



**Woodstock Community Unit
School District #200
Woodstock, Illinois**

2005-2008 Instructional Technology Plan



Approved May 17, 2005

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Section 2: Acknowledgements/ Stakeholder Involvement

Woodstock Community Unit District 200 takes great care and pride in the involvement of stakeholders in decision making. Community members, parents, staff, and students are directly involved in gathering data, evaluating data, developing strategies & action plans, implementation activities, and evaluation whenever it is possible and appropriate. Recent examples of decision making activities where a range of stakeholders were involved include software selection committees, a facilities planning taskforce, high school principal selection committees, the grants advisory board, and the technology committee. Many stakeholders participate in multiple decision making groups. Stakeholders in decision making groups are asked to consider the role of technology while developing their recommendations. A range of stakeholders have been involved in the development of this plan. A list of the primary stakeholders is included below. Additional stakeholder group information can be found in Appendix O.

The first way stakeholders participated in the development of this plan was by gathering and analyzing data related to student achievement and technology. They began by combing through student achievement data to find areas of strength and weakness. Next, they looked for patterns and possible causal factors of weaknesses in student achievement. After analyzing the data, the stakeholder committee began to develop goals, strategies, and actions intended to improve student achievement through the application of innovative instructional strategies, instructional technology, community involvement, and professional development. In all cases, the committee worked to ensure that the activities contained in this plan correlated with the goal in section 6B: Curriculum and Instruction.

Throughout the duration of the plan, stakeholders, including community members, will be directly involved in the implementation plan. For example, students, teachers, administrators and community members will collaborate to provide training that helps community members use community technology resources. Stakeholders will also play key roles in the evaluation of the success of activities contained within this plan and to provide guidance for modification of this plan over time.

Name	Title / Affiliation	Role(s)
Lisa Babinski	Asst. Director of Special Education	1, 2, 4
Nancy Cain	VDELC Teacher	1, 2, 4
Dawn Cook	Special Education Coordinator	1, 2, 4
Colleen Formanek	Clay Elem. Teacher	1, 2, 4
Martha Hansen	Woodstock Public Library	1, 2, 4
Maggie Jensen	Westwood Elem. Library Media Specialist	1, 2, 3, 4
Rita Kaminski	Dean Elem. Library Media Specialist	1, 2, 3, 4
Tim Kutz	WHS Assistant Principal	1, 2, 4
Bethany Magill	Westwood Elem. Teacher	1, 2, 4
Dana Martelli	Special Education Coordinator	1, 2, 3, 4
Cheryl Metcalf	Assistant Supt. for Teaching & Learning	1, 2, 4
Neka Olsen	Dean Elem. Teacher	1, 2, 4
George Oslovich	Olson Middle Sch. Principal	1, 2, 3, 4
Dannielle Parrotte	Olson Middle Sch. Teacher	1, 2, 4
Lou Peterhans	Wells Manufacturing	1, 2, 4
Cathy Peyton	Greenwood Elem. Library Media Specialist	1, 2, 3, 4
Melissa Ribordy	Bilingual Coordinator	1, 2, 4
John Rigby	Clay Elem. Teacher, Parent	1, 2, 4
Linda Spangrud	Director of Grants, Planning & Technology	1, 2, 3, 4
Jerry Swedberg	Technology Director, Parent	1, 2, 3, 4
Sue Totz	Northwood Middle Sch. Library Media Specialist	1, 2, 3, 4
Brian Walde	Community Member, Parent	1, 2, 4

Key to Roles:

- 1 = Data Collection & Analysis
- 2 = Goal Development
- 3 = Plan Implementation
- 4 = Goal Monitoring / Plan Evaluation

Section 3: District/Community Profile

District Characteristics:

Woodstock Community Unit School District 200 serves a rapidly growing population of approximately 6,200 students in grades PreK-12. Enrollment projections for the next eight years indicate that the number of students attending District 200 schools could increase as much as 65% to over 10,000 by 2012-2013. The student population has also increased dramatically in diversity over the past decade. There has been a 154% increase in the number of students who qualify for free and reduced price lunch with 31% meeting low income guidelines this school year. The number of students who come from minority backgrounds has increased by 148% over the past ten years with this year's minority population reaching 30% ethnicity, most of whom are Hispanic. Eleven percent of the students qualify for Limited English Proficiency services, which is an increase of 144% since 1994.

The District operates an early learning center (PreK-K), five elementary schools (grades 1-5), two middle schools (grades 6-8), and one comprehensive high school (grades 9-12). The early childhood program and four of the elementary schools receive Title I funds. Northwood Middle School did not make AYP in Hispanic reading, and Woodstock High School did not make AYP in both reading and math in the Hispanic, economically disadvantaged and special education subgroups.

The number of District 200 teachers with advanced degrees has steadily increased over the past ten years to a high of 54% on the current State School Report Card. The teacher/pupil ratio averages for the 2003-2004 school year were: 20.6:1 for elementary; and 22.4:1 for secondary. Contracts with the District's teachers, support staff, bus drivers and custodians extend through the 2006-07 school year.

District Student Data				
Basic Information	2000-2001	2001-2002	2002-2003	2003-2004
Attendance rate (%)	93.7	94.3	94.2	94.2
Truancy rate (%)	0.5	0.5	0.7	0.8
Mobility rate (%)	14.9	12.3	14.9	16.6
Expulsion rate (%)	0.07	0	0	0.03
Retention rate (%)		0.07	0.31	0.19
HS graduation rate (%)	82.2	81.5	82.2	83.5
HS dropout rate (%)	5.9	5.6	5.6	4.5
District student population (#)	5567	5671	5808	5919
Economically disadvantaged (%)	19.9	25.9	24.9	30.4
Limited English proficient (LEP) (%)	9.3	9.2	10	10.6
Students with disabilities (%)	19.94	18.06	15.81	14.32
White, non-Hispanic (%)	78.6	77.1	75.7	75
Black, non-Hispanic (%)	1.1	1.1	1.1	1.5
Hispanic (%)	18.8	20.3	21.5	21.8
Native American or Alaskan Native (%)	0.1	0.2	0.4	0.3
Asian/Pacific Islander (%)	1.3	1.3	1.3	1.4
Multi-racial/ethnic	N/A	N/A	N/A	N/A

2004 District Educator Data				
		District		State
Total Full Time Employees (FTE)		325		125,702
Average Teacher Experience (in years)		13.0		13.8
Bachelor's Degree (%)		45.8		51.3
Teachers pursuing advanced degrees (#)		42		
Teachers requesting workshop attendance (#)		575		
Master's degree or higher (%)		54.2		48.6
White, non-Hispanic Teachers (FTE)		95.6		85.0
Black, non-Hispanic Teachers (FTE)		0		9.8
American Indian / Alaskan Native Teachers (FTE)		0		0.1
Asian or Pacific Islander Teachers (FTE)		0.8		1.0
Hispanic Teachers (FTE)		3.7		4.0
Male Teachers (FTE)		26.5		23.4
Female Teachers (FTE)		73.5		76.6
Total teachers (FTE)	1-5 years experience	6-10 years experience	11-15 years experience	16+ years experience
325	106	62	38	119

Community Characteristics

Woodstock, Illinois is located in McHenry County in northeastern Illinois and has a population of 21,657 (2004 Special Census). McHenry County, of which Woodstock is the county seat, is one of the fastest growing counties in Illinois. Woodstock is 45 minutes from Chicago's O'Hare Airport and equidistant from the major metropolitan markets of Chicago, Milwaukee, and Madison. The city of Woodstock covers a land area of approximately 10.7 square miles. Woodstock Community Unit School District 200 covers 110 square miles in McHenry County and serves the communities of Woodstock, Wonder Lake, Bull Valley and Greenwood.

