



TECHNOLOGY PLAN UPDATE

2006-2007

*Technology Planning and Renewal
Through Stakeholder Involvement*

"Inspiring in Everyone a Passion to Excel"

OVERVIEW OF THE TECHNOLOGY PLAN

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The full District 200 Technology Plan 2006-2009 and all supporting documentation may be viewed at:

http://www.cusd200.org/programs/edtech/techplan/TechPlan_final.pdf

VISION

2006 District Vision and Mission Statement

Inspiring in everyone a passion to excel...

Our vision is to be an **exemplary, student-focused** school district that is **highly regarded** for the **competence and character of our students** and the **excellence of our people, programs, and learning environment**.

Our mission is to **inspire, educate, challenge, and support** all students to reach their highest level of learning and personal development.

We believe:

1. **All students can learn beyond expectations.**
2. A **highly qualified, nurturing, and enthusiastic staff** is necessary to ensure each student's success.
3. Each student deserves a **challenging, rigorous, and comprehensive curriculum** that leads to academic achievement, social well-being, self-realization, good citizenship, and personal growth. Each student should have the opportunity to enhance these characteristics through a **comprehensive extracurricular program**.
4. **Technology** must be an integral part of the instructional program.
5. Schools should promote a **culture of respect** that values individual differences.
6. A **safe and secure environment** should be provided in all of our buildings.
7. **Well maintained facilities support** the instructional program and promote student learning.
8. Services must be delivered in a **cost-effective** manner.
9. The **community has high expectations** for the quality of education in its public schools.
10. Successful schools result when a **partnership** exists between the schools, parents, and the community.

VISION

Creation of the Technology Vision Statement

District 200's vision statement was developed in 1997 through a series of strategic planning meetings with district stakeholders. This strategic planning process defined the needs of the district using the Baldrige Process. The vision developed by this group of stakeholders was submitted to the District 200 Board of Education for approval. This Vision was renewed during the rewrite of the Technology Plan in 2002 and again has been reviewed by new stakeholders for the 2006 rewrite of this Technology plan. In the fall 2004, District 200's Board of Education decided to update the District Vision and Mission Statement. Town meetings were held from January 2005 to March 2005 to evaluate the current reality and identify needs for the District 200 community. These meetings provided a collective forum to reaffirm the District 200 Technology Vision for learning. Stakeholder participants in these groups have included: Board of Education members; school personnel, administration, teachers, clerical staff, parents, students, community members, business representatives and retired citizens. All these groups worked cooperatively to shape this vision.

District 200 envisions technology as a means of enhancing instruction and student learning as well as administrative efficiency and effectiveness. It acknowledges that technology is a tool - a part of the instructional process rather than the product itself. Technology today is reshaping the work place and the home. Education, as it mirrors societal changes, must undergo considerable change as it adjusts to a world increasingly influenced by technology. District 200's vision statement is a reflection of the beliefs of the organization and its stakeholder groups.

Technology Vision Statement

All learners will achieve meaningful literacy with technology, allowing them to develop the thinking and lifelong learning skills necessary to be a contributing member of an evolving society. Learners will be literate, adaptive, and transformative users of information, allowing them to use differing technologies and information, adapt them for their own uses, and transform the information into their own new knowledge with ubiquitous access.

STRUCTURE OF THE PLAN

State Renewal Process

District 200 Technology Plan was renewed in the spring of 2006 for three years. The state of Illinois made some changes to the plan template from the 2003 renewal. The Engaged Learning area of the plan is now designated as *Curriculum and Instruction*, and the overall plan is focused on student achievement. The plan covers the key areas of:

- Community Involvement
- Curriculum and Instruction
- Professional Development
- Technology Deployment

The renewed District 200 Technology Plan has pulled from the 2005-2006 District Improvement Plan to guide the areas of *Curriculum and Instruction* and *Professional Development*. The *Community and Technology Deployment and Sustainability* areas were developed by the data collected and subsequent analysis.

