

Community Unit School District No. 200  
Woodstock, Illinois



Instructional Technology Plan  
March, 2002

## District 200 Mission Statement:

To prepare all students to become productive, responsible and contributing members of our changing global society by providing a nurturing environment that rigorously promotes the realization of individual potential.

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## **Acknowledgments and Stakeholder Involvement**

Success of the District 200 Instructional Technology Plan is directly related to the level of stakeholder involvement in its development. From the very beginning, it was clear that the people most impacted by the plan and those responsible for its implementation must be represented in the creation of the plan. Buy-in by stakeholders is crucial to the achievement of goals identified within the plan. Failure of similar plans in the past has been linked to lack of resources and lack of support by stakeholders. Continued stakeholder support and involvement is a planned and necessary component of the development, implementation, and evaluation of the District 200 Instructional Technology Plan.

The Technology Plan Committee is an ongoing District 200 committee. Members of this core group were selected to represent stakeholders from a cross section of the District 200 community. Stakeholder groups represented include parents, teachers, library media specialists, administrators, business partners, and the Woodstock Public Library. This core group began meeting during the 1996-1997 school year and continues to meet. Over time, the membership of this committee has changed but efforts have been made to provide representation for as many stakeholder groups as possible. Members have been directly responsible for the collection of data used for gap analysis as well as the development of the district vision and goals for instructional technology. Throughout each phase of the plan, they play a major role in the evaluation process.

In addition to the Technology Plan Committee, many other people have been involved in the development of this plan. Staff, parents, and students have been involved in data collection activities through the administration of “Illinois Next Step” data collection tools. Local business leaders, parents, and students have provided input to the goals and action steps. Each of these stakeholder groups will also play a key role in the ongoing implementation and evaluation of the plan.

In the spring of 2000 District 200 conducted eight separate discussion groups called “study circles” regarding the future of the district. The discussions were facilitated by Karen Kleinz of the National School Public Relations Association and designed to develop an understanding of the community vision for what District 200 graduates should know and be able to do. The District 200 Board of Education used the study circle findings to create and adopt nine “Ends Policy Statements.” Currently the stakeholders are developing a new strategic plan to reach the identified “ends.”

Improvement of instruction for all District 200 children is the primary goal for all stakeholders in the district. Improved access to and use of technology is one of many efforts to reach this goal of raising the level of student achievement. The Technology Plan Committee and others involved in this plan have made the commitment to this improvement through their dedication and hard work. The creation of an instructional technology plan that extends the limits of technology use while providing attainable action steps will be an invaluable resource for many years to come. Additionally, the process used in creation of this plan will serve as a model for other such planning efforts within the district.

A complete list of stakeholders involved in the creation of this plan may be found in Appendix A. Study circle information and Ends Policy Statements may be found in Appendix B. 3

## **District / Community Profile**

The Woodstock Community Unit School District 200 provides elementary and secondary educational services to the communities of Woodstock, Greenwood, Bull Valley and parts of the Wonder Lake. District 200 is a PreK-12 unit school district consisting of one early learning center, five elementary schools, two middle schools and one high school. One of the middle schools has been named a Blue Ribbon School of Excellence and the other has received the Lincoln Foundation Commitment to Excellence Award. One elementary school received a Boyer Best Practices 2000 Award for Character Education in the Elementary School. The Special Education District of McHenry County (SEDOM) cooperative assists in providing services for some of our special education students who are not serviced through district programs. Woodstock Community Unit School District 200 currently employs over 750 certified and classified staff members. More than half of the certified staff have earned advanced academic degrees, and a significant number are currently enrolled in graduate-level programs. The average teaching experience is 13.3 years. The Board of Education has adopted a policy governance model and work has begun work on a new three-year strategic plan.

The Woodstock Community Unit School District 200 was formed in 1969 and includes the City of Woodstock and parts of the communities of Wonder Lake, Greenwood and Bull Valley. The district encompasses 110 square miles and serves a growing enrollment of approximately 5700 students. The current student enrollment includes special education and second language students. The student body is culturally and economically diverse with approximately 21.4 % minority students.

The official operating expense per pupil, calculated in August 2001, is \$ 7280.92. The operating budget for the 2001-2002 school year is \$39,896,831.00. The 2000 assessed valuation is \$574,340,807.00. A \$40.8 million construction program approved by voters in 1995 and 1996 has expanded the present facilities by 300,000 sq. ft. including a new elementary school, three additions, and expansion of the high school. In 1996, voters also authorized a companion increase in the educational fund tax rate to cover additional staffing needs. The district takes pride in maintaining a balanced budget.

The school district includes the following demographics:

Minority enrollment: 21.4%

Limited English Proficient enrollment: 9.3%

Low income rate: 19.9%

Attendance rate: 93.7%

Drop out rate: 5.1%

Student mobility rate: 14.9%

High School Graduation Rate: 82.2%

The fast pace of growth for Woodstock Community Unit School District 200 brings new challenges and opportunities. One of the needs of the district is to secure the staff and equipment to provide the best educational opportunities for our students. As the demographics of the schools and community change, so does the student population and their needs. We in District 200 are committed to providing the best possible educational opportunities for our students.

Additional information may be found at <http://www.woodstock-il.com> or <http://www.d200.mchenry.k12.il.us>

## Executive Summary

The technology plan that follows is the result of considerable effort by the District 200 Technology Plan Committee. This committee is comprised of individuals representing the various stakeholder groups within the District 200 community. Central to the work of the group developing this plan is the belief that information and technology are basic cornerstones of any educational plan. The ability to find, analyze, and act upon information is essential in contemporary society. The responsibility for teaching those skills necessary to utilize information resources and technology belongs to the schools. District 200 recognizes the importance of developing the student as a self-directed learner. The classroom and library curricula must develop skills necessary for finding answers to questions the student deals with today or will face in the future. Opportunities must be provided that allow all students to access as much information as possible using a variety of technologies and sources.

Implementation of an effective technology program requires significant effort and expense. To achieve an effective education system, and provide the lifelong learning skills students will need to allow them to participate fully in the future, it will be necessary to undertake both the effort and the expense.

Technology planning has been a part of Woodstock schools for more than fifteen years. In the past, the district has faced many challenges in the area of instructional technology. Funding, staff development, and the rapid rate of technological change have been areas of concern for our district. These areas will most certainly continue to be of concern throughout the near future. Despite the challenges facing us, District 200 has made some significant progress in the past three years. Grants, increases in state funding for technology, the addition of a district technology budget, and hard work have made incremental improvements possible. A summary of accomplishments during the past three years includes the following:

- Ongoing professional development
- Gigabit fiber optic network backbone installed at WHS
- Audio/Video distribution system installed at WHS
- District 200 awarded \$180,000.00 TLCF grant
- 800 new computers; over 200 new peripherals
- 5:1 student to computer ratio (was 12:1)
- 90% of computers less than 3 years old
- 100% classroom access to Internet
- Internet filter installed
- New e-mail system installed (GroupWise)
- District-wide antivirus protection (Norton Antivirus)
- District-wide desktop management (Novell ZEN)
- All obsolete router equipment replaced

Sound technology planning and the efforts of many staff, administrators, parents, students and community members have made these accomplishments possible. This updated plan contains goals and action steps intended to move District 200 closer to the ideal vision of the technology rich classrooms and schools of the future. This will be a future where improved and enhanced educational opportunities exist for all District 200 students and where the classroom has been expanded to the wider learning community beyond the walls of the school. This plan will be evaluated and adjusted as necessary throughout its duration. Success of this plan will be measured in improved student achievement.