Approximately 77% of the Woodstock population is of Caucasian, non-Hispanic origin, with 19% of Hispanic origin. While the African American population is significantly lower than the state average, the Hispanic population is significantly above the state average. The foreign-born population percentage is significantly above the state average. The median resident age is 32.1 years, with a median income of \$47,871. As of the year 2000, the median house value in Woodstock was \$145,400. Of the population 25 years of age and older, 80.1% have achieved a high school education, with 22.9% having received a bachelor's degree or higher. Compared to the Illinois state average, median house value is higher.

There are a number of industries providing employment in Woodstock, with 27.7% of the population working in manufacturing, 18.3% in educational, health and social services, and 10.3% in retail trade. The City-data.com crime index gives Woodstock a rating of 238.8; as compared to a national average of 330.6 (a higher number indicates a higher rate of crime).

Attributes and Challenges

Woodstock is a growing community with a strong sense of its history. The community and surrounding area offers a mix of rural and suburban lifestyle. Quaint shopping and dining are available around the historic square. The square is also home to the historic Woodstock Opera House which provides a range of cultural activities. The community is fortunate to have a stop on the commuter train line to Chicago. The Parks and Recreation Department features a full service health club, an aquatic center, and numerous parks and activity fields.

As a result of the many desirable attributes, Woodstock is experiencing significant growth. Current and future growth is probably the biggest challenge facing the District for the foreseeable future. Woodstock Community Unit School District 200 is facing major challenges from exploding residential development and dwindling State resources. Every school is currently at (or over) its maximum effective capacity. Next year it will be necessary to ask tax payers for additional money to not only build and staff new schools but also to make repairs and renovations to current facilities.

Additional information related to Woodstock Community Unit School District #200 and the surrounding community may be found in the web sites listed below. Demographic and student achievement information may also be found in Appendix B, C, D, and E.

<http://www.woodstockschoools.org>

<http://www.woodstock-il.com>

<http://iirc.niu.edu/Scripts/district.asp?districtID=440632000&test=all>

Section 4: Vision

Vision Statement:

Current and appropriate technologies will be integrated into the District 200 teaching and learning experience to empower students to become creative individuals equipped with the skills and knowledge to be lifelong learners and productive citizens.

Vision Development:

Teachers, Library Media Specialists, administrators, parents, and community members met to review and revise the existing vision statement. Stakeholders from this group evaluated the statement in light of the District 200 mission statement and the District 200 strategic plan. After some lively discussion, it was agreed that the existing statement, created nearly eight years ago, no longer reflects a current vision of instructional technology. The stakeholder committee chose to create a new vision statement that was more current. After numerous attempts and revisions, the committee developed a statement that was unanimously approved.

Section 5: Data Collection & Analysis

Data Collection:

Data from a wide range of sources was collected and analyzed to determine gaps between the District 200 vision for instructional technology and what the data shows as the current reality. Data sources were selected to develop an understanding of current relationships between student achievement and instructional technology in District 200. Primary sources of data included the following list:

- 2003 Illinois District Report Card
- 2004 Illinois District Report Card
- Illinois Interactive Report Card
- Stanford Achievement Test Series, Ninth Edition
- Comprehensive Needs Assessment – The Center for Teaching and Learning
- District 200 Staff Development Needs Assessment
- ISBE Building Level Technology Inventory
- District 200 Equipment and Software Inventories
- District 200 Infrastructure Design
- District 200 Replacement Schedule
- District 200 Facilities Task Force Report (Electrical Capacity)
- District 200 Strategic Plan
- District 200 Instructional Technology Plan 2003-2005
- District 200 School Improvement Plans
- District 200 Improvement Plan

Data Analysis:

District 200 stakeholders reviewed available data to identify areas of concern for student achievement. Student performance in reading and math were identified as the highest priority for improvement. Currently, students with disabilities are not making adequate yearly progress (AYP) for reading or math. Stakeholders expressed concern that, without significant improvement, other groups of District 200 students could be in danger of not making AYP in the future.

Upon identifying reading and math as the primary focus for improvement of student achievement, the stakeholder committee began to examine the data for possible causes and to develop goals and strategies for improvement. The goals and strategies contained within this plan were created with the intent of improving community involvement, curriculum and instruction, professional development, and technology deployment.

Community Involvement Gap Analysis:

Current Reality

- Community stakeholders are involved in a wide range of decision making activities.
- District 200 has an award winning web site that provides information to all stakeholders. The web site provides information to parents and the community in both English and Spanish.
- All District 200 staff have access to e-mail at work and at home to facilitate communication between teachers and parents.
- Woodstock High School uses Edline, an on-line portal, to provide parents with limited access to student and school information. The portal provides teachers with an easy format to create classroom web pages.
- The current student information system does not provide parents with access to student information including grades, testing information, etc.
- District 200 does not currently provide community education classes for the use of technology and community technology resources.

Vision

- District 200 will develop an integrated data system with an on-line portal that allows teachers, administrators, parents, and students to access relevant educational data including grades, homework, standardized testing data, transportation information, school fee information, library information, and more.
- Regular community enrichment activities will be available to assist community members with the awareness, understanding and use of community technology resources.
- Students and community partners will collaborate to sustain technology resources within District 200 and within the community.

Gap Analysis

- Parents do not have on-line access to important student information like current grade status, fees, homework etc. Most communication is traditional in form and timing.
- Few opportunities exist for school and community collaboration in the area of technology and community technology resources.
- Students play limited roles in the support and use of technology resources.

Possible Strategies

- Expand the existing (Edline) portal by upgrading the student information system. The new system must allow parent access to important student and school data.
- Expand the roles of students and community members in the support and use of technology and community technology resources.
- Offer classes to the community for the use of technology and community technology resources.

Curriculum and Instruction Gap Analysis:

Current Reality	Vision
<ul style="list-style-type: none">• District 200 has an on-line curriculum management tool. Curriculum mapping and alignment has begun but is not complete.• Technology standards have been developed and adopted (based upon NETS-S).• Technology standards have not been fully integrated into the curriculum or curriculum maps.• District 200 does not have documented standards for required curriculum materials including software and on-line resources. Textbook selection is standardized throughout the district.• District 200 does not have documented standards for supported supplemental curriculum materials including software and on-line resources.• Some teachers have piloted the use of technology tools to assist with reading assessment.	<ul style="list-style-type: none">• All District 200 curriculum mapping will be up to date and aligned with applicable local, State, and Federal standards.• Curriculum maps will show the integration of technology curriculum with the core curriculum.• Standard, required curriculum materials and resources will be available and used throughout the District.• District 200 teachers will have access to a standard list of supported supplemental instructional materials and resources.• Teachers of reading will take advantage of available technology tools to collect and analyze assessment data. They will differentiate instruction to meet the needs of all children.

