La Grange School District 105

Technology Plan
2016 – 2019

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Section 1: Table of Contents

Section 2: Acknowledgements and Stakeholder Involvement

District 105 would like to thank the following individuals for their contributions, expertise, and support:

Members of the Board of Education of District 105

Since 1987, the School Board has supported the fusion of technology into daily educational experiences of the District's learning community. Through allocation of funds and approval of technology innovations, the District 105 School Board has provided the students and staff with the means to achieve technological growth.

BOARD OF EDUCATION 2015-2016

Dave Herndon, President
Kristine Lonsway, Vice-President
Eileen Tucker, Secretary
Virginia Kogen
Larry Prystalski
Jan Reagan
Bob Webb

Technology Planning Committee

Formed in the Fall of 2005, the purpose of the Technology Planning Committee is to assist District 105 in accomplishing its technological mission. The committee gathers information from both the school and general communities in an effort to create and implement the District's technology plan based on community resources and known "best" practices. The committee will continue to evaluate and execute the technology plan for District 105.

Core Committee Members	Committee Members
Kathryn Heeke – Curriculum Director	Prisilla Brucato – Ideal Teacher
John Huck – Technology Specialist	Victoria Faldani – Hodgkins Teacher
Joanna Marek - Library Media Specialist	Dana Halper - Gurrie Teacher
Jim McMahon – Desktop Technician	Celine Hill – Seventh Ave. Teacher
Trish Murphy – Technology Manager	Julie McGovern – Gurrie Teacher
Cathy Nestlinger - Library Media Specialist	Leesa McHugh – Hodgkins Teacher
Kim Kanofsky- Library Media Specialist	Celeste Pearson – Parent/Community Member
Tracy Renaghan – Library Media Specialist	Natalia Piejko - Seventh Ave. Teacher
John Signatur - Principal	Kelly Rogan – Parent/Community Member
Jennifer Sutsser- Library Media Specialist	Liz Waterston – Spring Ave. Teacher

District Parent Teacher Organizations

The District's PTOs maintain a high level of participation in technological assistance, donation, support, and planning.

Special Acknowledgements

Thanks to the Intermediate Service Center - West 40 for their continuing support and assistance.

Stakeholder Involvement

LaGrange District 105 is a learning community which actively encourages involvement by parents, community, business, private schools, libraries, as well as, students, teachers, and administrators.

LaGrange District 105 has forged a strong partnership with several companies as well as many community organizations. Some companies have donated supplies and products, including computer hardware and software. Other companies and community organizations have participated in and support District programs as well as participated in related classroom activities. Information exchange and public recognition of these partnerships will continue.

The Technology Planning Committee recognizes the need to continue to involve District stakeholders in planning the direction of technology in the learning community.

In November of 2005 the Technology Planning Committee was formed to obtain assistance from all district stakeholder groups to develop and evaluate the Technology Plan. An outside consultant was employed in 2005 to assist in organizing and structuring the committee. The Technology Planning Committee was comprised of parents, community members, school board members, district administrators, teachers, and technology staff totaling around thirty altogether. More than 11 years after the initial formation of the Technology Planning Committee this group continues working to develop, implement and refine the district Technology Plan.

Beyond the Technology Planning Committee Meetings, additional information was gathered via surveys. This year the district partnered with BrightBytes, an educational research and analytics company, in order to learn more about our students' school and home technology use for learning. BrightBytes uses the CASE framework: Classroom, Access, Skills & Environment. This CASE technology framework provides insights into the effectiveness of technology in improving student achievement.

Section 3: District / Community Profile

La Grange District 105 (South) includes areas of La Grange, Countryside, and Hodgkins. It is located in suburban Cook County, approximately one mile east of the DuPage County border. The District is 6.25 square miles in size and is bordered on the north by 47th street, the east by East Avenue, the south by 1-55, and the west by Brainard Avenue.