## **District 200 Technology Definition:**

Beyond the traditional definition of technology as an applied science, the District 200 Technology Plan Committee agrees with Ed Wenk, former White House Science Advisor, when he defines technology as “the combination of human imagination, inventiveness, and the electronic tools that transform ideas into reality.”<sup>1</sup>

Technology is defined as, but not limited to, “computers and their attendant software, peripherals, and enhancements; television and other related technologies for recording, receiving, and viewing information; technologies used for communication; networking technologies that bring electronic communications and resources together; and all other evolving combinations and adaptations.”<sup>2</sup>

The District 200 Technology Plan Committee views technology as an impetus for major transformations in our schools in ways not previously possible.

### **Beliefs:**

We believe...

- in equal and daily access to technology and information for all students.
- in teaching the skills necessary to utilize technology at school and home.
- in technology as a planned, integral part of the teaching and learning process at all grade levels.
- staff development and ongoing support are essential.
- in teaching the ethical use of technology and technological resources.
- in developing students’ skills to effectively evaluate information acquired through technological sources.
- District 200 is a community resource in the utilization of technology.
- technology will enhance and develop new partnerships and community sharing of resources.

### **Vision:**

District 200 students and staff will have access to the most “current, [appropriate,] and powerful information and communication technologies and be given the opportunity to use them in ways that best develop skills of the information age.”<sup>3</sup> They will become creative and independent individuals equipped with the skills and knowledge to be lifelong learners and productive citizens.

## **The Classroom of the Next Decade**

### A Future Scenario

Stepping into a District 200 classroom a decade from now, you will find things do not look greatly different from the classroom of today. Many if not most of the furnishings in the classroom will be much the same as today. The classroom environment will still feature desks, chalk boards and other familiar fixtures and furniture. In fact most of the contents of these classrooms are the same desks and chairs in classrooms around the district today.

While the look of the classroom will be much as it is today, there will be some changes. Students will be greeted with a greatly enriched learning environment. Many classrooms will feature desks grouped for problem solving and cooperative work. All classrooms will have access to a wide variety of information sources including the traditional textbook, audio and video information, satellite and cable broadcast sources, CD-ROM / DVD ROM, on-line information through district and other libraries, and Internet access. Additional technology equipment such as computers and large screen presentation equipment will be available in all classrooms. Another likely change is the location of the teacher's station. Unlike today where the teaching station is located at the front of the room, the classroom of the future will feature a movable teaching station. This "desk on wheels" will provide the instructor with the flexibility necessary to fill the wide variety of roles associated with teachers in the near future.

Students in the upper grades will most likely carry laptop computers much the way they now carry calculators. In the same way the computing power of calculators has increased while their size has decreased laptop computers will become more convenient to carry with textbooks or in a backpack. These laptops will require many if not all classrooms in the district to be equipped with wireless networking for file sharing and printing. Students, staff, and the community will have access to instructional resources to make "anytime, anywhere learning" a reality.

Perhaps the biggest difference for the student in the near future will be in the methods used within the classroom. Students will no longer spend the majority of their day in activities that are teacher centered in nature. Students will spend more time in activities that promote and require creative problem solving through investigative methods. Students will be responsible for their own learning in interdisciplinary, collaborative, real-world activities. The learning community will be expanded beyond the traditional classroom walls to the world through applications including video conferencing, e-mail, and Internet. Collaboration will expand to other classrooms throughout the world. Students will share information, data, and experiences with students of other nations and cultures. The role of the teacher in this classroom will be that of a mentor or facilitator. Teachers will set the parameters of the learning activities and guide students through the activities. The teacher will become a learner along with the students and will model collaborative and investigative strategies for problem solving. Teaching methods that include engaged learning through the appropriate use of technology resources will provide learners with opportunities that have never existed in the history of education. Teachers will be regularly engaged in professional development activities designed to improve learning and teaching through technology and innovative instructional methods. The end result will be a more complete education for the learners of the next millennium.

## **Connecting to Illinois Learning Standards and School Improvement Initiatives**

Improvement of instruction and student achievement have been major points of focus throughout the creation of this plan. New or additional computers, software titles, networks, or other technologies are of questionable value unless improvements can be seen in the quality of education our children receive. In order for efforts in educational technology to have lasting and positive impacts on learning and student achievement, the efforts must be coordinated with the efforts of other programs within the district. District 200 has made the commitment to include technology planning as a component of all programs where it is relevant and possible to do so.

### **Linkages to Local / State Programs and Standards:**

#### **District 200 Action Plan**

The District 200 Strategic Action Plan is a good example of the coordination between this technology plan and local programs. Improvement of reading scores across the district is a major goal of the plan. The use of computers and software applications targeted at reading improvement is one strategy found in the plan. There are other strategies involving technology found within the plan as well.

#### **School Improvement Planning:**

Each District 200 school is required to include technology in school improvement planning. Technology is seen as a requirement for improvement of District 200 schools.

#### **Building Level Technology Plans:**

All District 200 schools are required to have a building level technology plan in place and review the plan annually. Technology plans must be created with representation for all appropriate stakeholder groups. Each building level technology plan must be compatible with the district technology plan.

#### **School Technology Revolving Loan Program:**

District 200 will participate in the technology loan program for 1999-2000 and may reapply in 2000-2001. Funds will be used to provide schools with access to current, appropriate and reliable instructional technology.

#### **Closing the Gap (CTG):**

District 200 should receive CTG funds during phase 1. CTG funds will be used for technology support, technology infrastructure, and data collection initiatives.

### **Linkages with Federal Programs**

Federal programs are currently in a stage of reorganization due to the recent signing of new ESEA legislation. As new grants and programs become available technology initiatives will be aligned with the guidelines of the grants or programs. This plan will be evaluated and updated as necessary to make the best use of all available federal programs.

## Gap Analysis

Goals and actions contained in this plan have been developed to help District 200 bridge the gap between the current status of instructional technology and the collective vision of the future. Data to identify and quantify this gap has been collected using Illinois Next Step data collection tools, community study circles, staff / administrator observations, and community feedback. Rubrics included in the Illinois Next Steps Analysis Guide were used to organize and evaluate the tremendous volume of data collected. Data collection tools showing District 200 aggregate data and other data resources are included in Appendix C. The following pages in this section include an analysis of identified gaps, the Illinois Next Steps Report Card and the plan for closing the gaps.

A review of gap data shows that District 200 continues to make progress in narrowing the gap to the vision of the future. The district has made more progress in some areas than others. For example, tremendous progress has been made in the area of connectivity and ubiquitous access to modern, robust technology tools. However, professional development and effective instructional use of technology tools has lagged behind. The data makes it relatively clear that community involvement, professional development, and engaged learning should receive continued effort and attention in the upcoming phases of the plan.

### I. Community Involvement

- 1. Community Connections:** The development of commitment and sustained support from the community through participation, partnerships, collaborations and mutual benefits, as well as on-going, regular communication and marketing of successes focused on learning results.

**Current Reality:** Developing – The District 200 community demonstrates a fairly high degree of involvement in partnerships, committees and school activities. Some efforts have been made to enhance the home – school connection.

**Assessment:** Illinois Next Steps tools, Community Study Circles, staff observations

**District Vision:** Goals and actions contained within this plan are designed to maintain and improve the current level of community involvement while improving the quality of the home – school connection. Actions are included to increase the opportunities for parents and community members to access District information and resources. Upon completion of these actions the Next Steps report card will show improvement with a rating nearing the optimal level.

### II. Technology and Learning Practices / Engaged Learning

- 2. Equitable Learning Opportunities:** The practice of defining, implementing and assessing consistent learning experiences with technology for all students.

**Current Reality:** Developing – Next Steps tools 7 and 8 show that 51% of staff and 67% of students rate their use of instructional technology as weekly or more frequently. 58% of teachers report that technology has changed their teaching.