District 200 data was analyzed by a variety of groups: District Technology Steering Committee, DIP Team; Educational Services Directors and committees, Technology Department Curriculum Leaders, Building Principals, SIP Teams, and content area committees. The process of analysis from the various collection tools used and the collaborative groupings allowed the district to determine gaps between the district current reality and its preferred future, and most importantly, the District needs for the next three years.


The state required the district to follow sequential steps of: 1) Assessing the Needs; 2) Determining the Goals and Strategies; 3) Defining the Expected Results; and 4) Projecting the Funding to create this plan. Each key area has goals and key strategies for attaining the goal, with predicted outcomes and ways in which to evaluate the success of the strategy.

Technology expenditures have become part of the annual budget planning process. Currently, the budget projection for the funding of the Technology Plan is status quo with the current allotment. Technology funds have diminished over the last three years with the loss of the Warrenville TIF funds and the reduction of state and federal grants. This plan supports the receipt of monies from the federal e-rate program which currently exceeds \$200,000. The re-evaluation of the network infrastructure may necessitate the need for additional funding. The Board will be kept apprised of the fiscal challenges the district faces as we attempt to maintain and improve student and staff access to technology.

COMMUNITY INVOLVEMENT

Assessed Needs

1. To create greater collaborative communication through District Web sites providing current and relevant information and tools for at-home learning.
2. To increase parental involvement at the school and district level through electronic communication.
3. To establish collaborative safety efforts for student Internet usage.

Goals	Success Indicators
<p>Timely Communication</p> <p><i>Increase communication between all stakeholders through the use of technology.</i></p>	<ul style="list-style-type: none"> • Server tracking software will indicate increased traffic and positive feedback from stakeholders through email communication and a community use survey. • Community will have timely electronic communication for increased response and involvement in school activities. • Reduction of paper usage for school to home communication will positively impact ordering and budget. • Selection of an interface that is user friendly for all stakeholders, with ease of use for implementation and resulting in improved school to home contact. • Increased ownership of student responsibility for work completion.
<p>A More Involved Community</p> <p><i>Increase active community involvement in creating a mutual and beneficially safe technology environment that supports student learning.</i></p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <ul style="list-style-type: none"> • Students will be able to demonstrate understanding of Internet safety through testing and illustration through authentic products. • The district will work with community stakeholder groups to increase home awareness to monitoring of Internet communication. • District will be able to use stakeholder perceptual data for discussions and decisions related to pertinent issues. • Community will respond to pertinent issues through survey use. • Immediate support in the use of software applications will be provided for the District 200 learning community. • Students will be able to complete projects at home utilizing technology with support from Atomic Learning. • Wheaton Park District will provide computer-based classes for adult learning opportunities on an on-going basis.

COMMUNITY INVOLVEMENT

GOAL—Timely Communication	
STRATEGY	EXPECTED RESULTS
The District and school websites will provide timely and reliable information.	<ul style="list-style-type: none"> The District and school websites will be visited more by the community due to ease of access to information, and the weekly updated information.
Home e-mail addresses will be collected during registration to create electronic mailing lists.	<ul style="list-style-type: none"> Schools will have a reliable list of home email accounts for communication for direct delivery of school information to parents or guardians. A procedure will be established to collect these emails digitally which will significantly reduce manual entry time by school personnel.
Posting of Student Grades online. The District will pilot and select an online interface to post student attendance and academic information to parents.	<ul style="list-style-type: none"> The District will pilot an online interface in 2006-07 school year to post student attendance and academic information available to parents through the district's websites. The District will select an online interface to post student attendance and academic information available to parents through the district's websites. A majority of teachers will use the interface for increased communication with parents and students.
GOAL— A More Involved Community	
STRATEGY	EXPECTED RESULTS
District and schools will work with the PTA and local law enforcement agencies to educate parents and students in Internet Safety through the U.S. Congress funded I-SAFE program.	<ul style="list-style-type: none"> District students will become aware of safe strategies using the Internet.
District 200 will solicit community feed back through an online survey tool.	<ul style="list-style-type: none"> Community will have an avenue to voice their opinion in a timely manner to pertinent issues. Data-driven decisions with stakeholder input.
District 200 will provide the community with a secure online support resource for software applications.	<ul style="list-style-type: none"> Students and parents will be able to learn about and trouble-shoot usage of software applications at home with Atomic Learning.
District and Wheaton Park District will collaborate by providing classroom space and computers for scheduled adult education classes.	<ul style="list-style-type: none"> District 200 community members will be provided with opportunities to learn practical applications using computers, expanding their education, in a neighborhood setting.

