>

- Zollman, A., Oldham, B., & Wyrick, J. (1989). Effects of computer-assisted instruction on reading and mathematics achievement of Chapter 1 students. *Resources in Education*. Columbus, OH.

Webberville Community Schools also utilizes the following resources:

- Online subscription services via the media center such as the CADL Catalog, INFOTRAC, MEL, LibrarySpot, REMC Online, Occupational Outlook Handbook, NETLIBRARY, CIA World Fact Book and Bookbrowse.
- The Webberville Community Schools District Board Policy.
- The Webberville Community Schools Strategic Plan
- Ingham ISD Support
- REMC Services Support

### III. Infrastructure, Hardware, Technical Support and Software

#### Section 11

#### H. Infrastructure Needs / Technical Specification, and Design

- Webberville Community Schools currently owns a robust fiber-backed, gigabit speed computer network district-wide. Internet access is provided to the district by Millenium Digital Media and is partially funded through e-rate. This will change in the near future with a county wide consortium (StarNet), which will provide fiber to all of the schools in the county. The StarNet WAN and consortium Internet access will be partially funded by the e-rate via a consortium filing. All switching is accomplished with Cisco switches. There are roughly 350 workstations and 6 servers on the network. The high school / middle school employs 5 computer labs including the Media Center and the elementary school uses one lab. Each classroom has at least two computers. Our servers are Dell Power Edge servers with the main storage being a terabyte Dell storage array. The network OS is Windows Server 2003. Directory services are provided by Microsoft Active Directory. WCS hosts its own Web site using MS IIS and email is hosted locally using Microsoft Exchange Server 2003. We have multiple desktop workstations on the network including Dell Optiplex, HP, IBM devices running Windows XP Pro. Telephone services are accomplished with a Cisco IP Telephony system with basic telephone service being partially funded through e-rate each year.—Every classroom and office has a phone and every staff member uses voicemail provided by Cisco Unity Services. Most classrooms in the high school / middle schools contain a sound system and LCD project for content presentation. Elementary classrooms have sound, voice amplification and large TVs.

Most classrooms have a VHS / DVD player and the ability to display the computer display to the entire class.

- Webberville Community Schools will need to continue to update equipment on a three year rotation cycle. WCS will continue to acquire new technologies as they become available. Increased Internet bandwidth will be required in order to provide adequate capacity for multiple distance learning sessions. StarNet will allow us to have multiple distance learning courses running concurrently.
- WCS will follow this timeline for equipment acquisitions:
  - 2009-2010
    - Replace computers in two computer labs. Move those lab systems to classrooms and move the oldest computers out of service.
    - Install 40 new computers for teacher and staff use, using both desk tops and note books. Install HD distance learning equipment and audio visual equipment through a county wide grant.
  - 2010-2011
    - Replace workstations in one computer lab. Move the lab systems to the classrooms and move oldest systems out of service.
    - Virtualize or replace servers and replace switches in the main distribution frame room.
  - 2011-2012
    - Migrate to one to one computing, utilizing the students own technologies.
    - Acquire additional technologies as they become available.
- The technology staff and the ISD staff provides all technical support to the district with the exception of the HS/MS Technology Liaison who provides first-line support to fellow teachers. WCS partners with the Ingham Intermediate School district for technology support, but this model will be blended in the fall with additional technology support being added locally.

#### *Section 12*

### **I. Increase Access**

- The Webberville branch of the Capital Area District Library offers computer and Internet access to all area residents. Webberville Community Schools, in conjunction with the Ingham Area ISD, provides all required assistive technologies to any students who are in need of assistive technologies.

## **IV. Funding and Budget**

Section 13

**J. Budget and Timetable**

**2009-2010 Technology Budget**

<b>Account Title</b>	<b>Budgeted Amount</b>
Technology – Workshops/Conference	\$1,000
Software Licenses	\$20,000
Technology Repairs and Maintenance	\$9,000
Technology Miscellaneous Supplies	\$7,000
Technology Capitol Outlay Greater Than \$2500	\$5,000
Technology Capitol Outlay Less Than \$2500	\$5,000
Technology Coordinator Salary and Benefits/ISD Support	\$80,000
Total =	\$127,000

**2010-2011 Technology Budget**

<b>Account Title</b>	<b>Budgeted Amount</b>
Technology – Workshops/Conference	\$1,200
Software Licenses	\$20,000
Technology Repairs and Maintenance	\$10,000
Technology Miscellaneous Supplies	\$8,000
Technology Capitol Outlay Greater Than \$2500	\$6,000
Technology Capitol Outlay Less Than \$2500	\$6,000
Director of Technology Salary and Benefits/ISD Support	\$85,000
Total =	\$136,200

**2011-2012 Technology Budget**

<b>Account Title</b>	<b>Budgeted Amount</b>
Technology – Workshops/Conference	\$1,200
Software Licenses	\$20,000
Technology Repairs and Maintenance	\$11,000
Technology Miscellaneous Supplies	\$8,000
Technology Capitol Outlay Greater Than \$2500	\$6,000
Technology Capitol Outlay Less Than \$2500	\$6,000
Director of Technology Salary and Benefits	\$87,500
Total =	\$139,700

Section 14

**K. Coordination of Resources**

- Webberville Community Schools will glean resources from a variety of sources. Funding sources include the following:
  - General Fund
  - Universal Service Fund or E-rate funds
  - Future bond issuances, hopefully 2010.
  - Various grant funds will be sought to help pay for special projects.
  - The AT&T grant will support various areas of technology implementation.