**Assessment:** Illinois Next Steps tools, and staff observations

**District Vision:** By the end of phase 3 more than 70% of students and staff will report using instructional technology daily/weekly for classroom activities that imply engaged learning strategies.

- 3. Instructional Practices:** The actions and roles of teachers and librarians as co-planners that must be instructionally present in student centered classrooms for students to achieve “Transforming Uses” of technology.  
**Current Reality:** Emerging – Although library staff has developed a collaborative approach to working with teachers and libraries have been appropriately equipped, most teachers report that technology is being used to supplement traditional activities. The number of staff using engaged learning methods lags behind district goals.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Goals and actions within this plan will continue to increase the number of staff using student centered, engaged learning instructional methods while strengthening the collaboration between teachers, library staff, students, and the community. At the end of phase 3 the Next Steps report card will show improvement from emerging to developing.
- 4. Student Performance:** The actions, activities and roles of students demonstrated by students in effective uses of technology for “Transforming” learning for content achievement.  
**Current Reality:** Developing – Next Steps tools show that more than 50% use various types of media to seek and use data. However, technology is most often used to supplement traditional activities such as reports and presentations. Evaluation of Next Steps tool data shows that some measures of student performance are emerging and others are developing. The overall rating is only slightly better than emerging.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Future data will show students using technology to more effectively demonstrate learning. Use will extend beyond traditional report activities. Data will show that all assessments for this category will be developing or better.

### III. Professional Development

- 5. Staff Development Program / Model:** The content, processes and context (NSCD Standards) to effectively support and sustain expectations for staff to deliver student results.  
**Current Reality:** Developing - The Next Steps report card shows that the D200 staff development program is moving from emerging to developing. The organization and budget for staff development are two factors holding the program to the line between emerging and developing.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** A high degree of focus will be placed upon the staff development program throughout the phases of this plan to move the district to a solid rating of “developing.”

- 6. Building Administrator Readiness:** The stewardship, collegial strategizing, support and professional practices of all leaders enabling change to occur pervasively throughout the organization.  
**Current Reality:** Optimal - The Next Steps report card rating for administrative readiness is slightly better than developing. While administrators successfully use technology and support the staff development program, some have not enabled change through technology.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Professional development activities throughout the phases of this plan will include administrators to help the district move to the optimal range for administrator readiness.
- 7. Staff Readiness:** The percentage of staff with adequate technical skills and instructional practices to effectively link standards-based content and technology resources.  
**Current Reality:** Developing - Staff readiness lags behind administrative readiness with a report card rating near the bottom of “developing.” Most measurements show that staff readiness is emerging. Many teachers rate themselves as beginners. While most are comfortable with personal use of technology, instructional use lags behind.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Throughout the phases of this plan, professional development activities will reduce the number of staff classifying themselves as beginners. District benchmarks will be developed for essential tools and methods and professional development will be more closely aligned to the benchmarks. This rating will improve to the upper range of “developing” or better.

#### IV. Technology Deployment and Sustainability

- 8. Ubiquitous Access:** The availability, organization, and deployment of technology tools around the learning and working needs.  
**Current Reality:** Optimal – District 200 has made good progress in making robust technology tools available to staff and students.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Throughout the phases of this plan District 200 will maintain or improve the current rating for ubiquitous access.
- 9. Tool Capacity:** The range of technology tools and software used, as well as their capacity to meet the standards of high performance.  
**Current Reality:** Optimal - Nearly 90% of District 200 technology equipment is less than three years old and includes a wide range of tools.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** The focus throughout this plan is to sustain the current level of tool capacity.
- 10. Connectivity:** The universal access to robust, stable, local and global resources by students and staff.  
**Current Reality:** Optimal – 100% of district learning spaces and administrative offices are connected to the Internet and network resources. The network is very stable but the district is quickly outgrowing available bandwidth.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Goals and actions within the plan are designed to maintain the current level of connectivity while making the network more robust to meet the growing needs of the district.

- 11. Technical Support:** The availability and responsiveness of software, hardware, and network support when needed by clients.  
**Current Reality:** Developing – Although support is rated as developing, rapid growth of technology deployment has strained the current support system. Personnel support ratios have fallen to less than adequate.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Throughout the phases of this plan District 200 will explore creative strategies including the use of high school students to improve the quality of technology support. The rating for support will remain developing or better.

## V. System Readiness/Capacity

- 12. Collective Vision:** The widespread involvement in shaping an urgent, preferred future with new ways of working and learning possible only with technology.  
**Current Reality:** Developing – There has been widespread involvement in creating a collective vision but the vision has been slow to transfer to classroom practice.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Effort will be made throughout the phases of this plan to transfer the future vision into classroom reality. After phase three the score for collective vision will be nearing optimal.
- 13. Leadership Practices:** A coordinated, client-focused, collaborative process of decisions tied to instructional outcomes with the visible presents of support for “early adapters” who are developing and communicating successful curriculum models of effective technology uses.  
**Current Reality:** Developing – Decision making is based upon available data and efforts have been made to distribute technology leadership. However, there is limited effort to explore and pilot innovative uses of instructional technology.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Ongoing effort will be made to collect and use data to make technology decisions throughout the plan and to encourage innovative uses of instructional technology. The score for this category will move into the optimal range.
- 14. Policy and Procedures:** The addressing of “limiting forces” during pervasive adoption of instructional technology by successfully anticipating and adjusting gaps in policies, procedures, and management issues.  
**Current Reality:** Developing – District 200 has a range of policies and procedures related to technology. However, linkages between learning goals and purchasing decisions are not as strong as desired.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Throughout this plan, technology policies and procedures will be reviewed, updated and translated to Spanish to ensure that they are shared and implemented system-wide. Upon completion of the action steps this rating will improve to optimal.

- 15. Budget:** The degree of adequate and continuous financial support to effectively support and sustain all system elements needed for successful implementation.  
**Current Reality:** Developing – District 200 has effectively funded the deployment of robust technology tools. However, professional development for the implementation of technology has largely been dependant upon grant funding. The cycle of grant funding make s it difficult to sustain a consistent professional development program.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** The financial picture for the 2003 fiscal year appears rather bleak. District 200 will need to work diligently to develop creative funding sources and leverage local sources for technology resources. This rating will developing or better at the completion of the action steps contained within this plan.
- 16. Technology Planning/Implementation Evaluation:** The effective process of planning and implementing focused on student results using continuous gap analysis and collaborative strategizing to increase the speed/depth.  
**Current Reality:** Developing – Technology planning has included realistic and measurable goals in each of the past plans. Linkages between the plan and some state and federal programs, learning standards and local school improvement plans have been clear.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Improved data collection and evaluation of the impact of technology on learning and teaching are a priority for the phases of the new plan. Upon completion of this plan the rating for this category will improve to optimal.
- 17. Instructional Assessment and Evaluation:** The instructional assessment, evaluation, and reporting systems that are in place to monitor targeted instructional results.  
**Current Reality:** Emerging – The district is in the beginning stages of assessing and monitoring instructional results gained from technology integration.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Goals and action steps contained within this plan will help to improve data collection and use to ensure that technology efforts are directly linked to improvements in student achievement in the core curriculum. This rating will improve from emerging to developing.
- 18. Evaluation of System’s Organization for Results:** The assessment, evaluation and reporting systems that are co-developed with stakeholders to monitor added-value and report progress of system’s capacity.  
**Current Reality:** Developing – The rating from the Next Steps report card shows that the district is moving from “emerging” to “developing.” Processes are in place for communicating instructional results of technology use. However, funding and availability of base-line data is well behind expectations.  
**Assessment:** Illinois Next Steps tools, and staff observations  
**District Vision:** Actions related to improving data collection, management, and use will help to move this rating closer to “optimal” by the end of phase three.