CURRICULUM AND INSTRUCTION

Assessed Needs

1. To implement extensive use of differentiation of instruction for all students
2. To continuously identify the most effective, research-based programs for meeting the needs of our students.

Goals

Success Indicators

Meeting Diversified Learning Needs

Implement the use of research-based practices in standards-based classrooms throughout the District 200 learning community.

- Establish a database of tools and resources including, but not limited to unit/lesson plans addressing the district critical content.
- Implementing researched based strategies that provide individualized learning opportunities.
- Increased academic achievement through stimulation of student's individual learning styles as evidenced by student products and technology skill proficiency.
- Technology skill checklist created for each grade level.
- A checklist developed for appropriate use and extension of basic technology skills in content areas.



Rigorous Curriculum

Through the curriculum renewal process, District 200 students will develop skills driven by rigorous learning goals aligned to the Illinois Learning Standards.

- School SIP teams will use spreadsheet templates allowing data to converge for greater analysis.
- Learning gaps in relation to the Illinois Learning Standards will be identified and remedied.
- District 200 students will meet or exceed on state and/or local evaluations.
- Posting of online implementation guides on District Intranet portal.
- Teachers will access curriculum guides via the District Intranet for consistent instruction.
- Students will achieve 70% or better on local assessments of District critical content.

CURRICULUM AND INSTRUCTION

GOAL— Meeting Diversified Learning Needs	
STRATEGY	EXPECTED RESULTS
Systematize standards-based classrooms through backwards design lesson planning.	<ul style="list-style-type: none"> District teachers will design and develop lessons using standards-aligned goals and outcome measures expected for district curriculum.
Identify a scope and sequence of technology, standards-aligned skills (NET-S and ILS) for content integration in 6 th -8 th grades.	<ul style="list-style-type: none"> A scope and sequence of skills delineated for expected use at Middle Schools. Teachers will embed technology within standards aligned lessons to allow for differentiation of content, process, and product to enhance and extend the learning experience as outlined.
Identify a scope and sequence of technology, standards-aligned skills (NET-S and ILS) for content integration in 9 th -12 th grades.	<ul style="list-style-type: none"> A scope and sequence of skills delineated for expected use at High Schools. Teachers will embed technology within standards aligned lessons to allow for differentiation of content, process, and product to enhance and extend the learning experience as outlined.
GOAL— Rigorous Curriculum	
STRATEGY	EXPECTED RESULTS
Use trend data collected through state evaluations and other test measurements to address instructional classroom needs.	<ul style="list-style-type: none"> Stronger data supported school improvement plans using trend data to triangulate results identifying gaps in student skill development. More focused academic intervention strategies.
Develop Curriculum Implementation Guides.	<ul style="list-style-type: none"> Online implementation guides which map the critical content will provide teachers with researched-based instructional strategies to meet curricular learning goals.

PROFESSIONAL DEVELOPMENT

Assessed Needs

1. To meet the diverse learning needs of District 200 students, teachers need to expand their tool kits of differentiated instruction based on standards-aligned classrooms goals.
2. To systematize behaviors of academically successful students, it is necessary to provide an ongoing professional development scaffold to meet the goals of the district curriculum.
3. To provide continuous, timely improvement training to meet the ongoing challenges required of teachers and school leaders relative to the turn-over of staff (large number of retirees).