The District is comprised of 5 neighborhood schools, all with a complete range of services and specialized teachers:

District 105 Central Office
701 South Seventh Avenue
LaGrange, IL 60525
708-482-2700
Dr. Glenn T. Schlichting, Superintendent of Schools

Hodgkins School
6516 South Kane Avenue
Hodgkins, IL 60525
708-482-2740
Mr. John Signatur, Principal

Ideal School
9901 West 58th Street
Countryside, IL 60525
708-482-2750
Mr. Steve Bahn, Principal

Seventh Avenue
701 South Seventh Avenue
LaGrange, IL 60525
708-482-2730
Mrs. Erin Hall, Principal

Spring Avenue School
1001 South Spring Avenue
LaGrange, IL 60525
708-482-2710
Mrs. Elizabeth Webb, Principal
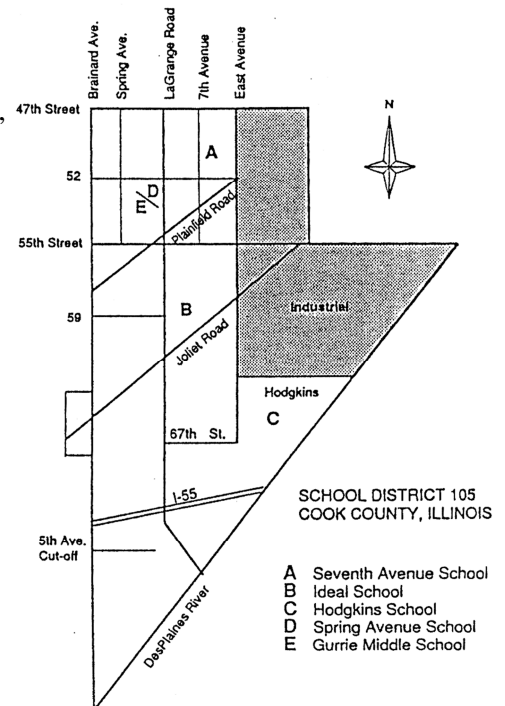
Gurrie Middle School
1001 South Spring Avenue
LaGrange, IL 60525
708-482-2720
Mr. Edmund Hood, Principal

The District is administered by the following members of the Board of Education:

Dave Herndon, President
Kristine Lonsway, Vice-President
Eileen Tucker, Secretary
Virginia Kogen
Larry Prystalski
Jan Reagan
Bob Webb

District History

The first building in the District was erected in 1886 at the corner of East Avenue and Joliet Road. Students attended classes in that building until it was destroyed by fire in March of 1918. A new building, Ideal School, was constructed and a separate building, Hodgkins School, was built in Hodgkins. In 1920, a third building, Seventh Avenue School, was constructed "on the prairie" to house students in the area that was growing due to the expansion of General Motors Electromotive Railroad Engine Plant. As a result of further growth in the District's population, the decision was made to build a fourth facility, Spring Avenue School, in LaGrange in 1950. The middle school, Gurrie Middle School, was opened in 1957 as W. F. Gurrie Central Junior High School. The District reached its largest size in the 1970s and currently has a population of approximately 1400 students in Pre-K through 8th grade.

During the 2015-16 school year, District 105 employed 10 administrators, 140 certified full and part-time faculty members, and 122 non-certified personnel. The community is one that has consistently expected high academic standards for its children. Standards and expectations were set in the 1950s and 1960s by an upwardly mobile population that expected a superior education for their children. Today, the District is experiencing a new surge of young professional families that also place a high value on education.

Demographics

The families of the District community range from a very high poverty level to a significantly high level of wealth. Some families are recent Hispanic immigrants while others have grown up in the school system. The three main communities of District 105 contain a mix of residential and commercial areas, industrial property, and a portion of the Cook County Forest Preserve. LaGrange is primarily made up of residential, single-family homes. The City of Countryside is a balance of commercial and residential areas, including single-family homes and a number of multiple-family dwellings. The Village of Hodgkins contains both single-family homes and multiple-family dwellings and commercial areas.

Existing Technology Infrastructure

Student Device Profiles

Technology within District 105 is deployed in a variety of ways throughout the schools. Each building has desktop computer labs which is typically within, or adjacent to, each school's Library Learning Center. Each of the five schools is equipped with a desktop computer lab consisting of at least 24 PC's. Gurrie Middle School currently has a 1:1 (at-school) Chromebook deployment along with two wireless mobile labs with Windows devices. All devices are housed in a portable security cart equipped with 20-30 devices. Each elementary school has mobile labs containing notebook computers; the student to computer current ratio is 1.5:1 in grades K-5 with a 1:1 (at-school) Chromebook ratio in 6th Grade. The district also has iPads available for checkout. There are approximately 1000 total staff and student computers, 650 Chromebooks and 125 iPads deployed throughout District 105. Each building has been cabled for data

communications. With the completion of the 2011 construction project all connections will have been professionally installed, tested, and certified.