# I. Community Involvement

## 1. Community Connections

Home and School Connections  
Community Benefits/Supports  
Communication/Marketing

The development of commitment and sustained support from the community through participation, partnerships, collaborations and mutual benefits, as well as on-going, regular communication and marketing of successes focused on learning results.

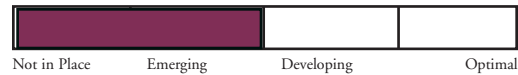


# II. Technology and Learning Practices

## 2. Equitable Learning Opportunities

Learning Opportunities  
Essential Practices/Results  
Special Needs Population

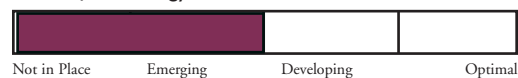
The practice of defining, implementing and assessing consistent learning experiences with technology for all students.



## 3. Instructional Practices

Librarian Collaborations  
Pedagogical Readiness for Information Technologies  
Curriculum Linking and Assessment  
Standards-based Instruction

The actions and roles of teachers and librarians as co-planners that must be instructionally present in student-centered classrooms for students to achieve "Transforming Uses" of technology



## 4. Student Performance

Achievement of Standards  
Information Seeker  
Critical Thinker/Creator of Knowledge  
Communicator  
Technologist

The actions, activities, and roles of students demonstrated by students in effective uses of technology for "Transforming" learning for content achievement



# III. Professional Development

## 5. Staff Development Program/Model

Context  
Process  
Content  
Expectations

The content, process and context (NSDC Standards) to effectively support and sustain expectations for staff to deliver student results.



## 6. Building Administrator Readiness

Effective in Technology Use  
Administrative Tasks  
Effective Professional Development  
Professional Practice and Collegiality

The stewardship, collegial strategizing, support and professional practices of all leaders enabling change to occur pervasively throughout the organization.



## 7. Staff Readiness

Mastered Tools  
Professional Practice and Collegiality

The percentage of staff with adequate technical skills and instructional practices to effectively link standards-based content and technology resources



# IV. Technology Deployment and Sustainability

## 8. Ubiquitous Access

Workstation/Marketing  
Equipment Distribution  
Equitable Deployment

The availability, organization and deployment of technology tools around the learning and working needs.



## 9. Tool Capacity

Range of Technology Tools  
High-Performance Capability

The range of technology tools and software used, as well as their capacity to meet standards of high performance.



## 10. Connectivity

Networking  
Internet Access  
Robust Connection  
Network Stability  
Teacher Access  
Student Access

The universal access to robust, stable, local and global resources by students and staff.



## 11. Technical Support

Support Personnel  
Equipment Maintenance  
Response Time  
Software Support

The availability and responsiveness of software, hardware, and network support when needed by clients.



## V. System Readiness/Capacity

### 12. Collective Vision

Ownership  
Collective Vision Translation  
Urgency

The widespread involvement in shaping an urgent, preferred future with new ways of working and learning possible only with technology.



### 13. Leadership Practices

Decision Making  
Collaborative Leadership  
Support for Innovative Models

A coordinated, client-focused, collaborative process of decisions tied to instructional outcomes with the visible presence of support for "early adopters" who are developing and communicating successful curriculum models of effective technology uses.



### 14. Policy and Procedures

Shared Process  
Pervasiveness  
Equitability  
Clients Needs Determine  
Purchasing

The addressing of "limiting forces" during pervasive adoption of instructional technology by successfully anticipating and adjusting gaps in policies, procedures, and management issues.



## 15. Budget

Equitable Funding  
Allocation  
Implementation, Support, and  
Upgrades Funding

The degree of adequate continuous financial support to effectively support and sustain all system elements needed for successful implementation.



## 16. Technology Planning/Implementation Evaluation

Linkages  
Effective Goals  
Gap Analysis  
Implementation Speed

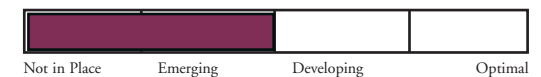
The effective process of planning and implementing focused on student results using continuous gap analysis and collaborative strategizing to increase the speed/depth.



## 17. Instructional Assessment and Evaluation

Instructional Evaluation  
Varied Assessments  
Tracking of Assessment  
Data Reporting and Decision-making

The instructional assessment, evaluation, and reporting systems that are in place to monitor targeted instructional results.



## 18. Evaluation of System's Organization for Results

Funding  
Data Collection  
Process/Communication  
Results Communicated

The assessment, evaluation and reporting systems that are co-developed with stakeholders to monitor added-value and report progress of system's capacity.



## Community Involvement

**GOAL # 1:** Include parents, community organizations, businesses, local community colleges or universities, students, teachers, administrators, and school board members as resources during the designing, implementing, and reviewing stages of the technology plan.

**CURRENT STATUS:** All stakeholder groups have been involved in the various phases of the current technology plan. The knowledge and expertise of these groups has been instrumental in the designing, implementing and reviewing process of the technology plan.

**GAP:** Although the stakeholders have been involved with all phases of the current plan, evaluation of the plan has been conducted largely by District 200 staff. Effort must be made to encourage increased community involvement in the evaluation of the impact of the plan.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Create an internal review process for technology that involves teachers, administrators, parents, students, and local business partners	Community Services Director District Technology Director	Phase One	\$200.00 District Technology Budget (supplies)	internal review committee membership list; documentation of internal review process;
Report findings of internal review to the Board of Education annually. Post report on district web site.	Community Services Director District Technology Director	Phase Two; Ongoing	\$200.00 District Technology Budget (supplies)	annual report to the board of education; results posted on district web site

**GOAL # 2:** Increase access to effective communication, information, and educational resources for the students, staff, parents, and community through a variety of technologies such as web sites, e-mail, and voice mail by upgrading the systems and increasing the use of such systems.

**CURRENT STATUS:** All District 200 classrooms, libraries, and offices have access to the Internet, and network resources. Administrators and teachers have district provided e-mail. The district has an established a web site that contains information about District 200 resources and events. Some of the schools have made progress in developing school related web pages. Some teachers are beginning to explore using the Internet to bridge the home / school gap through classroom web pages. All District 200 buildings have modern phone systems with limited voice mail access for administrators and staff.

**GAP:** The current District 200 web site is nearly five years old and in need of redevelopment. The server hosting the site is obsolete and should be replaced. The current network infrastructure offers no remote access to e-mail or data stored on District 200 servers. The number of teachers posting classroom related materials to the Internet is well below the desired goal.

## Community Involvement

### Goal 2 Continued...

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Update the District 200 website to meet current standards / needs.	Community Services Director; District Technology Staff	Phase One	\$2,000.00 Technology Budget	Updated website
Replace existing web server.	District Technology Staff	Phase One	\$5,000.00 District Technology Budget	New web server installed
Provide remote access to District 200 data and e-mail for administrators and staff.	District Technology Staff	Phase One	\$5,000.00-8,000.00 Technology Budget	Remote access to data and e-mail
Provide teachers with additional access to storage for classroom web pages that reduce the home / school communication gap and include homework help, lesson plan resources, and other information useful to parents.	Technology Coordinator; Director of Curriculum; CAS	Phase Two	\$1,000.00 (incl w/ web server) Technology Budget	Classroom web pages that include homework help, lesson plan resources, and other information useful to parents.
Provide professional development to increase the number of classroom web sites that provide information related to classroom activities to parents and the community.	Director of Curriculum	Phase Two; Ongoing	\$1,500.00 / Phase	Training attendance records; classroom web sites; 20 teachers with training for classroom web sites.
Improve existing voicemail system to facilitate effective communication between parents and all certified staff.	Director of Buildings and Grounds.	Phase Two	\$30,000.00 District Operations and Maintenance	Access for teachers and administrators to reliable voicemail system.