Goals	Success Indicators
<p>Guided process to differentiation of Instruction.</p> <p><i>District 200 educators will expand their instructional strategies to enable all students to meet their learning potential and NCLB mandates.</i></p>	<ul style="list-style-type: none"> • Skills and instructional strategies gained from attendance to District 200 summer literacy conference, summer workshops, and University 200 after school learning sessions, where technology is embedded within the content of the sessions, will be reflective in classroom application.
<p>Scaffold professional development experiences.</p> <p><i>Create a scope and sequence of professional development experiences that meets the ongoing challenge of continuous professional improvement for all district employees.</i></p>	<ul style="list-style-type: none"> • District's new teachers will begin immediately a practice of self-reflection and build professional growth goals on increasing their instructional tool kit. • District's new teachers will attend scheduled continuing education classes throughout their induction year. • District's non-certified employees will attend scheduled continuing education classes when the opportunity is provided. • District's non-certified employees will be able to use district technology in a more productive and organized manner. • Attendance increases at District 200 professional growth opportunities: University 200 classes, Literacy Conference, and special workshops. • All staff will address results of self-assessment within their personal professional growth goals by enrolling in classes to meet these expectations. • An administrative/leadership technology learning path is added to the selection of courses, identifying knowledge and skills that are necessary for every PK-12 administrator regardless of specific job role.



PROFESSIONAL DEVELOPMENT

GOAL—Guided Process to Differentiation of Instruction

STRATEGY	EXPECTED RESULTS
Institute a hybrid SASS training (standards-aligned, <i>backwards design lesson planning</i> approach) customized to meet District 200's needs.	<ul style="list-style-type: none"> • Provide targeted professional development for administrative and instructional personnel regarding differentiation of instruction necessary to meet students' varied learning styles, while aligning instruction to standards.

GOAL— Scaffold Professional Development Experiences.

STRATEGY	EXPECTED RESULTS
Induction for certified staff new hires.	<ul style="list-style-type: none"> • Provide all new hires to District 200 with a clearly defined set of curriculum expectations and instructional strategies which will provide opportunities for students to achieve those expectations. • Implement a continuum of professional growth opportunities, including embedded technology uses expected of the Illinois Learning Standards. • Use of assistive technologies to meet specific learner's needs.
Training for non-certified staff new hires.	<ul style="list-style-type: none"> • All new hires to District 200 will be able to use the district technologies for communication, file sharing/ saving workstation maintenance expected for performing tasks necessary of their job description.
Create a organized system for offering classes.	<ul style="list-style-type: none"> • Provide a cyclical selection of the scope and sequence of District 200 identified professional growth classes necessary to support and implement the curriculum. • Administrators will become more technology literate to support their leadership role and their community of learners.

TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY

Assessed Needs

1. To provide a robust, secure network environment that is accessible to multiple devices and seamless for connectivity to learning and information.
2. To structure a networked learning environment; efficiently utilizing all resources with ubiquitous access to meet the diverse needs of students, staff, and community.
3. To strategically plan deployment to coincide with educational and administrative implementations.

Goals	Success Indicators
<p>Utilize strategic practices to systemize technology services.</p>	<ul style="list-style-type: none"> • A revised action plan for hardware procurements, software upgrades, and recycling of dated equipment. • Consolidation of server resources to a large central processing for an application service provider. • Remote management capabilities for strategic primary support. • Desktop standardization tools used to provide a common desktop for all users and access to common software, where changes to desktop are automatically corrected. • Increasing the broadband service of T1 lines to accommodate needs of the digital classroom. • Deployment in learning environments is reflective of the stakeholder designs submitted by each level, content, or specialized instructional area. • Digitized student and staff records for electronic storage. • A centralized inventory system that address capital outlay and instructional materials. • Online registration for professional development opportunities and insurance enrollment. • Increased capacity of the substitute system. • Standardize operating systems on all District workstations/ laptops. • Digital IEP process. • Comprehensive standardized staff badge system. • Little to no down time for voice message system and homework hotline. • Phone system to support school needs for effective communication, including cell phones, pagers and <i>Nextel</i> devices. • Standard technology set-up for specific leveled and special classroom environments. • Increased number of mobile laptop carts. • Increased wireless access and number of laptops replacing desktop workstations – Students will be able to use personal
<p><i>Deploy practices which leverage integrated solutions that allow for hardware and software upgrades and migration of network growth to transform to client needs.</i></p>	

TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY

Goals

Support for learning
with Technology

A network environment accessible to multiple devices and seamless in presentation for connectivity to district resources and data through system coordination, restructuring, and establishing new networks.