Typical Classroom Profile

Standard equipment includes a staff laptop, an interactive whiteboard and classroom telephone. Other equipment, such as televisions, DVD players, LCD projectors, are either on mobile carts available for check out through the Library or stored in common areas for faculty to share. Every classroom PC can access the district's wired or wireless network and the Internet. For instructional use, mobile lab equipment at grades 6-8 is available in the classroom at a 1:1 ratio. In K-5 classrooms, every grade level has a shared laptop cart.

Typical Current Classroom Hardware:
- Access to digital cameras, video cameras
- Access to mobile carts
- Access to document cameras
- Prometheans (Interactive whiteboards) and access to Student Response Systems
- Teacher laptop, local and networked printers

Typical Classroom Infrastructure:
- Network
  - Three duplex Ethernet connections (minimum connections per classroom following summer 2011 construction)
  - Wireless access at all buildings (minimum of one wireless access point per classroom following summer 2011 construction)
- Electric Power
  - Minimum of 3 duplex outlets (minimum connections per classroom following summer 2011 construction)
  - Power strip surge protection

"Back-Office" Technology Profile

The "back-office" profile refers to the technology that supports the overall operation of the district itself; tasks include keeping the phones and computers running as well as providing systems such as the student information system.

The district consists of 4 separate physical locations. Hodgkins, Ideal and Seventh are connected by a fiber backbone to the primary MDF (Main Distribution Frame) which is located at Spring/Gurrie, creating the district's WAN (Wide Area Network). The primary MDF has a fiber connection to ICN, our internet service provider, which provides one of the district's connection to the "cloud". Hodgkins has our secondary connection to the "cloud" providing redundancy and additional capabilities if faced with a disaster recovery situation.

Each location has its own LAN (Local Area Network) which consists of a wired and wireless infrastructure both of which are accessible in every room. Each building has centralized file and

print servers which backs up locally as well as to another district location and finally moved to tape for disaster recovery purposes.

Many systems including student information system (SIS), email, media servers, phone and voicemail are centralized in the primary MDF and services are shared between the buildings. Applications that support a variety of "back-office" functions in the district such as PowerSchool (SIS), Inform (Achievement Data Management System), Destiny (Library Management System), SIF (School Interoperability Framework), Microsoft Exchange (Email Server), Microsoft System Center, AppSense and antivirus are hosted by the district at our primary MDF. However, some of our applications such as SchoolFusion (our website) have moved to the "cloud", these applications are managed by the district but hosted externally in data centers owned and operated by a service provider.

"Back-Office" Infrastructure
- Network
    - 2 firewalls
    - 4 routers
    - 5 wireless controllers
    - 4 core chassis-based PoE (Power over Ethernet) managed switch
    - 17 PoE managed switches
    - Cat 6e Ethernet Cable Plant (minimum specs following summer 2011 construction)
    - 123 Wireless Access Points (minimum of one wireless access point per classroom following summer 2011 construction)
    - 1 Email filter
    - Web Content Filter
- Electric Power
    - Uninterrupted Power Supplies
- Servers
    - 9 VMWare ESXi 5.1 Hosts
        - 38 Virtual Machine Servers (Windows)
            - The virtual servers provide resources on the network such as antivirus, email, active directory, printing and file sharing
- Storage Appliances
    - 5 External Disk Storage Systems
- Phone System
    - 4 Media Convergence Servers
- Network Printers
    - 12 Multifunction Devices (copier/scanner/printer)
    - 7 Centralized Printers

Section 4: Vision

Vision

The stakeholders and students of District 105 benefit from the increasing use of technology as an integral component of educational practices of the district. Our stakeholders' vision of technology and its embedded role in society demonstrate a commitment to addressing current and future needs of our community. It is through the joint efforts of educators, students, parents, and community members that we will continually research, plan, and produce a dynamic technology model for our district's needs.

Vision Statement

It is our shared vision of District 105 to develop a comprehensive system of education that will prepare all our District staff, students, parents, and community members for the future. The purpose of our plan is to support the overarching district goals as follows:

Goal 1. Students will achieve high academic standards
- Use technology resources to enhance student learning and achieve high academic standards.
- Ensure the equitable and consistent use throughout the district of technology resources, researched-based instructional activities, and best practices.

Goal 2. Students attend school in a safe and supportive learning environment
- Ensure that students use technology in a safe and supportive learning environment.