## Community Involvement

**GOAL # 3:** Increase parent/community involvement and awareness of instructional technology through technology demonstration nights and parent training activities in each school throughout District 200.

**CURRENT STATUS:** Currently parent and community involvement is limited to technology planning efforts and some volunteer computer lab assistance.

**GAP:** There have been no formal efforts to familiarize parents and the community with instructional technology used throughout the district or to provide technology training for parents and community members.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Offer Technology Demonstration Nights in schools throughout the district as part of existing open house events or as separate events.	Principals; Library Media Specialists	Phase One; ongoing	No Budget Requirement	participation in technology demonstration nights
Provide at least one parent/community technology training activity (one day) per phase.	Director of Curriculum; Technology Coordinator	Phase Two; Ongoing	\$500.00 per phase	training attendance records; training artifacts

## Engaged Learning

**GOAL #1** Increase the size of the core group of teachers trained the understanding and use of engaged learning methods by 15 teachers in each phase of this plan.

**Present Status:** A core group of 15 teachers has been trained in the use of innovation instructional methods including engaged learning.

**Gap Analysis:** The development of engaged learning practices is in the early stages in District 200. Most teachers continue to use traditional methods incorporating some technology. Many staff members have shown interest in engaged learning on staff development surveys.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Offer courses in technology and engaged learning integrating the indicators of engaged learning, six essential learnings, and Illinois State standards as a regular part of the staff development program during each phase of this plan.	Staff Development Committee; Director of Curriculum	Phase One; Ongoing	\$3000.00 annually Staff Development Budget	Engaged Learning Course Technology Skills for the 21st Century Classroom Course
Create and implement a series of challenging and authentic model activities illustrating the use of technology and engaged learning.	Director of Curriculum	Phase Two	\$400.00 Staff Development Budget	Model lesson planning materials for new engaged learning activities.
Develop criteria to assess the effectiveness and implementation of engaged learning activities in the classroom.	Director of Curriculum	Phase Three	No Funding Requirement	Evaluation tool(s) for assessing the effectiveness of engaged learning activities.

## Engaged Learning

**GOAL #2:** Develop technology benchmarks and a scope and sequence for students that addresses the indicators of engaged learning, six essential learnings, Illinois State standards, and District 200 technology standards.

**Present Status:** Some of the elementary schools have developed technology standards and a basic scope and sequence. At least one school has piloted the standards as part of their curriculum.

**Gap Analysis:** No formal technology benchmarks or scope and sequence have been adopted by District 200.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Review existing standards and develop new technology benchmarks and a scope and sequence integrating the indicators of engaged learning, six essential learnings, and Illinois State standards and local technology standards.	Director of Curriculum; Principals; Technology Coordinator	Phase One	\$5000.00 District Budget	Benchmarks
Develop assesment tools to show student progress in achieving technology bench marks.	Director of Curriculum; Principals; Technology Coordinator	Phase One	\$5000.00 District Budget	Benchmarks
Approve benchmarks, scope and sequence, & assessment tools.	Board of Education	Phase One	No Funding Requirement	Board meeting minutes
Align District 200 K-12 curriculum with technology benchmarks & scope and sequence.	Director of Curriculum; Principals; CAS; Teachers	Phase One	\$5000.00 District Budget	Curriculum documentation that shows K-12 alignment
Provide professional development activities designed to implement the new technology benchmarks and scope and sequence. Implement benchmarks and scope and sequence.	Director of Curriculum	Phase Two - fall inservice	No Funding Requirement	Training records; attendance records
Implement curriculem and assasment tools	Director of Curriculum; Principals; CAS; Teachers	Phase Two	No Funding Requirement	Assessment results.

## Professional Development

**GOAL #1** Provide ongoing professional development activities that support and encourage the use of instructional technology, innovative learning & teaching strategies, and authentic assessment.

**Present Status:** District 200 has come a great distance throughout the duration of the previous technology plan. The district has a professional development center dedicated to professional development of teachers, administrators, and library staff. The district regularly conducts professional development activities for staff covering a wide range of topics.

**Gap Analysis:** While the district has made strides in developing and providing professional development activities, there are no benchmarks for the technology skills required of today's teachers. In the absence of clear benchmarks, it has been difficult to create a scope and sequence of professional development activities.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Provide monthly professional development activities for library media specialists & library media teaching associates to improve the use and support of educational technology.	Technology Coordinator	Phase One; Ongoing	\$200.00 District Professional Development Budget (supplies)	attendance records; artifacts from activities
Provide monthly professional development activities for reading specialists and math specialists to improve the use and support of educational technology in reading and math.	Director of Curriculum	Phase One; Ongoing	\$200.00 District Professional Development Budget (supplies)	attendance records; artifacts from activities
Provide regular professional development activities for curriculum area specialists to improve the use of educational technology across the curriculum	Director of Curriculum	Phase One; Ongoing	\$200.00 District Professional Development Budget (supplies)	attendance records; artifacts from activities
Continue to offer the current sequence of technology professional development activities including Technology Integration 1 & 2, Word, Excel, PowerPoint, etc.	Technology Coordinator	Phase One; Ongoing	\$7,500.00 / Phase District Professional Development Budget	attendance records; artifacts from activities

## Professional Development

**Goal #2:** Consolidate all District 200 professional development efforts within the office of the Director of Curriculum.

**Present Status:** Currently several departments offer or coordinate professional development activities.

**Gap Analysis:** District 200 needs to consolidate professional development activities to meet established benchmarks. Currently, many professional development activities do not follow a scope and sequence.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Develop benchmarks for technology skills necessary for today's teachers	Director of Curriculum; Technology Coordinator	Phase One	\$200.00 District Professional Development Budget (supplies)	technology benchmarks; benchmarks posted on district web site
Develop a scope and sequence for technology professional development based upon established benchmarks.	Director of Curriculum; Professional Development Committee; Technology Coordinator	Phase Two	\$200.00 District Professional Development Budget (supplies)	scope and sequence of technology professional development activities; scope and sequense posted on district web site
Create professional development coordinator position to coordinate professional development activities and provide professional development for District 200 teachers, administrators, and library staff.	Director of Curriculum; Technology Coordinator	Phase Two	No Funding Requirement	Job description; proposal to hire professional development coordinator
Hire district professional development integrator.	Human Resources; Director of Curriculum; Technology Coordinator	Phase Two	\$30,000.00 - \$40,000.00 District Funds	posting of new position; position filled

## Professional Development

**Goal #3:** Implement structured professional development based upon established District 200 scope and sequence (Professional Development goal 2, action 2)

**Present Status:** District 200 regularly conducts professional development activities for all staff.

**Gap Analysis:** The current professional development program is not specifically linked to clearly documented benchmarks for teacher professional development. Most, if not all, components are valuable professional development activities but do not follow a scope and sequence. The district currently has difficulty finding trainers / mentors to meet the needs of the entire district.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Identify mentors/trainers to work with staff in each building and be trained as technology mentors/trainers.	Director of Curriculum; Principals; Technology Coordinator	Phase One	No Funding Requirement	list of technology mentors; job description for technology mentors
Begin monthly training of mentors/trainers for technology benchmarks identified in the scope and sequence.	Director of Curriculum; Technology Coordinator	Phase Two	9 stipends @ \$500.00 = \$4500.00 District Budget; Grant Funding	training records, attendance records, artifacts
Survey / asses technology skills of staff in relation to established technology benchmarks using tools including Illinois Next Steps and NCREL assessment tools.	Director of Curriculum; Principals; Technology Coordinator	Phase Two	No Funding Requirement	Survey / assessment results
Mentor certified staff to meet established technology benchmarks using technology mentors.	Director of Curriculum; Technology Coordinator	Phase Two; Phase Three	9 stipends @ \$500.00 / phase = \$9000.00 District Budget; Grant Funding	Time and effort records for mentors
Assess the technology skills of new certified staff to identify their alignment with established technology benchmarks.	Human Resources; Principals	Phase Three	No Funding Requirement	Survey / assessment results

## Technology Deployment and Sustainability

### Technology Support:

District 200 has made significant and rapid gains in the deployment of technology resources over the past three to five years. Staff and student access to technology tools has been greatly improved. The student-to-computer ratio has improved from nearly 12:1 to less than 5:1. At the same time, the quality of computers included in the ratio has improved. A majority of the computers throughout the district are less than three years old. Access to other technology tools has improved in similar ways.