Gap Analysis

- Curriculum Mapping is not complete for all core subjects.
- Technology standards exist but a technology curriculum has not been formalized or integrated.
- Teachers use a range of instructional materials and resources but there is inconsistent use throughout the district. There is no formalized list of required or supplemental materials and resources.
- Only a few teachers of reading have piloted technology tools to gather and analyze reading assessment data.

Possible Strategies

- Complete curriculum mapping.
- Add technology curriculum to core subject curriculum maps.
- Standardize required and supplemental curriculum materials and resources.
- Train additional teachers of reading to use technology tools to gather and analyze reading assessment data.

Professional Development Gap Analysis:

Current Reality

- District 200 has a formalized professional development program called Engaged Learning Integrating Technology into Education (E-LITE). The number of teachers who have participated in the program is relatively small.
- The District offers a wide range of professional development activities with CPDU or Graduate credit including workshops, onsite & offsite training, cohort classes in cooperation with universities, and mentoring.
- District 200 provides required professional development for both certified and paraprofessional staff.
- Staff Development Needs Assessment data shows that 78% of the staff surveyed is interested in additional training for engaged learning. 70% expressed a need for additional training through E-LITE.
- The composite score on a recent technology needs assessment was 2.33 on a 4.0 scale.

Vision

- All District 200 staff will be prepared to use technology appropriately and effectively for instruction.
- All teachers will demonstrate “adaptive knowledge and integrative use of technology” or a minimum score of 3.0 on the technology needs assessment.
- District 200 will continue to offer a wide range of professional development opportunities to paraprofessionals, teachers, library media specialists, and administrators.

Gap Analysis

- Data shows that teachers want and need additional training to be able to use technology and innovative instructional methods.

Possible Strategies

- Conduct additional E-LITE courses.
- Begin annual technology needs assessment for certified staff.

Technology Sustainability and Deployment Gap Analysis:

Current Reality	Vision
<ul style="list-style-type: none">• All District 200 schools and administrative buildings & classrooms are connected to a district wide area network and the Internet.• All staff members have access to e-mail within the district and from home.• District 200 has a number of separate database systems that do not share data.• The District has been following a 3-year cycle to replace some instructional technology equipment each year. However the cycle results in a five to six year life expectancy for some equipment.• Due to budget constraints, some equipment has aged beyond the useful life cycle and must be replaced as soon as possible.• Network equipment in elementary buildings is obsolete and in need of replacement.• There is minimal use of wireless technologies.• The District has a policy and procedure in place to recycle obsolete / nonfunctioning equipment.• Technology policies for acceptable use, website development, and copyright have been in place for several years.• District 200 has staff dedicated to the support of instructional technology but the number is insufficient to do more than “break fix” and will not meet future needs.	<ul style="list-style-type: none">• All District 200 computers, servers and network equipment will have the capacity to support instructional and administrative needs.• All computers and servers will be capable of running current instructional software.• District 200 will maintain or improve current student to computer ratios while replacing equipment on a regular schedule.• All District databases will be integrated to share data. Data (where appropriate) will be accessible by students, staff, administrators and community members.• District 200 will employ sufficient technology staff to do “break fix,” preventative maintenance, and provide timely assistance to educational and administrative staff.• Students and community members will participate in the support of instructional technology.

Gap Analysis

- Inventory information shows that a significant number of instructional computers are out of date and will not support current instructional needs.
- Some servers and network infrastructure equipment is out of date and will not support current instructional needs.
- There is insufficient staff to support current needs.

Possible Strategies

- Replace the student management system with software that meets current and future needs.
- Audit technology infrastructure, software, and hardware; review & update minimum standards.
- Replace technology equipment as necessary to meet instructional capacity requirements.
- Review current staffing levels; Add additional staff to meet growth.

Section 6A: Community Involvement

Goal #1: Maximize student achievement by training 100% of District 200 teachers, Library Media Specialists, administrators and secondary students and at least 15% of District 200 parents in the use of technology communication tools (i.e. e-mail, voice mail, parent access to student information system, etc.) as a means to link students, parents, staff and administrators to information and educational resources.				
Expected Results: Student achievement will be improved by providing parents and students with ongoing access to relevant student information.				
Rationale for Goal: (as determined by data analysis) Currently, traditional modes of communication (i.e. paper report cards, paper news letters, etc.) are the most common sources of information for parents and community members. The District, some schools, and some teachers have web sites. Some teachers communicate with some parents via e-mail.				
Strategy: Train staff and parents to use on-line access to student information system and other district & community resources.				
Action Steps <i>How will it be done?</i>	Timeline <i>Month/Year through Month/Year</i>	Person Responsible <i>Who is responsible for ensuring implementation?</i>	Budget <i>Amount and sources of funding</i>	Professional Development Needed? <i>Details below</i>
Train all staff to use online software to inform students and families/parents of grades and homework assignments	By June 30, 2008, all teachers will be trained and actively using online software	Assistant Superintendent of Teaching and Learning; Director of G,P,T Technology Director	\$1000 - District, Grants (software costs shown in section 6D)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Inform students and families/parents of the availability of student information software via newsletters, presentations, WEB page, etc.	By January 2006 students and families/parents are informed	Principals and staff	\$300 - \$500 – Materials (District)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Train parents to use online software to review student grades, student homework, schedule appointments (i.e. parent/teacher conferences).	By June 30, 2008, 15% of parents will be trained with a 5% annual increase of parent use	Library Media Specialists, Administrators and Guidance Counselors	8 hrs. x 9 bldgs. x \$30/hr. = \$2,160 (District, Grants)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Train secondary students to use online software to review student grades, student homework, schedule appointments, etc.	By June 30, 2006, all secondary students will be trained	Principals & Staff	-0-	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Develop a strategic plan for sharing educational resources involving community agencies (i.e. public library) to maximize resources and minimize replication.	By June 2006 plan is written.	Public Library, Library Media Specialists, and Technology Director	-0-	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Market strategic plan so that all community members are aware.	On-going	Technology Director and Director of Community Services	\$300	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Train staff, students and families to use educational resources that are available year-round in the community (i.e. Library).	By June 30, 2008, all training will be completed.	Public Library Staff, Teachers, and Technology Staff	-0-	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Evidence of Progress:

- Action 1: By June 30, 2006, 100% of all staff are trained and 30% are actively using online software.
- Action 2: By June 30, 2006, 80% of all students, families/parents are informed.
- Action 3: By June 30, 2006, 5% of families/parents are trained and 10% of trained users are active as indicated by logins.
- Action 4: On June 30, 2006, 100% of secondary students are trained and 50% are actively using.
- Action 5: By June 30, 2006, two strategic meetings will be held as documented by agendas, minutes, and sign ins.
- Action 6: On going Marketing is in place.
- Action 7: By June 2007, 100% of staff and 10% of student and parents/families will be trained.