Goal 3. District 105 excels as an organization
- Incorporate challenging, motivating, and engaging educational experiences into established curricular areas.

Goal 4. District 105 excels in its business operations
- Ensure that technology resources are up-to-date, functional, effective, convenient and available for classroom and support staff.

Goal 5. District 105 builds a connected learning community
- Employ ongoing, accessible instructional technology support for students, staff and the community.

Profile of a Future Classroom in District 105

Students are digital natives and they learn differently than students in the past. The 21st Century workplace will require that our students are able to quickly adapt to new technologies, we are preparing them to hold jobs that may not even exist yet. Our goal is to ensure all of our students have the opportunities needed to be college and career ready for the 21st century. Having a variety of technology tools in the classroom and providing additional STEM learning opportunities will help prepare them for the environment that those students will experience as adults in the future.

Technology changes rapidly and there are no reasons to believe that will change in the near future. We understand that the vision of what the future classroom will look like is only a vision tempered by the current state of technology. It is our expectation that our vision will be revised and modified during the process of the implementation of this technology plan. Each year the committee members will evaluate and recommend any appropriate modifications to this plan.

In the past five years we have come closer to implementing our vision of "smart classrooms" across the district. One in which technology tools are seamlessly integrated into the student learning environment. The concept is based on the premise that all of the learning tools that a student needs should be accessible within the classroom learning space, thereby allowing the teachers to capitalize on teachable moments using a variety of technology tools. Bringing technology into the classroom, such as laptops/Chromebooks/iPads, interactive whiteboards, student response systems, digital media, document cameras and digital microscopes allow students to utilize a variety of learning styles and allow quick access to investigative learning. Students are able to use devices to collaborate, conduct research, write, or learn new concepts.

Using a variety of technology tools allows teachers to effectively differentiate their instruction and tailor each student's learning activities to individual learning outcomes. Continuing to maintain and improve our current access to technology and digital tools allow teachers to provide effective classroom activities that provide students with the learning opportunities they need to be college and career ready.

Differentiation of instruction can be optimally achieved by using diagnostic and prescriptive software. Using digital tools within the classroom will allow the teacher to easily monitor, track, and obtain progress reports on student learning. To truly differentiate instruction, we need to be able to specifically identify a student's needs and specifically target instruction towards those needs.

Having the software and hardware within the classroom makes a huge difference in how the teacher and students use instructional time. When the devices and tools are immediately accessible in the classroom, the teacher can effectively use small increments of time and capitalize on student differences in speed, learning needs, and styles. It is important to provide appropriate, reliable, cost-effective and easily accessible technology. A critical piece to ensuring the reliability of systems is maintaining our current 5 year hardware replacement cycle and continuing to provide technology infrastructure that is robust, flexible and stable in order to meet the increasingly demanding needs.

Technology Glossary

Chromebook
A lightweight laptop running Chrome OS as its operating system, known as a thin client. The devices are designed to be primarily used while connected to the Internet. Most applications and data are cloud based.

Cloud
The term "cloud" is used as a metaphor for the Internet, based on the cloud drawing used in the past to represent the telephone network and later the Internet in computer network diagrams as a generalization of the underlying infrastructure it symbolizes.

Digital audio
Refers to the reproduction and transmission of sound stored in a digital format. This includes CDs as well as any sound files stored on a computer.

Document Camera / Elmo
A projector that will capture an image of printed material (such as a page in a book) and display it on a display screen.

E-learning (electronic learning)
Term covering a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and DVD, satellite broadcast, interactive TV, CD-ROM, and more.

IDF (Intermediate Distribution Frame)
An IDF room contains networking equipment delivering connectivity to a localized area such as a building floor. It also connects internal telecommunication lines to the MDF.

Just-in-time (JIT)
Characteristic of e-learning in which learners are able to access the information they need exactly when they need it.

Laptop/Notebook/Tablet
A computer that is portable and contains the CPU, keyboard, and display all in one small unit. Additionally, a tablet has a touch screen interface.

LAN (Local Area Network)
Two or more computers, usually within a building, that are connected so they can interact with each other.

LCD
Liquid Crystal Display. A type of display used especially in small portable electronic devices (digital watches & clocks, cell phones, etc.) as well as laptop computers and most flat-panel monitors and TVs.