This rapid growth of technology has made maintenance and support challenging. The addition of Internet access, more than 800 computers, and hundreds of other peripherals has outpaced the District's ability to support technology in a timely manner. Three main strategies have been employed in an effort to continuously improve the quality and timeliness of technology support in District 200. A brief summary of the strategies is provided below. These strategies, and others, will be used throughout the duration of this plan.

**Standardization:** District 200 has standardized key technology equipment and software in all buildings throughout the district. A standard configuration has improved support by minimizing the number of configurations and applications deployed throughout the District. While the specifications for computers are reviewed and change quite frequently, the basic configuration is standard throughout the District. The current hardware specifications are included in Appendix F

**Centralize & Automate:** The District has implemented strategies to centralize and automate maintenance and support to reduce the need for visits to workstation locations. As computers were added to the District, the need for on-site visits by technicians increased. Often, the visits were related to issues caused by users. Examples of efforts to centralize and automate include the deployment of Norton Antivirus Corporate Edition and Novell ZENworks for Desktops. Both of these strategies automate regular maintenance and reduce the need for technician visits to workstations. Throughout the phases of this plan additional strategies for centralizing and automating support will be investigated and implemented where possible.

**Increase Support Staff:** District 200 has grown in many ways over the past several years. There have been significant increases in the number of staff, students, computers, printers and other peripherals, classrooms with Internet access and more. The number of support staff has increased over the past three years but support has not kept pace with demand. Additional staff is required to meet current demand and future projections. Actions designed to achieve this goal are included within the phases of the plan. The current support structure and the proposed future support structure are included in Appendix F

## **Technology Deployment and Sustainability**

### **Interoperability & Redeployment:**

#### **Interoperability:**

District 200 has taken great strides to ensure that students and staff have seamless access to technology resources throughout the District. Interoperability was a major focus of the previous technology plan and will continue to be a focus throughout the phases of this plan. The following outlines some of the steps that have been taken to ensure interoperability of technology resources within the District.

- District-wide standards for technology equipment – Appendix F
- Standard network operating system – Novell 5.1
- Standard workstation operating system – Microsoft Windows 98
- Standard applications suite – Microsoft Office 2000
- Standard e-mail system – GroupWise 5.5
- Standard desktop management application – Novell Zenworks for Desktops
- Standard antivirus application – Norton Corporate Edition
- All District 200 classrooms, library media centers, and offices are connected to the District wide area network.
- All purchases of technology equipment must be reviewed and approved by the District 200 Technology Coordinator to insure the equipment meets established standards.

#### **Redeployment:**

Throughout the phases of the previous technology plan District 200 invested significant resources to replace obsolete technology equipment and to increase the number of computers per student. The District has deployed more than 800 new classroom computers over the past three years. Because the District was replacing obsolete computers and adding additional computers, redeployment was not an issue. Much of the equipment that was replaced was so far out of date that it was not educationally useful anywhere within the District. Replacement and addition of technology equipment has been achieved using local funding in addition to grants and the School Technology Revolving Loan Program (STRLP). District 200 has established a three-year cycle for purchasing replacement / new equipment based upon the guidelines of the STRLP. The District will continue to follow this cycle throughout the phases of this plan maintain current equipment and to achieve targets for the student-to-computer ratio. As new computers are deployed, existing equipment will be redeployed (as necessary) to ensure an equitable student-to-computer ratio throughout the District.

#### **Evaluation and Analysis:**

The District 200 Technology Department is constantly in the process of reviewing and analyzing software and hardware for future deployment. All software proposed for District-wide deployment is previewed and tested in a controlled setting before it is deployed to the school environment. New software is previewed by teams of instructors in the District's Professional Development Center to ensure that the software is functional and educationally useful.

## Technology Deployment and Sustainability

**Goal #1:** District 200 shall provide access to current, appropriate and reliable educational technology.

**Present Status:** District 200 has made significant progress in the acquisition of educational technology over the past few years. Most of the obsolete equipment has been replaced with modern technology and student to computer ratios have been reduced from nearly 12 to 1 to less than 5 to 1. Much of the progress has been made by taking advantage of funding from sources like TIP, TLCF, and the Illinois Technology Revolving Loan.

**Gap Analysis:** While progress has been made in technology acquisition and deployment, the district must continue to reduce the number of students per computer and other technology equipment to ensure ubiquitous access to the tools that make engaged learning and other innovative learning and teaching strategies possible.

School	Status	Networkable Computer (3:1 Ratio)	Networkable Computer (5:1 Ratio)	Scanner	Digital Camera	Computer Video Projector	SMART Board	Color Laser Printer
<b>Clay Elementary</b>								
258 students	Present	65	65	2	2	1	1	1
16 classrooms	Minimum	86	52	1	1	1	1	1
	<b>Gap/Need</b>	21	-13	-1	-1	0	0	0
<b>Dean Elementary</b>								
447 students	Present	116	116	6	4	2	2	1
22 classrooms	Minimum	149	89	1	1	1	1	1
	<b>Gap/Need</b>	33	-27	-5	-3	-1	-1	0
<b>Greenwood Elementary</b>								
472 students	Present	93	93	2	1	2	1	1
21 classrooms	Minimum	157	94	1	1	1	1	1
	<b>Gap/Need</b>	64	1	-1	0	-1	0	0
<b>Mary Endres Elementary</b>								
468 students	Present	101	101	1	4	3	1	1
22 classrooms	Minimum	156	94	1	1	1	1	1
	<b>Gap/Need</b>	55	-7	0	-3	-2	0	0
<b>Westwood Elementary</b>								
495 students	Present	112	112	3	12	2	1	1
26 classrooms	Minimum	165	99	1	1	1	1	1
	<b>Gap/Need</b>	53	-13	-2	-11	-1	0	0
<b>Verda Dierzen Early Learning Center</b>								
301 students (full time equivalent)	Present	67	67	0	2	1	1	1
21 classrooms	Minimum	100	60	1	1	1	1	1
	<b>Gap/Need</b>	33	-7	1	-1	0	0	0
<b>Northwood Middle School</b>								
768 students	Present	168	168	2	5	3	0	1
45 classrooms	Minimum	256	154	1	1	1	1	1
	<b>Gap/Need</b>	88	-14	-1	-4	-2	1	0
<b>Olson Middle School</b>								
603 students	Present	133	133	1	2	2	0	1
31 classrooms	Minimum	201	121	1	1	1	1	1
	<b>Gap/Need</b>	68	-12	0	-1	-1	1	0
<b>Woodstock High School</b>								
1517 students	Present	495	495	30	9	14	1	1
94 classrooms	Minimum	506	303	20	1	10	1	1
	<b>Gap/Need</b>	11	-192	-10	-8	-4	0	0

**Goal #1:** Continued...

**Technology Deployment and Sustainability**

<b>Action Steps</b>	<b>Responsibility</b>	<b>Time Line</b>	<b>Budget/Funding</b>	<b>Indicators of Success</b>
Purchase equipment necessary to meet or surpass the minimum levels set by the District 200 Technology Committee and district level funding assistance for the purchase of educational technology identified in building technology plans.	Technology Coordinator; Technology Committee; Principals	Phase One; On-going	\$200,000.00 / year Technology Loan; District Funds	all buildings have minimum level of technology equipment; needs identified in building technology plans addressed.
Update building technology plans to reflect current and projected technology needs.	Technology Coordinator; Principals	Phase One; On-going	No Funding Requirement	updated technology plans

**Goal #2:** Upgrade the quality and speed of network, data, and Internet access for school LANs and the district WAN

**Present Status:** Except for the high school, which has recently undergone a complete renovation, school LANs are designed for 10 Base-T speeds. Schools are connected to the district WAN via 128k ISDN links.