Evidence of Success:

- Action 1: By June 30, 2008, 100% of all teachers are using online software as documented by logins.
- Action 2: By June 30, 2008, 100% of all students and families/parents are informed and aware of online software as documented by survey.
- Action 3: By June 30, 2006, at least 15% of families/parents will be actively using online software as measured by login; 40% of Parent Teacher conferences will be scheduled via website.
- Action 4: On June 30, 2008, 80% of secondary students are actively using online software as measured by login.
- Action 5: By June 30, 2006, strategic plan for educational resources is written and on file.
- Action 6: By June 30, 2008, 30% increase in use of shared community educational resources by a data based statistics.
- Action 7: By June 2008, 20% of the trained staff, students, and families/parents are actively using educational resources.

Other Resources:

Newsletter, technology, equipment and software, trainers, WEB page, survey.
Materials (paper, etc.), space for meetings.

Professional Development Needs: Professional development will be provided to staff that will train parents and community members. Some of this training is listed in Section 6C and as part of the implementation process for a new student information system listed in Section 6D. Additional training will be provided as needed by Woodstock Public Library staff and District 200 staff.

Goal #2: Engage community stakeholders by developing and implementing at least two additional student technology programs that involve community partners and ensure that D200 graduates will have the skills to critically evaluate and use technology in their everyday lives.

Expected Results: The implementation of student technology programs will provide additional opportunities for student and community collaboration in the support of instructional technology in the District. Student technology programs will improve the quality of instructional technology support for teachers and administrators resulting in improved and increased utilization of technology for instruction. It will also provide students with additional career exploration opportunities.

Rationale for Goal: Currently, students and community members have minimal involvement in sustaining instructional technology in District 200 schools.

Strategy 1: Develop and implement a student technology corps that connects students interested in technology careers with community mentors to assist teachers, administrators, parents and other students with technology needs.

Action Steps <i>How will it be done?</i>	Timeline <i>Month/Year through Month/Year</i>	Person Responsible <i>Who is responsible for ensuring implementation?</i>	Budget <i>Amount and sources of funding</i>	Professional Development Needed? <i>Details below</i>
Develop program parameters for Student Technology Corps that include goals, roles, responsibilities, and community mentorship opportunities	2005-2006	Director of G,P,T; Technology Director; WHS Principal	-0-	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Identify & train community mentors & District coordinator for Student Technology Corps	2005-2006	Director of G,P,T; Technology Director; WHS Principal	-0-	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Identify student participants for Student Technology Corps	Spring 2006	Director of G,P,T; Technology Director; WHS Principal	-0-	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Conduct Student Technology Corps training camp	Summer 2006	Director of G,P,T; Technology Director; WHS Principal	\$2000 District, Grants	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Evidence of Progress:
 Action 1: By June 2006, Student Technology Corps program parameters will be developed by a committee that includes students, staff, administrators, and community members.
 Action 2: By June 2006, a program coordinator will be identified and mentors will be selected and trained as indicated by training records.
 Action 3: By June, 2006 students will be selected to participate in Student Tech Corps as indicated by the roster.
 Action 4: By September, 2006, Student Technology Corps members will receive training as indicated by training camp records.

Evidence of Success: Upon successful completion of this goal Student Technology Corps members will be assisting teachers, administrators and other students with the use of instructional technology tools as indicated by records of assistance calls. Student Technology Corps members will be interacting with mentors on a regular basis as indicated by records of mentorship activities.

Other Resources: Community & District mentors, meeting space, instructional supplies.

Professional Development Needs: Train adults to work with Tech Corps; summer training camp for Student Technology Corps members.

Community Involvement Goal #2 – Strategy 2				
Strategy 2: Develop and implement a student-led community enrichment program for the use of instructional technology that provides assistance and instruction in the use of District, Woodstock Public Library, and community resources.				
Action Steps <i>How will it be done?</i>	Timeline <i>Month/Year through Month/Year</i>	Person Responsible <i>Who is responsible for ensuring implementation?</i>	Budget <i>Amount and sources of funding</i>	Professional Development Needed? <i>Details below</i>
Develop program parameters for student-led enrichment program that includes goals, roles, responsibilities, and community collaboration opportunities	2006-2007	Director of G,P,T; Technology Director; HS/MS Principals	-0-	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Identify & train students, program coordinator and community partners	2006-Summer 2007	Director of G,P,T; Technology Director; HS/MS Principals	-0-	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Pilot at least 2 student-led community enrichment activities	Fall 2007	Director of G,P,T; Technology Director; HS/MS Principals	\$500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Develop marketing plan and market community enrichment activities to community groups (i.e. senior citizens, WPL patrons, churches, etc.)	Fall 2007	Director of G,P,T; Technology Director; Community Services Director	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Conduct student-led community enrichment activities	2007-2008	Director of G,P,T; Technology Director; HS/MS Principals	\$2000 District, Grants	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Evidence of Progress:				
Action 1: By June 2007, Student-led community enrichment program parameters will be developed by a committee that includes students, staff, administrators, and community members.				
Action 2: By September, 2006, a program coordinator, student trainers, and community partners will be identified and trained as indicated by training records.				
Action 3: By November, 2007 two pilot activities will be conducted as indicated by activity participation records.				
Evidence of Success: Upon successful completion of this goal, students will be conducting community enrichment activities that include instruction in the use of District 200 resources, Woodstock Public Library resources, and other community resources as indicated by a schedule of activities and activity participation records.				
Other Resources: Community partners, meeting space, instructional supplies.				
Professional Development Needs: Train adults to work with student trainers; Summer training camp for student trainers				

Section 6B: Curriculum and Instruction

Goal #1: Improve student achievement in reading and math so that all disaggregated groups meet / continue to meet Illinois Standards for adequate yearly progress (AYP).				
Expected Results: All District 200 students will meet AYP standards for reading and math by 2008.				
Rationale for Goal: Data from the 2004 Illinois District Report Card, Stanford Achievement Test, and other local sources shows that some disaggregated groups are not making adequate yearly progress. As a district, student achievement is lower than desired for both reading and math.				
Strategy: Standardize curriculum, materials, and supplemental resources for reading and math throughout the District.				
Action Steps <i>How will it be done?</i>	Timeline <i>Month/Year through Month/Year</i>	Person Responsible <i>Who is responsible for ensuring implementation?</i>	Budget <i>Amount and sources of funding</i>	Professional Development Needed? <i>Details below</i>
Complete curriculum mapping that includes technology skills and is aligned with State Goals for Learning.	Fall 2005 – Spring 2006	Assistant Superintendent of Teaching and Learning, Ed Services Team, CAS	\$2500 District, Grants	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Provided “just in time” by Curriculum Area Specialists & Educational Services Team
Identify and standardize required materials and resources including software	2005-2006 then ongoing	Assistant Superintendent of Teaching and Learning, Ed Services Team, CAS	\$2500 District, Grants	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Identify and standardize District supported supplemental resources including software	2005-2006 then ongoing	Assistant Superintendent of Teaching and Learning, Ed Services Team, CAS	\$2500 District, Grants	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Expand the ability of teachers of reading to do assessments using instructional technology tools.	2005-2008 1 group per year	Assistant Superintendent of Teaching and Learning, Ed Services Team, CAS	\$5000 each year District, Grants	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Provided by KIDS
Scientifically Based Research for this goal and/or strategies: What Works in Schools: Translating Research into Action, Dr. Robert J. Marzano – Addresses “Guaranteed and Viable Curriculum” through curriculum mapping; Dr. Heidi Hayes Jacobs Model for Curriculum Mapping.				
Evidence of Progress: Action 1: Throughout 2005-2006, progress will be monitored by the number and completeness of curriculum maps entered into TieNet (online curriculum tool) Action 2: By the Fall of 2005, a committee will be formed to identify required materials and software as evidenced by committee roster and meeting minutes. Action 3: By the Fall of 2005, a committee will be formed to identify supplemental materials and software as evidenced by committee roster and meeting minutes. Action 4: By the Spring of 2007, two additional groups of teachers will be using instructional technology tools for assessment of reading.				
Evidence of Success: Action 1: By 2007, curriculum mapping for core subjects will be complete, include technology skills, and be aligned with State Goals for Learning as shown by TieNet. Action 2: By 2007, will publish a list of required curriculum materials, resources, and software as shown by TieNet; All classrooms will have access to required materials. Action 3: By 2007, will publish a list of supported supplemental curriculum materials, resources, and software as shown by TieNet Action 4: By 2008, three additional groups of teachers will be using technology tools as part of the assessment process for reading as evidenced by assessment materials / records.				
Other Resources: KIDS trainer for online assessments, curriculum materials including software.				
Professional Development Needs: Curriculum Area Specialists will provide training and assistance to other staff to facilitate curriculum mapping and alignment. Outside professional development for online assessment of reading will be necessary for Action 4.				