MDF (Main Distribution Frame)
A MDF is a cable rack that interconnects and manages the telecommunications wiring between itself and any number of IDFs. Unlike an IDF, which connects internal lines to the MDF, the MDF connects private or public lines coming into a building with the internal network. For example, a building with multiple floors may have one MDF on the first floor and one IDF on each of the floors that is connected to the MDF.

Multimedia
Encompasses interactive text, images, sound, and color. Multimedia can be anything from a simple PowerPoint slide show to a complex interactive simulation

Network
Two or more computers that are connected so users can share files and devices (for example, printers, servers, and storage devices).

Promethean (Also referred to as Interactive Whiteboard or Smartboard)
It is large interactive display that is connected to a computer and projector by which users control the computer using a stylus or other device. The board is usually mounted to a wall or a floor stand.

WAN (Wide Area Network)
WANs are used to connect LANs and other types of networks together, so that users and computers in one location can communicate with users and computers in other geographic location.

Section 5: Data Collection & Analysis

This year the district partnered with BrightBytes, an educational research and analytics company, in order to learn more about our students' school and home technology use for learning. Data was collected via surveys given to students, teachers, parents and administrators. BrightBytes uses the CASE framework: Classroom, Access, Skills & Environment. This CASE technology framework provides insights into the effectiveness of technology in improving student achievement. According to BrightBytes research-based framework, these are the essential factors needed for successful implementation of technology in the classroom. Each of the 4 domains consists of what BrightBytes refers to as success indicators.

The CASE framework first looks at the Access domain to determine the levels of connectivity students and staff have at home and school. Next, they evaluate teachers and students Skills to determine if they have those skills needed to take full advantage of the digital tools they have access to. The school Environment is looked at to see if it has created a supportive and encouraging atmosphere when it comes to technology. Finally, once an understanding of Access to technology, how staff/students are applying Skills and how the school Environment has created a culture that supports and enhances the use of those devices and skills we can determine if these are all translating into effective classroom activities which are providing students with the greatest learning opportunities. The data BrightBytes collected provided a clearer picture of our current situation as well as an idea for strategies to reach newly established goals for the revised technology plan.

In January 2013, our school board and superintendent adopted a high level strategic plan for District 105. These strategic goals have established a roadmap and clear targets for all of District 105. District goals have been instrumental in the design and development of this technology plan.

Goal 1. Students Achievement
Goal 2. Supportive Learning Environment
Goal 3. Engaged Families and Communities
Goal 4. Quality Staff
Goal 5. Value-Added Resources

The strategies and activities outlined in this technology plan were developed for the purpose of closing the gap between our current reality and our vision in terms of technology while simultaneously achieving the goals outlined by our school board. In doing so, the direction of technology and development of analysis tools will provide our faculty and staff with the resources necessary to make data-driven decisions. This will give teachers the information needed to reassess the current means of instructional delivery and set a new and more effective direction to their teaching methodology.

The following sources of data were collected in order to chart the gap between the current reality of the District's educational status and its vision in the areas of Community Involvement, Curriculum & Instruction, Professional Development and Technology Deployments & Sustainability.

The documents used and information gathered include:

- LaGrange School District 105 Dashboard
- BrightBytes CASE Framework
- 5Essentials Surveys Data
- Technology Planning Committee Meetings
- Hardware Inventory Analysis
- Software Analysis
- ISTE Technology Support Index Assessment
- District 105 Network Diagram
- Consortium for Educational Change (CEC)

Current Reality / Identified Gaps

Utilizing the data gathered the committee focused on identifying the District's greatest areas of needs and then developed the following action plan for the 2016-2019 Technology Plan. This is intended to be re-evaluated and updated each year of the plan as a piece of the annual technology improvement planning process.

Section 6: Action Planning

Domain: Classroom

Priority Data Point(s)	Actionable Goal (measurable & time-bound)	Actions to support goal (Insights)	Who owns the action?	Action timeframe	Success Indicator(s)
Teacher use of the 4c's-Creativity and Critical Thinking	Prioritize the integration of tech tools to enhance learning through teacher PD	Time dedicated specifically to collaboration and discussion integrating tech/tools Ex. Time dedicated at grade level meetings with a tech "expert" Ex. Every staff meeting had 5 minute "DID you know tech tool?" Ex. At Gurrie, Lunch and learns	Principals and Kathryn Teachers as experts	2016-17 school years.	Teachers implementing the tools for students use Teacher's use of 4Cs move to proficient according to future BrightBytes survey

