La Grange School District 105

Technology Plan
2023 – 2025

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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 2022-2023

Elias Lopez, President
Dr. Robert Sherman, Vice-President
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Technology Planning Committee

Originally 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.

Committee Members	
Martin Almeida – IT Software Security Specialist	Trish Murphy – Director of Technology
Alex Casey – Gurrie Teacher	Cathy Nestlinger – Library Media Specialist
Israel Diaz – Desktop Technician	Barb Hobe- Library Media Specialist
Kathryn Heeke – Curriculum Director	Amy Read – Spring Ave. Principal
Joanna Marek – Library Media Specialist	Tracy Renaghan – Library Media Specialist
Jim McMahon – Database and Systems Administrator	Sylwia Zalewska – Gurrie Teacher

District Parent Teacher Organizations

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

Special Acknowledgements

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

Stakeholder Involvement

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

La Grange 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 105 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 support 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. Today, more than 14 years after the initial formation of the Technology Planning Committee this group has evolved but the goal continues working to develop, implement and refine the district Technology Plan.

Beyond the Technology Planning Committee Meetings, additional information has been gathered via surveys. Annually since 2015 District 105 has 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
La Grange, IL 60525
708-482-2700
Dr. Brian Ganan, Superintendent of Schools

Hodgkins School	**Ideal School**
6516 South Kane Avenue	9901 West 58th Street
Hodgkins, IL 60525	Countryside, IL 60525
708-482-2740	708-482-2750
Svetlana Popovic, Principal	Ms. Eilidh Hall, Principal

Seventh Avenue	**Spring Avenue School**	**Gurrie Middle School**
701 South Seventh Avenue	1001 South Spring Avenue	1001 South Spring Avenue
La Grange, IL 60525	La Grange, IL 60525	La Grange, IL 60525
708-482-2730	708-482-2710	708-482-2720
Mrs. Erin Hall, Principal	Ms. Amy Read, Principal	Mr. Edmund Hood, Principal
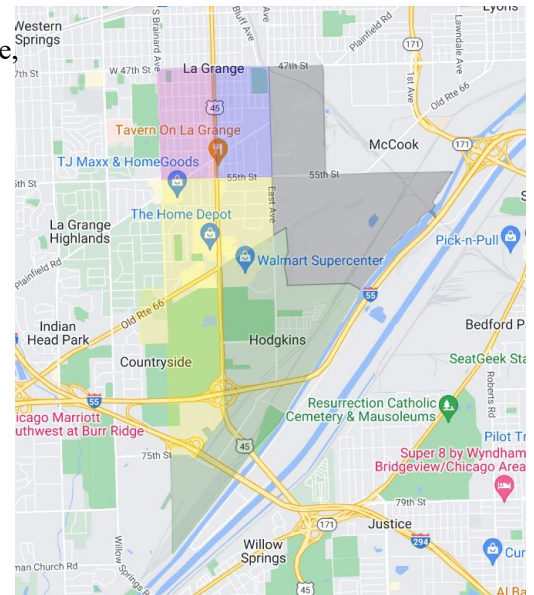
The District is administered by the following members of the Board of Education:

Elias Lopez, President
Dr. Robert Sherman, Vice-President
Sheila Bryck, Secretary
Kelly Young
Candice Mares
Amy Flaherty Hartman
Bryan White

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 La Grange 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 1230 students in Pre-K through 8th grade.

During the 2022-2023 school year, District 105 employed 14 administrators, 143 certified full and part-time faculty members, and 111 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 families that also place a high value on education.

Demographics

The families of the District community encompass a wide range socioeconomic status and is the most diverse of the Lyons Township K-8 feeder districts. 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. La Grange 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

Device Profiles

Technology within District 105 is deployed in a variety of ways throughout the schools in addition to a K-8 1:1 program. The District has approximately 350 Windows based computers, 1330 Chromebooks and 250 iPads deployed throughout District 105.

Typical Classroom Profile

Standard classroom equipment includes a staff issued laptop, an interactive whiteboard and classroom assigned telephone. Every classroom device can access the district's wired or wireless network and the Internet. For instructional use, 1:1 Chromebooks are available at grades 6-8 for take-home and 1:1 Chromebooks are available at grades 1-5 in the classroom and Kindergarten is 1:1 with iPads in the classroom.