Section 6C: Professional Development

Goal #1: Increase the District average composite score on the Comprehensive Needs Assessment (Center for Teaching and Learning) to 3.0 or above.				
Expected Results: The composite score on the Comprehensive Needs Assessment will improve to at least 3.0 thereby improve the number of highly qualified teachers in the area of instructional technology.				
Rationale for Goal: (as determined by data analysis) Seventy-eight percent of teachers surveyed reported that they would like professional development in the area of engaged learning. Seventy percent identified integrating technology into the instructional program as a professional development need. These needs were also reflected in the Comprehensive Needs Assessment conducted for the Illinois State Board of Education by The Center for Teaching and Learning.				
Strategy: Increase the number of teachers who have completed a sequence of professional development activities for innovative instruction that follows professional development standards identified by the National Staff Development Council and incorporates National Educational Technology Standards for Students and 21 st Century Skills.				
Action Steps <i>How will it be done?</i>	Timeline <i>Month/Year through Month/Year</i>	Person Responsible <i>Who is responsible for ensuring implementation?</i>	Budget <i>Amount and sources of funding</i>	Professional Development Needed? <i>Details below</i>
Conduct at least 2 sections of E-LITE I per school year	Fall & Spring – Annually	Assistant Superintendent of Teaching and Learning	\$2000 District funds, grant funds	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Conduct at least 2 sections of E-LITE II per school year	Spring & Summer – Annually	Assistant Superintendent of Teaching and Learning	\$3000 District funds, grant funds	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Conduct at least 1 section of E-LITE III per year	Summer – Annually	Assistant Superintendent of Teaching and Learning	\$1000 District funds, grant funds	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Conduct online Comprehensive Needs Assessment	Annually	Technology Director	\$1000 District funds, grant funds	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Evidence of Progress: Class rosters and E-LITE projects will show progress toward completion of this goal. Annual administration of the Comprehensive Needs Assessment will provide data to monitor progress as well.				
Evidence of Success: Upon successful completion of this goal, the aggregate average score for staff taking the Comprehensive Needs Assessment will improve to 3.0 or better.				
Other Resources: Completion of this goal will require access to the District 200 Professional Development Center, District 200 classrooms, the Internet, various software applications, and training materials / supplies.				
Scientifically Based Research for this goal and/or strategies: National Staff Development Council Standards, NETS-S, NETS-T, 21 st Century Skills				

Section 6D: Technology Sustainability and Deployment

Goal #1: District 200 will have a new student management system that integrates assessment collection, teacher grading, and parent access to student progress 100% installed and implemented by the year 2008.				
Expected Results: A new student management system will provide teachers, administrators, parents and students with greatly improved access to important student data allowing all educational partners to make informed instructional decisions. Student achievement will improve as a result of this improved partnership.				
Rationale for Goal: (as determined by data analysis) The current student management system does not provide a district-wide solution for the collection of student data. Data is lost and the District has difficulty appropriately tracking student performance. Additionally, parents do not have a systematic way to track their child's progress. Data quality and availability must be improved to enable teachers and administrators to make informed curriculum decisions. Furthermore, student achievement will be improved by more fully including parents in the educational process of their child through parent and student access to relevant student data.				
Strategy: Select, purchase and implement a new student information system that includes a district-wide database and parent access.				
Action Steps <i>How will it be done?</i>	Timeline <i>Month/Year through Month/Year</i>	Person Responsible <i>Who is responsible for ensuring implementation?</i>	Budget <i>Amount and sources of funding</i>	Professional Development Needed? <i>Details below</i>
Complete research and purchase student management system	June 2005	Director G,P,T; Technology Director, SIS Committee	\$300,000 – District funds	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Design implementation process	October 2005	Director G,P,T; Technology Director	Included in purchase	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Begin implementation and training of power users at each building and level.	December 2005	Director G,P,T; Technology Director	\$10,000 – Included in purchase, District funds	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implement attendance and grading portions of Student Information System	September 2006	Director G,P,T; Technology Director	\$2000 – District funds, grants	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Pilot parent component of Student Information System	January 2007	Director G,P,T; Technology Director	\$1000 – District funds, grants	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implement parent component of Student Information System	By June 2008	Director G,P,T; Technology Director	\$750 – District funds, grants	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Evidence of Progress: Timelines that are developed during the planning process for implementation will be monitored and followed. Minutes of the implementation committee will include updated information regarding the stage of implementation and any needed additional planning.

Action 1 – By June 2005, a new student information system (SIS) will be researched and recommended to the Board of Education for purchase.

Action 2 - By October 2005, an implementation process will be developed for the new SIS.

Action 3 – By December 2005, initial training and development of the new SIS will have started.

Action 4 - By August 2006, all staff members will have initial training and be ready for implementation of the registration, grading, and attendance portions of the SIS

Action 5 – By January 2007, a pilot group of parents will be chosen and the parent portion of the SIS will be tested.

Action 6 – By June 2008, the parent portion of the SIS will be implemented.

Evidence of Success:

Action 1: By June 2005, a new student information system (SIS) will be researched and recommended to the Board of Education for purchase as documented in the minutes of the Board of Education.

Action 2: By October 2005, minutes of the Executive Team will demonstrate that a documented implementation plan for the new SIS was presented for review and approval.

Action 3 – By December 2005, minutes of the Executive Team and training logs will document that the training for the new SIS has begun with the power users for each building and level.

Action 4: By August 2006, training logs will indicate that all staff members will have been trained and be ready for implementation of the registration, grading, and attendance portions of the SIS

Action 5: By January 2007, training logs will indicate that a pilot group of parents was trained for use of the parent portion of the SIS.