	Investigate expanding STEM to the elementary level	Committee brought together to study best practices and other successful elementary programs	Administrative Team and Tech Committee	2016-17 school year	Recommendation regarding expansion of STEM to elementary level
Increase Communication between Teacher/Students and Student/Student-locally/globally	Providing opportunities for digital feedback and collaboration	Short PD focusing on digital feedback and online collaboration tools	Principals and Technology Manager to organize time and staffing for presentation	2016-17 school year	Teacher's use of 4Cs move to proficient according to future BrightBytes survey
Digital Citizenship education curriculum that is vertically aligned	Integrate digital citizenship into lessons	Specific PD around Digital Citizenship	Administrative Team and LMS	2016-17 school year	Students move to proficient and staff move to advanced in the areas of digital citizenship according to future BrightBytes survey

Domain: Access

Priority Data Point(s)	Actionable Goal (measurable & time-bound)	Actions to support goal (Insights)	Who owns the action?	Action timeframe	Success Indicator(s)
Student Access to Computers and Internet at Home	Increase access to devices at home via 1:1	7-8 grade take home grade 5-6 at school plus checkout	District Administration	2016-17 school year	Move to proficient according to future BrightBytes survey
	Increase internet access at home via hotspots for students without internet/WiFi	Sprint ConnectED Grant allowing up to 250 hotspots for students that need access	Technology Manager	2016-17 school year	Move to proficient according to future BrightBytes survey
Student Access to Computers at school	Increase access to devices at school by expanding 1:1	Expand 1:1 to Grade 5	District Administration	2016-17 school year	Move from advanced to exemplary according to future BrightBytes survey
	Increase access to devices at school by moving current 5th grade devices to lower grade levels and add additional devices each year	Expand 1:1 to Grade 4	District Administration	2017-18 school year	

Domain: Skills

Priority Data Point(s)	Actionable Goal (measurable & time-bound)	Actions to support goal (Insights)	Who owns the action?	Action timeframe	Success Indicator(s)
LMS (Learning Management System)	Survey to determine specific needs of teachers - in relation to instruction and class management (Intermediate focus and middle school focus may look different)	Create and send survey, Analyze results Who is using Google Classroom? Hapara? Edmodo? Schoology?	Technology Committee LMS (Library Media Specialist) / Librarian Teachers who are willing to do PD for other teachers	2016-17 school year	Common Language and common experience for teachers, students, and parents
	Decision if the District should choose/focus on one LMS (Learning Management System)			2017-18 school year	Recommendation of LMS platform for 2017-2018 Move Teacher Online Skills from advanced to exemplary according to future BrightBytes survey

Domain: Environment

Priority Data Point(s)	Actionable Goal (measurable & time-bound)	Actions to support goal (Insights)	Who owns the action?	Action timeframe	Success Indicator(s)
Use data from the "Teacher Interest in Educational Technology PD Topics" section to determine what teachers want and need for PD	Survey to determine when teachers would be available for PD Lunch and learn Before school After School Online trainings (D105 made or made available through somewhere else) PLD Release Time	BrightBytes follow up survey / or custom made to get data we need.	Administrative Team	2016-17 school year	Move Professional Learning from emerging to proficient according to future BrightBytes survey
The 3Ps: Policies, Procedures and Practices	Student ability to take home school mobile computers 1:1	7th and 8th grade begin taking Chromebooks home	District Administration, Principal and Technology Manager	2016-17 school year	Move from Proficient to Advanced according to future BrightBytes survey

Section 7: Assessment and Evaluation

The Technology Plan has clear goals with multiple indicators of success. Due to the evolving nature of technology and education, those responsible for the implementation of this plan will continue to identify and implement relevant technology standards to enhance our curriculum in order to improve student learning. Access to research studies that highlight "best practice" strategies will guide the evolution of this document. Indicators of success will be measured using a variety of instruments including BrightBytes surveys, 5Essentials, Assessment Data, Walkthrough Data, Inventory Assessment, Failure Analysis and Uptime Metrics. An annual evaluation will be conducted of progress toward achieving the goals.

Adequate, doable and practical evaluations

Evaluation instruments are critical to the success of the Technology Plan. If we are to see evidence of success, we must have clear goals, measurable success indicators and current data. Collaboration with the Curriculum Teams, School Improvement Teams, Technology Staff and School Board will help us to refine the evaluation instruments so that they measure and provide the most useful information required to improve student learning.