Success Indicators

- Increasing the broadband service from 3Mbps to 20 Mbps or greater.
- Decreased network down time.
- End user will experience fast response times.

GOAL—Utilize Strategic Practices to Systemize Technology Services.	
STRATEGY	EXPECTED RESULTS
Refine replacement plan	<ul style="list-style-type: none"> • Hire a consultant to create a framework addressing immediate upgrades of hardware and a plan for network improvements needed for current use and future needs. The framework/plan also addresses Internet and software access (especially for special learning needs) in a consolidated manner to get the best value of licensed software while honoring the license agreements of the vendors.
Establish criteria and processes expected for technology implementation.	<ul style="list-style-type: none"> • An architected approach to addressing processes for an enterprise system that is strategic and systemic. • Centralized process and procedure flow chart that addresses all learning environments.
Plan for one-to-one computing.	<ul style="list-style-type: none"> • The District is ready to provide ubiquitous access for learners.
GOAL— Support for Learning with Technology	
STRATEGY	EXPECTED RESULTS
Maximize and upgrade the current wired switching infrastructure.	<ul style="list-style-type: none"> • The network infrastructure will be able to sustain and address higher data bandwidth requirements while addressing fluid connectivity to run online resources throughout the school day.

COORDINATING RESOURCES

District 200's Director of Grants and Research works very hard to coordinate resources to maximize the results for student learning by integrating technology. This is very important considering the loss of funding, over \$300,000, for instructional technology in the last three years. District 200 is fortunate to have a designated line item dedicated to technology deployment and sustainability and not be totally reliant on soft monies.

The District and School Improvement Planning process includes integrating technology resources to support improvement efforts.

State and Federal Programs

State and federal funds are used to support student achievement through enhanced technology. Some of the funding is specifically targeted to a specific focus.

- Carl Perkins \$45,333 for FY07.
- Career & Technical Education Improvement Grant (CTEIG) \$46,274 for FY07.
- E-rate discounts.
District 200 receives a 39% discount on eligible telecommunication services and equipment projected at over \$200,000 this year.
- Enhancing Education through Technology \$6,333 for FY07.
- iSafe materials and resources are provided through the U.S. Department of Justice.
- Proportionate supplemental amounts from other federal grant programs can contribute to technology resources with targeted planning, e.g. assistive technologies through IDEA.

Support from business and community partnerships

- BP contributed the solar energy project at the high schools.
- New 200 Foundation has provided classroom mini-grants for technology enhancements.
- Local businesses provide technology based high school internships.
- Competitive grants have provided needed technology enhancements.

Technology Steering Committee

Gary Catalani Superintendent
Margo Sorrick Asst. Supt. of Educational Services
Lori Belha Asst. Supt. of Human Resources
Bill Farley Asst. Supt. of Business Operations
Mary Clifford Director of Instructional Literacy
Tom Kinane Director of Information Technology
Kathy Myers Director of Grants and Research
Marie Slater Community Representative/School Board Member
Dianne Thornburg Principal – elementary
Susan Wolfe Principal – middle school
Dan Cochrane Special Education Teacher
Jeri Ramp Teacher/LLC Director
Phil Britton Asst. Principal – high school
Matt Biscan Asst. Principal – high school

Technology Advisory Committee

Mary Clifford Director of Instructional Literacy
Tom Kinane Director of Information Technology
Kathy Myers Director of Grants and Research
Steve Dorko Warrenville Chamber Member/Community Representative
Jim Oddo Parent/ Community Representative
Kristin Ciesemier School Partner/IMSA
Gary White City of Wheaton/ Community Representative
Liz Corry Wheaton Chamber Member/Parent/ Community Representative
Ray Trygstad Higher Education Partner- IIT/Community Representative