By June 2007, a survey will have been completed to determine the results of the pilot and recommendations for full implementation.

Action 6: By December 2007, training logs will indicate that the parent portion of the SIS will be implemented at the 50% level for the district.

By June 2008, a survey will have been completed to determine the parent approval of the SIS and recommendations for future development.

Implications for Family and Community Involvement: One of the major reasons for implementing a new student information software system is to improve our ability to involve families in their child’s education. A primary component of all of the systems we reviewed deals with getting student progress information out to the families. The system we choose will have a way for parents to track progress, learn about assignments, and provide a quick way to communicate with teachers. Our goal is to use the features of the system to more fully involve the family in their child’s learning so as to improve individual student academic performance.

Other Resources: Hardware specialists and consultants, materials (paper, etc.), space for meeting and staging of equipment, trainers for new hardware and software. Substitutes to Power users and other support staff.

Professional Development Needs:

Action 1 – The SIS committee will need training and consultation from software specialists as well as collaboration with other schools who have implemented new SIS.

Action 2 - Consultants and trainers from the software vendor will train the core implementation staff to develop the implementation schedule.

Action 3 – Consultants and trainers from the software vendor will train the core implementation staff and the power users.

Action 4 - Power users will use the “Trainer of Trainer’s” model to train building and support staff.

Action 5 – Parent trainers will be trained to use the parent portion of the SIS and train the parents of the pilot group.

Action 6 – Each building will have parent trainers who will train parents to use the parent portal of the SIS.

Goal #2: 100% of the technology deployed in District 200 will meet or exceed the technological capacity necessary to support the needs of the District curriculum and academic support systems at each level (elementary, middle and high) by June 2008.

Expected Results: Students, teachers, and administrators will have equitable access to relevant instructional technology tools, software and resources necessary to meet curricular and academic support system objectives.

Rationale for Goal: District inventory information shows that many of the computers and servers currently deployed throughout the district are not adequate to meet current needs. Some instructional initiatives have been severely hindered because of inadequate server storage space, out of date operating systems, and obsolete equipment. The data shows that there is some inequity in the current deployment of computers because one school has the majority of obsolete equipment. Anecdotal evidence from District 200 Library Media Specialists indicates that there are many classrooms where District instructional software will not operate due to the age of the computers. The curriculum for technology is not fully integrated into the core subject areas and needs to be aligned. New software needs to be identified to meet the integrated curriculum goals. Even if aligned, the current technology and infrastructure must be updated to support new software and curriculum goals.

Strategy: Complete a full audit of technology infrastructure, equipment, software, and staffing; Update/upgrade as necessary to meet instructional capacity requirements for each level (elementary, middle, & high).

Action Steps <i>How will it be done?</i>	Timeline <i>Month/Year through Month/Year</i>	Person Responsible <i>Who is responsible for ensuring implementation?</i>	Budget <i>Amount and sources of funding</i>	Professional Development Needed? <i>Details below</i>
Complete a review of technology curriculum goals at each level (elementary, middle, & high) and determine specific technology capacity requirements for each level.	2005-2006	Assistant Superintendent for Teaching and Learning, Director of G,P,T; Technology Director, Technology Staff	-0-	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Complete a systematic audit of all technology and infrastructure to determine specific areas of need for hardware and software upgrades as compared to the technological capacity requirements defined for each level.	2005-2006	Director of G,P,T; Technology Director, Technology Staff	-0-	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Increase bandwidth capabilities to meet defined goals for each level.	2006-2008	Director of G,P,T; Technology Director, Technology Staff	\$8000 (router), \$3000 per year (DS3 upgrade) District, grants	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Upgrade networks to meet defined goals for each level.	2006-2008	Director of G,P,T; Technology Director, Technology Staff	\$100,000 District, grants (\$50,000 per year)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Upgrade client operating systems to meet defined goals for each level.	2005-2008	Director of G,P,T; Technology Director, Technology Staff	Client O/S replaced with computers	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Replace computers as determined in the audit to meet tool capacity defined for each level.	2005-2008	Director of G,P,T; Technology Director, Technology Staff	\$300,000 District, grants (\$100,000 per year)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Implement wireless technology as needed to meet requirements defined for each level.	2005-2008	Director of G,P,T; Technology Director, Technology Staff	\$10,000 District, grants	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Replace, upgrade or purchase servers that will meet requirements defined for each level.	2005-2008	Director of G,P,T; Technology Director, Technology Staff	\$30,000 District, grants (\$10,000 per year)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Conduct a new audit of technology support needs to determine necessary level of technology support for each level (elementary, middle, & high)	2005	Director of G, P, T		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Add additional technology staff to meet requirements defined for each level.	2005	Director of G,P,T; Technology Director, Technology Staff	\$30,000 annually (hourly + benefits)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Evidence of Progress:

- Action 1 – By June of 2006, a complete curriculum audit that contains specific technological requirements for each grade level will be completed.
- Action 2 - By June of 2006, a complete audit of available technology will be completed that identifies specific needs at each level and building.
- Action 3 – By June 2008, network and internet bandwidth will be increased to meet the curriculum and building needs identified in Action 1 and 2.
- Action 4 - By 2008, networks will be upgraded to meet the curriculum and building needs identified in Action 1 and 2.
- Action 5 – By 2008, client software will be upgraded to meet the curriculum and building needs identified in Action 1 and 2.
- Action 6 – By 2008, computers will be replaced to meet the curriculum and building needs identified in Action 1 and 2.
- Action 7 – By 2008, wireless technology will be implemented in all district buildings to meet the curriculum and building needs identified in Action 1 and 2.
- Action 8 – By 2008, servers will be upgraded, replaced, or purchased to meet the curriculum and building needs identified in Action 1 and 2.

Evidence of Success:

- Action 1 – By June 2006, a documented curriculum map will be published that contains the integration of technology into reading and math. This document will contain specific hardware and software needs for each grade level of the curriculum map.
- Action 2 – By June 2006, the district will publish a document that identifies the gaps between the current degree of technology at the grade levels and buildings as it relates to the curriculum needs identified in Action 1.
- Action 3 – By June 2008, a document will be prepared that demonstrates that the bandwidth in the district has increased to meet at least 60% of the identified needs in Action 2.
- Action 4 – By June 2008, a document will be prepared that demonstrates the upgrades made to the district network have met at least 60% of the identified needs in Action 2.
- Action 5 – By June 2008, a document will be prepared that demonstrates the upgrades made to the client operating systems at each level and building have met at least 60% of the identified needs in Action 2.
- Action 6 – By June 2008, a document will be prepared that demonstrates the computers replaced at each level and building have met at least 60% of the identified needs Action 2.
- Action 7 – By June 2008, a document will be prepared that demonstrates that wireless technology has been employed to have met at least 60% of the identified needs in Action 2.
- Action 8 – By June 2008, a document will be prepared that demonstrates the servers that have been upgraded, replaced, or purchased have met at least 60% of the identified needs in Action 2.
- Action 9 – By September 2005, a staffing plan for the technology department will be developed that addresses the staffing needs at each level.
- Action 10 – By June 2008, a document will be prepared that demonstrates that the technology staff has been increased to support at least 60% of the needs identified in Action 9.