Typical Current Classroom Hardware:
- Access to document cameras
- Interactive whiteboards
- Teacher laptop and centralized (networked) printers

Typical Classroom Infrastructure:
- Network
    - Three duplex Ethernet connections (minimum connections per classroom following 2011 construction project which was professionally installed, tested and certified)
    - Wireless access at all buildings (minimum of one wireless access point per classroom upgraded in 2017 and 2018 with the assistance of eRate funding)
- Electric Power
    - Minimum of 3 duplex outlets (minimum connections per classroom following summer 2011 construction)

"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 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 backed up and transferred to another district location 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), Destiny (Library Management System), Microsoft Exchange (Email Server), Microsoft System Center, Ivanti and antivirus are hosted by the district at our primary MDF. However, some of our applications such as Blackboard (website), Frontline (Absence and Centralized Management) and others are hosted in 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
    - 44 PoE (Power over Ethernet) managed stacked switches

- - o Cat 6e Ethernet Cable Plant (minimum specs following summer 2011 construction)
    - o 126 Wireless Access Points (minimum of one wireless access point per classroom)
    - o 1 Email filter
- Electric Power
  - o Uninterrupted Power Supplies
  - o Generator at Gurrie MDF
- Servers
  - o 11 VMWare ESXi 7.0.2 Hosts
    - ▪ 47 Virtual Machine Servers (Windows)
      - The virtual servers provide resources on the network such as antivirus, email, active directory, printing and file sharing
- Storage Appliances
  - o 5 External Disk Storage Systems
- Phone System
  - o 2 – Cisco UCS Chassis ESXi Hosts
  - o 4- VM Servers
  - o 1- Router
- Network Printers
  - o 12 Multifunction Devices (copier/scanner/printer)

Section 4: Vision

Vision
The stakeholders and students of District 105 benefit from integrating the use of technology into the classroom as it is an integral component of educational practices. 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
Today's learners are tomorrow's leaders. Our mission is to: Empower students to make a difference in our world by assisting them to be self-directed, passionate, lifelong learners.

Goal: Academic Success
- 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: Supportive Culture
- Ensure that students use technology in a safe and supportive learning environment.

Goal: Family and Community Connections
- Incorporate challenging, motivating, and engaging educational experiences into established curricular areas.

Goal: Staff and Organization Effectiveness
- Ensure that technology resources are up-to-date, functional, effective, convenient and available for classroom and support staff.

Goal: Resource Equity and Efficacy
- 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 future 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 students have the opportunities needed to be college, career and life ready. Having a variety of technology tools in the classroom and providing additional STEAM (Science, Technology, Engineering, Art, and Math) 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 soon. 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.

Over the past 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 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, digital media, document cameras and digital microscopes allow students to utilize a variety of learning styles and allow quick access to investigative learning. Students can 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 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 or in the cloud.

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.

Interactive Whiteboard
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.

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).

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

The district has partnered with BrightBytes, an educational research and analytics company, since 2015 in order to learn more about our students' school and home technology use for learning. Data has been 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 adopted a high level strategic plan for District 105 and in the spring of 2019 a strategic planning committee has recommended an updated strategic plan to the board. These strategic goals have established a roadmap and clear targets for all of District 105. District goals have always been instrumental in the design and development of this technology plan.

Goal: Academic Success
Goal: Supportive Culture
Goal: Family and Community Connections
Goal: Staff and Organization Effectiveness
Goal: Resource Equity and Efficacy

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:

- La Grange 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 up through the 2022 BrightBytes collection the committee focused on identifying the District's greatest areas of needs and then developed the following action plan for the 2023-2025 Technology Plan. For the 2023-2025 Technology Plan the domains that we will be prioritizing are Classroom and Environment. The committee focused on the importance of embedding and aligning the technology action plan to the Strategic Plan work happening throughout the District. This plan is intended to be re-evaluated and updated each year 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- Communication, Collaboration, Creativity and Critical Thinking	Prioritize a focus on Digital Classroom Management for the 2023-2024 school year. This is important before effectively moving student 4Cs forward and it is aligned to the Strategic Plan Goal SEL Supportive Culture (RC and PBIS).	Analyze Strategic Planning Committee's Needs Assessment Results from 2022-23 Feedback Loop- Logical Consequences and develop next steps Teaching students to responsibly utilize technology (digital citizenship), this also includes teaching staff about tools that we have which will help them with classroom management such as Hapara	District Administration Teachers and LMS	2023-2024 school year 2023-2025 school years	Teachers implementing the tools for students use Growth in BrightBytes Survey Results

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)
Professional Development	Investigate opportunities to embed technology PD more naturally; (i.e into C&I adoptions, SIOP etc.) ensuring it aligns with the strategic plan priorities.	Work with the district strategic planning professional development committee as they begin working with the Learning Forward standards during the 2023-2024 school year.	District Administration, Tech Committee, and PD Strategy Team	2023-2024	Embedded PD Opportunities
		Utilize Feedback Loop Process to develop next steps with PD Committee for 2024-2025 School Year	District Administration, Tech Committee, and PD Strategy Team	2023-2024	Growth in BrightBytes Survey Results

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, Building Leadership 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 Director of Technology 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 2023-2025 Technology Plan. These areas were selected based on the committee's action planning as well as inventory assessment and 5 year hardware replacement cycle and 3 year Student Chromebook replacement cycle.