## V. Monitoring and Evaluation

### Section 15

#### L. Evaluation

- Evaluation of the effectiveness of this technology plan will include both a formal survey of teachers and regular discussions with the teaching staff, administrators and the technology committee.
- A survey will be conducted which will allow staff to rate the technology program as well as provide an opportunity for staff to offer feedback about changes they would like to see implemented in the technology program.
- A survey evaluation of the effectiveness of this technology plan will be conducted every other year.
- Evaluation of the effectiveness of the technology plan will be conducted by the technology staff.
- Unmet goals will be revisited by the administration and the technology committee. These goals will be reviewed for effectiveness and readdressed as needed.
- Success will be achieved when it is determined that at least 75% of the feedback from investors indicates that the plan has been positive and effective.

### Section 16

#### M. Acceptable Use Policy

WCS recognizes existing federal requirements for privacy and Internet safety. WCS has developed a strong Acceptable Use Policy (AUP) which supports legislation such as such as the The Children's Internet Protection Act (CIPA).

Revised 2004

Webberville Community Schools acquires and makes available certain materials, in the category of technology hardware and software, to aid the effective conduct of teaching, learning and non-instructional operations. These technologies are acquired with the understanding that they contribute access to information, methods of presentation, and communication. Staff and students as well as interested persons outside the Webberville Community Schools recognize that these technologies are a productive means of carrying out the mission and instructional goals of the Webberville Community Schools.

The uses of technology carry with them certain responsibilities. Technology uses should be consistent with the tasks to which they are assigned. *Technology* is defined as including, but not limited to, electronic media, hardware, software, services [Internet, Phone] and equipment owned or leased by Webberville Community Schools.

#### Disclaimer :

Webberville Community Schools makes no warranty of any kind, whether expressed or implied, for the service it is providing. Access to people all over the world, via the computer brings with it

an availability of material that may not be considered educationally valuable. It is impossible to control access to all material, but WCS will make every effort to block access to inappropriate material. We firmly believe that the availability of valuable information and the potential for interaction on the Internet far outweigh the possibility that users may be exposed to material not consistent with the educational goals of the Webberville Community Schools. As with all educational materials, teachers will do their best to supervise student access while under their instruction. Webberville Community Schools will not be liable for damages or injuries resulting in violations of the Acceptable Use Policy or any misuse of technology.

### **Technology Usage Guidelines**

#### Hardware/Software:

In general, users have the conditional right to make use of authorized hardware, software found on school grounds in order to facilitate personal academic growth and greater understanding of the utilization of technology.

Only software purchased by Webberville Community Schools or software purchased by staff but approved by the WCS Technology Department may be stored or installed on district hardware. No software may be downloaded from the Internet via browser, file sharing application, etc. without the permission of the WCS technology department. **The installation of software by students is strictly prohibited.**

No personal programs, including games, are to be stored locally or on centralized district file servers. Students are to save files created for academic purposes to portable media or to their file server account.

Only hardware approved by Webberville Community Schools may be attached to the district network.

It is the user's responsibility to ensure that district equipment and software are not destroyed, modified, or abused in any way.

District hardware and software may not be moved to other locations within the district, or removed from the district unless authorized by the WCS Technology Department.

#### Internet Access:

The purpose of the Internet access provided by Webberville Community Schools is to promote and enhance the educational environment. Student use of the Internet must be consistent with the educational objectives of Webberville Community Schools. Transmission of any material in violation of any U.S. or State regulation is strictly prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, and pornographic images. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

The use of the Internet is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. Building administrators will determine what appropriate use is and their decision is final. Also, the building administrator may close any account at any time, as required. The administration, faculty, and staff of Webberville Community Schools may request the system administrator deny, revoke, or suspend specific user accounts. Students who violate the acceptable use policy for internet access may also receive school discipline.

#### Network Access:

Each student has been granted access to the WCS network. Network access is controlled through rights assigned to user names. Students cannot for any reason share their username or

password with any other WCS user. Students may not attempt to represent themselves as other users, or steal login information [user name and password].

WCS file server accounts are not private, and may be monitored for inappropriate use.

The storage of executable files on network servers is strictly forbidden. The storage of media files including movies, music, and images for non-academic purposes is strictly forbidden. Storage of media files for academic purposes is allowed with permission of the Technology Department. The decision regarding the size of user file server accounts resides with the WCS Technology Department, and may change at any time.

The storage of executable files and/or media files for non-academic purposes in compressed folders containing any of the following aforementioned file types is strictly forbidden.

Electronic Communication:

Student use of e-mail, chat rooms, instant messaging is not acceptable, unless approved by a teacher to support a curricular objective. The transmission of network messages to any other user is strictly forbidden.

#### **Disciplinary Action for Violation of Acceptable Use Policy:**

The guidelines within this document are not all-inclusive, but only representative and illustrative. A user who commits an act of misconduct which is not listed may also be subject to disciplinary action.

Violation of the Webberville Community Schools Acceptable Use Policy may result in suspended computer privileges, school discipline, and monetary reimbursement. Any time that is required to replace or repair files that a student maliciously damages will result in suspended computer rights and fees.

Disciplinary actions are based on the disciplinary procedures of Webberville Community Schools. Possible disciplinary actions include but are not limited to the following:

- Student conference or reprimand.
- Parent contact.
- Behavioral contracts.
- Required to make full financial restitution.
- Denial of participation in class and/or school activities.
- Banned from using all computer equipment for a period of time as determined by building administration.
- In-school and/or out-of-school suspension.
- Removal from a course resulting in loss of credit.
- Expulsion.
- Saturday School

Filtering Efforts:

Webberville Community Schools employs an Internet site blocking system. This system is a firewall that uses the SurfControl database to block specific internet sites which are deemed inappropriate. These sites are divided up into categories and can be enabled or disabled based on the category. Also the Director of Technology can either override the system and allow access to a site or add exceptions to the list. WCS also blocks spam at the firewall and at the email server.