Implications for Family and Community Involvement: As addressed in section 6A, the additions and increases made to bandwidth, servers, hardware, software, and networks will assist in linking parents and community to the schools. Parents will be better supported by the increase in technology staff and the current infrastructure will be expanded to allow for the increased access by parents and community.

Other Resources: Technology specialists and consultants, materials (paper, etc.), space for meeting and staging of equipment, Trainers for new hardware and software

Professional Development Needs:

- Action 1 – Training will need to be provided in curriculum mapping as it specifically relates to the integration of technology skills appropriate for each grade level.
- Action 2 – Collaboration with other schools who have performed similar capacity audits.
- Action 3 – Training will need to be provided by consultants to assist with the development and implementation of the increase in bandwidth.
- Action 4 – Training will need to be provided to by consultants to the technology staff to learn the features of the network upgrade.
- Action 5 – Training will need to be provided by consultants to the technology staff to learn the features of the client operating system. Training will need to be provided to building level staff to learn the features of the client operating system in their classroom and workspace.
- Action 7 – Training will need to be provided by consultants to the technology staff to learn the features of the wireless systems. Training will need to be provided by the technology staff to building level staff to learn the features of the wireless system.
- Action 8 - Training will need to be provided by consultants to the technology staff to help identify server needs and to implement the features of the new servers.

Section 7: Assessment & Evaluation

Methods of Evaluation / Data Collection:

Assessment and evaluation are an integral and vital part of this technology plan. Sections 6A-6D contain goals, strategies, and action steps designed to help improve student achievement. Included with each of the sections is a listing of how the progress and success of each goal will be assessed. Both qualitative and quantitative data collection methods will be used throughout the duration of this plan. Examples of qualitative data collection include standardized testing, (ISAT, PSAE, IMAGE, Stanford) the Comprehensive Needs Assessment, (The Center for Teaching and Learning) and Staff Development Needs Assessment. Quantitative measurement tools include hardware inventories, software inventories, course rosters, meeting attendance lists, trainee lists, and other similar tools. The frequency of assessment is also indicated in Sections 6A-6D. Some assessment tools like standardized tests will be administered annually. Other tools will be used to collect data during or after the completion of the associated activities.

Expected Results:

Expected results for each goal are listed in Sections 6A-6D. The overall expectation for this plan is that technology is one part of an active program to improve the achievement of all District 200 students. It is expected that the efforts contained within this plan, in combination with other school improvement efforts, will result in significant gains in student achievement.

Technology Plan Assessment:

Each year progress of this plan will be evaluated by a team comprised of the Director of Grants, Planning, and Technology, Technology Director, Assistant Superintendent for Teaching and Learning, Educational Services Team, and community stakeholders. The objective of this annual review will be to evaluate the progress toward goals and make necessary adjustments to ensure achievement of the goals. Plan reviewers will use available assessment data from multiple sources in the review process.

Technology Integration:

Each of the goals listed in this plan is intended to result in improvements in student achievement for all District 200 students. Sections 6A-6D include action steps designed to:

- improve community involvement in the educational process
- continue the process of integrating technology tools and curriculum into the core curriculum
- provide professional development that results in improved use of technology tools
- maintain existing technology tools and add tools to meet the needs of goals contained in Section 6A-6C

In summary, technology acquired as part of this plan will help improve the two-way communication between teachers and parents and the community. It will also help improve access to curriculum resources by ensuring that all computers, servers, and network equipment meet the needs of current software and applications. Curriculum mapping and alignment activities will result in a more consistent delivery of instruction that includes the use of technology and integrates the technology curriculum. Professional development activities will ensure that teachers, administrators, and other staff are highly qualified in technology use and innovative instructional methods. As the delivery of curriculum and instruction improves, it is expected that student achievement will improve as well.

Section 8: Timeline

Section 6A: Community Involvement		Phase 1 2005- 2006	Phase 2 2006- 2007	Phase 3 2007- 2008
Goal #1				
Strategy #1				
Action #1	Train all staff to use online software to inform students and families/parents of grades and homework assignments			
Action #2	Inform students and families/parents of the availability of student information software via newsletters, presentations, WEB page, etc.			
Action #3	Train parents to use online software to review student grades, student homework, schedule appointments (i.e. parent/teacher conferences).			
Action #4	Train secondary students to use online software to review student grades, student homework, schedule appointments, etc.			
Action #5	Develop a strategic plan for sharing educational resources involving community agencies (i.e. public library) to maximize resources and minimize replication.			
Action #6	Market strategic plan so that all community members are aware.			
Action #7	Train staff, students and families to use all educational resources that are available year-round in the community (i.e. Library).			
Section 6A: Community Involvement		Phase 1 2005- 2006	Phase 2 2006- 2007	Phase 3 2007- 2008
Goal #2				
Strategy #1				
Action #1	Develop program parameters for Student Technology Corps that include goals, roles, responsibilities, and community mentorship opportunities			
Action #2	Identify & train community mentors & District coordinator for Student Technology Corps			
Action #3	Identify student participants for Student Technology Corps			
Action #4	Conduct Student Technology Corps training camp			
Strategy #2				
Action #1	Develop program parameters for student-led enrichment program that includes goals, roles, responsibilities, and community collaboration opportunities			
Action #2	Identify & train students, program coordinator and community partners			
Action #3	Pilot at least 2 student-led community enrichment activities			
Action #4	Develop marketing plan and market community enrichment activities to community groups (i.e. senior citizens, WPL patrons, churches, etc.)			
Action #5	Conduct student-led community enrichment activities			
Section 6B: Curriculum & Instruction		Phase 1 2005- 2006	Phase 2 2006- 2007	Phase 3 2007- 2008
Goal #1				
Strategy #1				
Action #1	Complete curriculum mapping that includes technology skills and is aligned with State Goals for Learning.			
Action #2	Identify and standardize required materials and resources including software			
Action #3	Identify and standardize District supported supplemental resources including software			
Action #4	Expand the ability of teachers of reading to do assessments using instructional technology tools.			

Section 6C: Professional Development		Phase 1	Phase 2	Phase 3
Goal #1		2005-2006	2006-2007	2007-2008
Strategy #1				
Action #1	Conduct at least 2 sections of E-LITE I per school year			
Action #2	Conduct at least 2 sections of E-LITE II per school year			
Action #3	Conduct at least 1 section of E-LITE III per year			
Action #4	Conduct online Comprehensive Needs Assessment			
Section 6D: Technology Deployment & Sustainability		Phase 1	Phase 2	Phase 3
Goal #1		2005-2006	2006-2007	2007-2008
Strategy #1				
Action #1	Complete research and purchase student management system			
Action #2	Design implementation process			
Action #3	Begin implementation and training of power users at each building and level.			
Action #4	Implement attendance and grading portions of Student Information System			
Action #5	Pilot parent component of Student Information System			
Action #6	Implement parent component of Student information System			
Section 6D: Technology Deployment & Sustainability		Phase 1	Phase 2	Phase 3
Goal #2		2005-2006	2006-2007	2007-2008
Strategy #1				
Action #1	Complete a review of technology curriculum goals at each level (elementary, middle, & high) and determine specific technology capacity requirements for each level.			
Action #2	Complete a systematic audit of all technology and infrastructure to determine specific areas of need for hardware and software upgrades as compared to the technological capacity requirements defined for each level.			
Action #3	Increase bandwidth capabilities to meet defined goals for each level.			
Action #4	Upgrade networks to meet defined goals for each level.			
Action #5	Upgrade client operating systems to meet defined goals for each level.			
Action #6	Replace computers as determined in the audit to meet tool capacity defined for each level.			
Action #7	Implement wireless technology as needed to meet requirements defined for each level.			
Action #8	Replace, upgrade or purchase servers that will meet requirements defined for each level.			
Action #9	Conduct a new audit of technology support needs to determine necessary level of technology support for each level (elementary, middle, & high)			
Action #10	Add additional technology staff to meet requirements defined for each level.			