The Technology Manager will present a report each spring to the District 105 Board of Education on the progress of this technology plan and the achievement of the established goals and indicators of success. The level of success of this plan, as presented, will determine the commitment of funding by the school board for subsequent years of the plan.

Section 8: Timeline

The timeline below highlights some major areas to be addressed in the 2016-2019 Technology Plan. These areas were selected based on the committee's action planning as well as inventory assessment and 5 year hardware replacement cycle.

Year 1 Major Areas Being Addressed (2016-17 school year):

Server Upgrades	Upgrading hardware and VM environment.
Network Hardware Replacement	Purchases consistent with tech plan's 5 year replacement cycle, focus on hardware that is End-Of-Life and End-Of-Support. We will delay the replacement of some EOL/EOS items instead opting to purchase replacement parts and/or a 3rd party support plan in order to maintain a flat budget this year.
Telephony Replacement	Unified Communication System is due for replacement.
Renewal of Microsoft Licensing and Cisco SmartNet	District wide renewals are necessary each year to maintain licensing compliance and provide support.
Purchase Replacement Desktops and Laptops	Purchase consistent with tech plan's 5 year replacement cycle with the exception of desktops. Holding off on desktop refresh to maintain a flat budget this year.
Purchasing Additional Student Devices	Continuing to increase the availability of laptops to students consistent with the tech plan, enabling every grade level to have a mobile lab of computers and continue to work toward a 1:1 ratio at all grade levels.
Google Chromebooks	Expand 1:1 opportunity to 5th grade utilizing Google Chromebooks. Begin a take-home program at Gurrie and extend the at-school program in 6th grade for another year.
Professional Development	Prioritize the integration of tech tools to enhance learning through teacher PD.
STEM	Investigate expanding STEM Programming to elementary schools
LMS	Investigate the need for common Learning Management System.

Year 2 (2017-18 school year) & Year 3 Major Areas Being Addressed (2018-19 school year):

Network Infrastructure Replacement	Purchase consistent with tech plan's 5 year replacement cycle, focus on hardware that is End-Of-Life and End-Of-Support.
WiFi	Purchase consistent with tech plan's 5 year replacement cycle, focus on hardware that is End-Of-Life and End-Of-Support.
Backup Solution	Purchase consistent with tech plan's 5 year replacement cycle, focus on hardware that is End-Of-Life and End-Of-Support.

Storage Solution	Purchase to keep up with data storage/consumption needs and consistent with tech plan's 5 year replacement cycle, focus on hardware that is End-Of-Life and End-Of-Support.
Purchase Replacement Desktops and Laptops	Purchase consistent with tech plan's 5 year replacement cycle.
Purchasing Additional Student Devices	Continuing to increase the availability of laptops to students, enabling every grade level to have access to a mobile lab of computers and continue to work toward a 1:1 ratio at all grade levels.
Google Chromebooks	Provide a 1:1 opportunity at 4th grade utilizing Google Chromebooks. Begin a take-home program at 6th grade
Professional Development	Prioritize the integration of tech tools to enhance learning through teacher PD.

Section 9: Budget and Financial Plan

The budget requirements for year one of the District Technology Plan is listed below. The plan was constructed around the District goals established by our District 105 School Board and administration. Reaching our goals set forth in this plan is completely contingent upon the fiscal support of our District's School Board and administration. This plan has been designed with the understanding that it must be a working document that will be adjusted and adapted to the resources available and the overall success at each stage of its implementation.

The district will continue to make every effort to find alternative means for reaching the goals outlined in this document. Private, Local, State and Federal Grants and other sources of revenue will be aggressively pursued. The District will also continue to apply for E-rate discounts to offset costs associated with this plan.

Historical technology spending data in District 105 over the last 3 years was about $3.378M which was approximately $675.6K per year. Approximately $2.452M of that was baseline spending necessary to support our current level of technology with only approximately $195K per year was for new initiatives.

We are recommending maintaining our current budget, $581.4K, for year one of the plan and we will evaluate the needs and the financial climate for the remaining years of the plan and bring an annual budget recommendation to the School Board in the spring of each year for approval.

Year 1 Budget Summary 2016-2017	Amount
Tech Professional Services Training	$8,700
Tech Purchased Services Telecom	$100,000
Tech Purchased Services	$122,000
Tech Supplies	$29,020
Tech Software Licenses	$118,000
Tech Non Capital Equipment	$203,680
Total	**$581,400**