**Gap Analysis:** District 200 has clearly outgrown the current network design. Delays in access to data or the Internet interfere with the educational usefulness of the networks. Plans for future data collection, management, and sharing are hindered by the performance of current slow WAN links.

<b>Action Steps</b>	<b>Responsibility</b>	<b>Time Line</b>	<b>Budget/Funding</b>	<b>Indicators of Success</b>
Upgrade all school WAN links to T-1 speed	Technology Coordinator; Director of Buildings and Grounds	Phase One	\$2,400.00 / year District O & M Fund	all schools connected to district WAN via T-1 links
Upgrade middle school network backbones and LAN equipment to fiber and 100 Base-T	Technology Coordinator; Director of Buildings and Grounds	Phase One	\$70,000.00 Technology Loan; CTG; District Funds	gigabit fiber optic backbone and 100 Base-T network equipment installed in both middle schools
Upgrade elementary school network backbones and LAN equipment to 100 Base-T	Technology Coordinator; Director of Buildings and Grounds	Phase Three	\$50,000.00 Technology Loan; CTG District Funds	100 Base-T backbone and network equipment installed in all elementary schools

## Technology Deployment and Sustainability

**Goal #3:** Improve the collection, storage, management, and availability of District 200 data resources.

**Present Status:** There are currently several data collection / management systems within the district. Each system functions separately and does not share data with other data systems within the district.

**Gap Analysis:** It is clear that the lack of interoperable data systems within the district creates a need for additional, unwanted, data entry. Further, the lack of interoperability frequently makes it difficult or impossible to use data collected throughout the district in a meaningful way.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Develop criteria for interoperable data system to collect, manage, and report district data. Investigate options for data system to meet established criteria.	Technology Coordinator; Executive Leadership Team	Phase One	No Funding Requirement	criteria established and documented
Preview data collection systems and visit schools / districts with similar systems.	Technology Coordinator; Executive Leadership Team	Phase One	\$2,000.00 District Funds (travel)	reports from previews and visits
Recommend a solution and develop an implementation plan	Technology Coordinator	Phase One	No Funding Requirement	recommendation; implementation plan
Hire and train staff necessary to implement new data system (one new position)	Technology Coordinator	Phase Two	\$40,000.00 District Funds	training records; new staff
Implement new system	Director of Technology	Phase Two; Phase Three	\$150,000.00 District Funds	new system purchased and installed

## Technology Deployment and Sustainability

**Goal #4:** Improve the quality and timeliness of technology support by implementing a district-wide help desk and developing a high school internship program utilizing high school students to assist in the support process.

**Present Status:** District 200 does not have a help desk and does not involve high school students in the process of supporting technology.

**Gap Analysis:** Currently, teachers, administrators and students must wait until someone can come to them to assist with technology needs. There is no one to call for assistance or advice other than the building library media specialist. A resource such as a help desk is needed to provide more timely assistance. High school students are an untapped technology resource. There are many students beginning to develop the skill sets that be used in the process of supporting the district.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Research, purchase helpdesk support software to manage and track helpdesk support.	Technology Coordinator	Phase One	\$5,000.00 Technology Budget	help desk software
Hire help part time desk staff.	Technology Coordinator	Phase One	\$16,000.00 District Funds	staff hired
Train help desk staff.	Technology Coordinator	Phase One; ongoing	\$2,000.00 annually Professional development	training records
Hire / train WHS student intern 5 hours / week.	Technology Coordinator	Phase Two; Phase Three	\$1,800.00 / phase District Funds	WHS student intern

## Assessment / Evaluation

Assessment and evaluation of the District 200 Instructional Technology Plan is a vital part of its implementation. Two specific forms of evaluation are planned. First, the progress and effectiveness of the plan will be assessed by district personnel through internal evaluation tools. Second, an instructional technology audit will be conducted by a group of stakeholders not directly affiliated with the district as part of an external process of evaluation.

### Internal Evaluation:

- Annually, District 200 technology staff will review the progress of action steps outlined in the plan and report the status of each goal to all stakeholders. Data collected will be reported using a variety of mediums including, but not limited to, local newspapers, reports issued to the board of education, and postings on the district web site. This annual report will be completed in March of each year beginning in Phase 2
- Starting in Phase 2 and annually thereafter, District 200 will collect and analyze data for the purpose of creating an annual Technology Report Card. Annual report cards will become an addendum to this plan and will be reported to stakeholder groups along with the annual status report.

### External Evaluation:

During Phase 3, the state of instructional technology and the status of the District 200 Instructional Technology Plan will be reviewed through the process of an instructional technology audit. The auditing team will be selected from stakeholder groups within the District 200 educational community. Effort will be made to include local business and industry leaders, members of civic organizations, parent groups, representatives of other governmental bodies, and recognized experts in technology or education. The audit team will use “Illinois Next Step” tools to assist in the evaluation of the District 200 technology program. The focus topics of this audit will include, but are not limited to the following:

- level of completion of action steps.
- quality / quantity of district instructional technology.
- fair and equitable access to technology.
- evidence of engaged learning methods.
- effectiveness of staff development.
- improvements in student achievement.

## District Policies and Procedures

**Goal #1:** Review and update district policies, procedures, and guidelines for learning technologies to ensure that they promote equity and systematic change while providing a level of school-based planning and decision making.

**Present Status:** District 200 has adopted a policy for the use of networked computers and the Internet, a copyright policy, and is in the process of approving a web publications policy. District 200 has installed Internet content filtering and complies with CIPA (See Appendix D)

**Gap Analysis:** Many district policies are several years old and in need of review. Also, none of the technology related policies has been translated to any language other than English.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Review existing technology related policies and update as necessary.	Technology Coordinator; Educational Leadership Team	Phase One	No Funding Requirement	Meeting minutes; updated policies
Approve new / updated policies.	Board of Education	Phase One	No Funding Requirement	Updated policies in Board of Education policy manual
Translate technology policies to Spanish	Technology Coordinator; Bilingual Department	Phase Two	\$1,000.00 District Budget	Policies translated to Spanish

## Communication and Marketing

**Goal #1:** Provide a clear understanding of the district’s technology plan to the school staffs and the community; and maintain a continuing process of communication through ongoing updates.

**Present Status:** The current Technology Plan has not been adequately communicated to either school staffs or the community. In order to build support for effective educational use of technology, the scope and sequence of the district technology plan needs to be presented to all stakeholder groups of the addressed community.

**Gap Analysis:** There is currently no formal marketing plan to communicate and inform stakeholder groups about information contained in the District 200 Technology Plan.