Section 9: Budget

Section 6A: Community Involvement		Phase 1	Phase 2	Phase 3		
Goal #1		2005-2006	2006-2007	2007-2008	Total	Source
Strategy #1						
Action #1	Train all staff to use online software to inform students and families/parents of grades and homework assignments	\$300	\$300	\$400	\$1,000	District, CTG, Ed Tech, Other Grants
Action #2	Inform students and families/parents of the availability of student information software via newsletters, presentations, WEB page, etc.	\$500			\$500	District, CTG, Ed Tech, Other Grants
Action #3	Train parents to use online software to review student grades, student homework, schedule appointments (i.e. parent/teacher conferences).	\$720	\$720	\$720	\$2,160	District, CTG, Ed Tech, Other Grants
Action #4	Train secondary students to use online software to review student grades, student homework, schedule appointments, etc.					
Action #5	Develop a strategic plan for sharing educational resources involving community agencies (i.e. public library) to maximize resources and minimize replication.					
Action #6	Market strategic plan so that all community members are aware.	\$100	\$100	\$100	\$300	District, CTG, Ed Tech, Other Grants
Action #7	Train staff, students and families to use all educational resources that are available year-round in the community (i.e. Library).					
Section 6A: Community Involvement		Phase 1	Phase 2	Phase 3		
Goal #2		2005-2006	2006-2007	2007-2008	Total	Source
Strategy #1						
Action #1	Develop program parameters for Student Technology Corps that include goals, roles, responsibilities, and community mentorship opportunities					
Action #2	Identify & train community mentors & District coordinator for Student Technology Corps					
Action #3	Identify student participants for Student Technology Corps					
Action #4	Conduct Student Technology Corps training camp	\$2,000			\$2,000	District, CTG, Ed Tech, Other Grants
Strategy #2						
Action #1	Develop program parameters for student-led enrichment program that includes goals, roles, responsibilities, and community collaboration opportunities					
Action #2	Identify & train students, program coordinator and community partners					
Action #3	Pilot at least 2 student-led community enrichment activities			\$500	\$500	District, CTG, Ed Tech, Other Grants
Action #4	Develop marketing plan and market community enrichment activities to community groups (i.e. senior citizens, WPL patrons, churches, etc.)			\$500	\$500	District, CTG, Ed Tech, Other Grants
Action #5	Conduct student-led community enrichment activities			\$2,000	\$2,000	District, CTG, Ed Tech, Other Grants
Section 6B: Curriculum & Instruction		Phase 1	Phase 2	Phase 3		
Goal #1		2005-2006	2006-2007	2007-2008	Total	Source
Strategy #1						
Action #1	Complete curriculum mapping that includes technology skills and is aligned with State Goals for Learning.	\$2,500			\$2,500	District, CTG, Ed Tech, Other Grants
Action #2	Identify and standardize required materials and resources including software	\$850	\$825	\$825	\$2,500	District, CTG, Ed Tech, Other Grants
Action #3	Identify and standardize District supported supplemental resources including software	\$850	\$825	\$825	\$2,500	District, CTG, Ed Tech, Other Grants
Action #4	Expand the ability of teachers of reading to do assessments using instructional technology tools.	\$5,000	\$5,000	\$5,000	\$15,000	District, CTG, Ed Tech, Other Grants

Section 6C: Professional Development		Phase 1	Phase 2	Phase 3	Total	Source
Goal #1		2005-2006	2006-2007	2007-2008		
Strategy #1						
Action #1	Conduct at least 2 sections of E-LITE I per school year	\$2,000	\$2,000	\$2,000	\$6,000	District, CTG, Ed Tech, Other Grants
Action #2	Conduct at least 2 sections of E-LITE II per school year	\$3,000	\$3,000	\$3,000	\$9,000	District, CTG, Ed Tech, Other Grants
Action #3	Conduct at least 1 section of E-LITE III per year	\$1,000	\$1,000	\$1,000	\$3,000	District, CTG, Ed Tech, Other Grants
Action #4	Conduct online Comprehensive Needs Assessment	\$1,000	\$1,000	\$1,000	\$3,000	District, CTG, Ed Tech, Other Grants
Section 6D: Technology Deployment & Sustainability		Phase 1	Phase 2	Phase 3	Total	Source
Goal #1		2005-2006	2006-2007	2007-2008		
Strategy #1						
Action #1	Complete research and purchase student management system	\$150,000	\$150,000		\$300,000	District
Action #2	Design implementation process					
Action #3	Begin Implementation and training of power users at each building and level.					
Action #4	Implement Attendance and Grading portions of Student Information System	\$2,000			\$2,000	District
Action #5	Pilot Parent component of Student Information System		\$1,000		\$1,000	District
Action #6	Implement Parent Component of Student information System			\$750	\$750	District
Section 6D: Technology Deployment & Sustainability		Phase 1	Phase 2	Phase 3	Total	Source
Goal #2		2005-2006	2006-2007	2007-2008		
Strategy #1						
Action #1	Complete a review of technology curriculum goals at each level (elementary, middle, & high) and determine specific technology capacity requirements for each level.					
Action #2	Complete a systematic audit of all technology and infrastructure to determine specific areas of need for hardware and software upgrades as compared to the technological capacity requirements defined for each level.					
Action #3	Increase bandwidth capabilities to meet defined goals for each level.		\$11,000	\$3,000	\$14,000	District
Action #4	Upgrade networks to meet defined goals for each level.		\$50,000	\$50,000	\$100,000	District, Lease / Loan
Action #5	Upgrade client operating systems to meet defined goals for each level.				\$0	
Action #6	Replace computers as determined in the audit to meet tool capacity defined for each level.	\$100,000	\$100,000	\$100,000	\$300,000	District, Lease / Loan
Action #7	Implement wireless technology as needed to meet requirements defined for each level.	\$4,000	\$3,000	\$3,000	\$10,000	District, Lease / Loan
Action #8	Replace, upgrade or purchase servers that will meet requirements defined for each level.	\$10,000	\$10,000	\$10,000	\$30,000	District, Lease / Loan
Action #9	Conduct a new audit of technology support needs to determine necessary level of technology support for each level (elementary, middle, & high)					
Action #10	Add additional technology staff to meet requirements defined for each level.	\$30,000	\$30,000	\$30,000	\$90,000	District, Lease / Loan
Total Per Phase		\$315,820	\$369,770	\$214,620	\$900,210	