Year 1 Major Areas Being Addressed (2023-2024 school year):

Data Warehouse and Data Dashboard	Purchases consistent with Strategic Planning goal team/committee recommendations.
Purchase Google Workspace for Education	Enhanced security analytics and protection against digital threats.
iPads/Tablets	Purchase consistent with specified replacement cycle; focus on hardware that is End-Of-Life and End-Of-Support.
Network Hardware Replacement	Purchases consistent with tech plan's 5 year replacement cycle, focus on WAN and hardware that is End-Of-Life and End-Of-Support.
Professional Development	Enhance learning through teacher PD and align with strategic planning goals.
Purchase Replacement Desktops and Laptops	Purchase consistent with tech plan's 3 year replacement cycle of student devices and 5 year replacement cycle of staff devices.
Renewal of Microsoft Licensing, Cisco Meraki, SmartNet, Tech and EdTech Software	District wide renewals are necessary each year to maintain licensing compliance and provide 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.
Touchscreen Chromebooks	Pilot student touchscreen Chromebooks in grades 6-8 and pilot a small group of 6-8 grade staff touchscreen Chromebooks. Purchase paraprofessionals a touchscreen Chromebooks (staff version).

Year 2 Major Areas Being Addressed (2024-2025 school year):

Backup Solution	Purchase consistent with tech plan's 5 year replacement cycle, focus on hardware that is End-Of-Life and End-Of-Support.
Network Infrastructure Replacement	Purchase consistent with tech plan's 5 year replacement cycle, focus on LAN and Wireless hardware that is End-Of-Life and End-Of-Support.
Professional Development	Enhance learning through teacher PD and align with strategic planning goals.
Purchase Replacement Desktops and Laptops	Purchase consistent with tech plan's 3 year replacement cycle of student Chromebooks 5 year replacement cycle of staff devices.
Renewal of Microsoft Licensing, Cisco Meraki, SmartNet and Tech and EdTech Software	District wide renewals are necessary each year to maintain licensing compliance and provide support.
Security Camera System	Purchase consistent with specified replacement cycle; 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.

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 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.

We are recommending increasing the budget to $1,038,798 for year one of the plan and we will align with the strategic planning goals, evaluate district 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. This budget includes an increase of $52,042.03 over the 2022-2023 approved budget and a realignment of the EdTech Software line item from the Curriculum and Instruction (C&I) Budget to the Technology Budget. This realignment re-allocates $221,650 of existing District funds; which are currently utilized to purchase EdTech Software; to the Technology Budget to keep all the software purchasing together. The proposed increase over the 2022-23 budget will accommodate the major areas being addressed in year 1 such as: the implementation of the Data Warehouse and Data Dashboard, addition of Google Workspace for Education, replacement of WAN hardware and network storage, a pilot in grades 6-8 of the touchscreen Chromebooks as well as maintaining current software and hardware.

Year 1 Budget Summary 2023-2024	Amount
Tech Professional Services Training	$5,545.00
Tech Purchased Services Telecom	$53,693.36
Tech Purchased Services	$109,600.00
Tech Supplies	$21,980.57
Tech Software Licenses*	$456,469.10
Tech Non Capital Equipment	$391,510.00
Total	**$1,038,798.03**

Note- This year $221,650 of existing EdTech Software Licensing Budget was re-allocated from the Curriculum and Instruction Budget to the Technology Budget.

In year 2 of the proposed technology plan we are recommending increasing the budget to $1,060,458.03. This budget includes an increase of $21,660 over the proposed 2023-2043 budget The proposed increase budget will accommodate the major areas being addressed in year 2 such as: the replacement of LAN hardware, Wi-Fi, network storage, backup systems, security camera systems, as well as maintaining current software and hardware.

Year 2 Budget Summary 2024-2025	Amount
Tech Professional Services Training	$5,545.00
Tech Purchased Services Telecom	$53,693.36
Tech Purchased Services	$109,600.00
Tech Supplies	$21,980.57
Tech Software Licenses	$456,469.10
Tech Non Capital Equipment	$413,170.00
Total	**$1,060,458.03**