Action Steps	Responsibility	Time Line	Budget/Funding	Indicators of Success
Publish at least one article highlighting the technology plan or a component of the plan in each issue of the district newsletter.	Director of Community Services Technology Staff	Ongoing	No Funding Requirement	Technology plan related articles in the district newsletter.
Publish the technology plan in the District 200 web site.	Director of Community Services Technology Staff	Phase One	No Funding Requirement	Technology plan available in web site as PDF.
Place copies of the technology plan in all district libraries and the Woodstock Public Library.	Technology Coordinator	Phase One	\$500.00 Technology Budget	Copies of the current technology plan available in all district libraries and the Woodstock Public Library.
Encourage local media to feature information about activities related to technology and engaged learning.	Director of Community Services	Ongoing	No Funding Requirement	Activities featured in local media such as newspapers and cable.

## Composite Time Line

Strategies	Phase 1 2002-2003	Phase 2 2003-2004	Phase 3 2004-2005	Strategies	Phase 1 2002-2003	Phase 2 2003-2004	Phase 3 2004-2005
Community Involvement				Technology Deployment and Sustainability			
Goal # 1				Goal # 1			
Action #1				Action #1			
Action #2				Action #2			
Goal # 2				Goal # 2			
Action #1				Action #1			
Action #2				Action #2			
Action #3				Action #3			
Action #4				Goal # 3			
Action #5				Action #1			
Action #6				Action #2			
Goal # 3				Action #3			
Action #1				Action #4			
Action #2				Action #5			
Technology and Learning Practices / Engaged Learning				Goal # 4			
Goal # 1				Action #1			
Action #1				Action #2			
Action #2				Action #3			
Action #3				Action #4			
Goal # 2				District Policies and Procedures			
Action #1				Goal # 1			
Action #2				Action #1			
Action #3				Action #2			
Action #4				Action #3			
Action #5				Communication and Marketing			
Action #6				Goal # 1			
Professional Development				Action #1			
Goal # 1				Action #2			
Action #1				Action #3			
Action #2				Action #4			
Action #3							
Action #4							
Goal # 2							
Action #1							
Action #2							
Action #3							
Action #4							
Goal # 3							
Action #1							
Action #2							
Action #3							
Action #4							
Action #5							

### Composite Budget (Page 1)

Strategies		Phase 1 2002-2003	Source	Phase 2 2003-2004	Source	Phase 3 2004-2005	Source
Community Involvement							
	Goal # 1						
	Action # 1	\$ 200.00	Tech				
	Action # 2	\$ 200.00	Tech				
	Goal # 2						
	Action # 1	\$ 2,000.00	Tech				
	Action # 2	\$ 5,000.00	CTG				
	Action # 3			\$ 8,000.00	Tech		
	Action # 4						
	Action # 5			\$ 1,500.00	Prof. Dev.	\$ 1,500.00	Prof. Dev.
	Action # 6			\$ 30,000.00	O & M		
	Goal # 3						
	Action # 1						
	Action # 2			\$ 500.00	Prof. Dev.	\$ 500.00	Prof. Dev.
Technology and Learning Practices / Engaged Learning							
	Goal # 1						
	Action # 1	\$ 3,000.00	Prof. Dev.	\$ 3,000.00	Prof. Dev.	\$ 3,000.00	Prof. Dev.
	Action # 2			\$ 400.00	Prof. Dev.		
	Action # 3						
	Goal # 2						
	Action # 1	\$ 5,000.00	Prof. Dev.				
	Action # 2	\$ 5,000.00	Prof. Dev.				
	Action # 3						
	Action # 4	\$ 5,000.00	Prof. Dev.				
	Action # 5						
	Action # 6						
Professional Development							
	Goal # 1						
	Action # 1	\$ 200.00	Tech	\$ 200.00	Tech	\$ 200.00	Tech
	Action # 2	\$ 200.00	Tech	\$ 200.00	Tech	\$ 200.00	Tech
	Action # 3	\$ 200.00	Tech	\$ 200.00	Tech	\$ 200.00	Tech
	Action # 4	\$ 7,500.00	Prof. Dev.	\$ 7,500.00	Prof. Dev.	\$ 7,500.00	Prof. Dev.
	Goal # 2						
	Action # 1	\$ 200.00	Prof. Dev.				
	Action # 2			\$ 200.00	Prof. Dev.		
	Action # 3						
	Action # 4			\$ 40,000.00	Dis trict		
	Goal # 3						
	Action # 1						
	Action # 2	\$ 4,500.00	Dis trict				
	Action # 3						
	Action # 4			\$ 4,500.00	Dis trict	\$ 4,500.00	Dis trict
	Action # 5						

## Composite Budget (Page 2)

Strategies	Phase 1 2002-2003	Source	Phase 2 2003-2004	Source	Phase 3 2004-2005	Source
Technology Deployment and Sustainability						
Goal # 1						
Action # 1	\$ 200,000.00	Dis trict	\$ 200,000.00	Dis trict	\$ 200,000.00	Dis trict
Action # 2						
Goal # 2						
Action # 1	\$ 2,400.00	O & M	\$ 2,400.00	O & M	\$ 2,400.00	O & M
Action # 2	\$ 70,000.00	CT G:IT RL				
Action # 3					\$ 50,000.00	IT RL
Goal # 3						
Action # 1						
Action # 2	\$ 2,000.00	Dis trict				
Action # 3						
Action # 4			\$ 40,000.00	Dis trict		
Action # 5			\$ 150,000.00	Dis trict		
Goal # 4						
Action # 1	\$ 5,000.00	T ech				
Action # 2	\$ 16,000.00	Dis trict				
Action # 3	\$ 2,000.00	T ech	\$ 2,000.00	T ech	\$ 2,000.00	T ech
Action # 4			\$ 1,800.00	Dis trict	\$ 1,800.00	T ech
Dis trict Policies and Procedures						
Goal # 1						
Action # 1						
Action # 2						
Action # 3			\$ 1,000.00	Dis trict		
Communication and Marketing						
Goal # 1						
Action # 1						
Action # 2			\$ 500.00	T ech		
Action # 3						
Action # 4						
Totals	\$ 297,400.00		\$ 397,700.00		\$ 256,200.00	
Budget Source Key						
CT G = Closing the Gap Grant						
Dis trict = Dis trict 200 Education Fund						
IT RL = Illinois Technology Revolving Loan						
O & M = Dis trict 200 Operation and Maintenance Fund						
P rof. Dev. = P rofession al Development Budget						
T ech = Dis trict 200 Technolog Budget						

## End Notes:

- 1 K-12 Information Technology Plan, Illinois State Board of Education, Springfield, IL, October, 1996, p. 5.
- 2 K-12 Information Technology Plan, Illinois State Board of Education, Springfield, IL, October, 1996, p. 5.
- 3 K-12 Information Technology Plan, Illinois State Board of Education, Springfield, IL, October, 1996, p. vii.

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From Now On: A Monthly Electronic Commentary on Educational Technology Issues, <http://www.pacificrim.net/~mckenzie/FNOFeb93.html>, volume 3, Number 6, February 1993.

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Illinois Goals: World Class Education for the 21st Century, Joseph Spagnolo, <http://www.isbe.state.il.us/illgoal.html#igoals>.

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K-12 Information Technology Plan, Illinois State Board of Education, Springfield, IL, October, 1996.

Learning through Technology: Study Group Framework and Profile Tool, Illinois State Board of Education, Springfield, IL, December, 1995.

Preliminary Findings of the Statewide Technology Survey, Illinois State Board of Education, Springfield, IL, November, 1996.

The Technology Plan, Cary Elementary School District 26, Cary, IL, January, 1996.

The Technology Road Map, Microsoft Corporation, Redmond, WA, 1996.

Transforming Education Through Technology, <http://www.isbe.state.il.us/techdoc.html#support>.