

2015-2018 Technology Plan

Oak Park School District 97



Overview

- Year 1 in Review
- Year 2 Proposal
- BrightBytes Overview
 - Areas of strength
 - Areas of improvement
 - Supporting data
 - Next steps
- Summary
- Questions



Instructional Technology Vision

Vision: To improve and enhance instruction and learning by providing technology tools and professional development to teachers and students, preparing them for today and tomorrow.



Update: 2015 - 2016 Plan

Year One:

- Infrastructure Enhancements - \$170,500 (\$87,950 remaining)
 - 1. 2960X: IDF switch upgrade and refresh. (\$84,292)
 - 2. Relocating to the new central office (Fiber move) (\$10,500) - Deferment to 2016-2017, depending on project timeline
 - 3. Wiring project at Beye, Holmes & Lincoln (\$56,000)
 - 4. Server refresh and cluster (\$20,000)
- iMac Lab transition - \$90,000 - (\$48,747 remaining)
- Continuation of Admin lease - \$26,255 (Complete)
- VoIP - \$330,500 (Complete)

Total - \$281,047



Revised 2016-2017 Plan

- Total \$406,755 (Previous anticipated total \$678,255 - anticipated deferment of these dollars, but allocated differently)
 - Infrastructure Enhancements - \$188,000 - (pre-eRate)
 - Disaster Recovery Site at Julian - (\$38,000 - Firewall and NAS/SAN storage)
 - Admin lease - \$26,255 (Last payment)
 - Kindergarten/PE Teacher iPad Refresh - \$134,000 with \$16,000 recycle revenue to offset cost of cases and apps
 - Fiber move to new Admin building - \$10,500 (originally planned for 2015-2016 budget)
 - Oak Park Fiber Design Planning - estimated \$10,000



2017-2018 Plan

As stated above, I have not made any changes to the following plan to be considerate of the District Vision Planning process to ensure work completed is aligned with that vision.



Year 2 Tech Plan Summary

- Recommendation/Review - 1/26 - \$406,755
- Seeking approval 2/8/16 for year 2 of the technology plan



BrightBytes Data

Oak Park School District 97



BrightBytes Data

Overall the district performed at the "Proficient" level, close to the "Advanced" level (1100)

Avg. National score: **1055**
Avg. Illinois score: **1070**

Planning to compare to other West 40 districts in the future

1088 →

Technology & Learning Score

Dashboard

Lenses

Reports



Classroom



Use of the 4Cs

Teachers

Students

Digital Citizenship

Teachers

Students

Assessment

Assistive Technology

Access



Access at School

Teachers

Students

Access at Home

Teachers

Students

Skills



Foundational

Teachers

Students

Online

Teachers

Students

Multimedia

Teachers

Students

Environment



The 3Ps

Support

Professional Learning

Beliefs

Areas of Strength

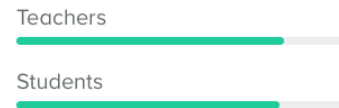
- Strong in access to devices and network
- Strong in Student Foundational Skills Teacher and Student Multimedia skills
- Exemplar level for Teacher Foundational Skills (Skill confidence and frequency, skill perception, & learning resource use)
- Within Environment, we were rated Advanced for our 3 P's: Policies, Procedures and Practices & Beliefs
- 97% of our students reported having Internet Access at home (100% of parents)

Exemplar

Access



Access at School



Access at Home



Advanced

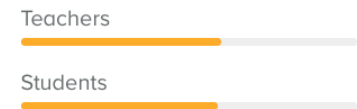
Skills



Foundational



Online



Multimedia



Reported Access at Home

📶 Student Access to Internet and Wireless at Home

97%



100%



→ OF WHOM

96% Have wireless Internet access

4% Have wired Internet access

99% Have wireless Internet access

1% Have wired Internet access

COMPARE

Students
Solids

Parents
Stripes

Why This Matters

Access to the Internet and wireless at home makes students more likely to have good online skills and increases access to learning resources (Rainie, 2012).

Citation

Rainie, L. (2012). The shifting education landscape: Networked learning. Presented at *The Fourth Annual NROC Network Member Meeting*, Monterey, CA 26-27 March.



Areas for Improvement

- Teacher and Student Use of the 4C's
 - Communication and Collaboration
- Assessment
- Professional learning effectiveness (Centered on time and quality)
- Digital Citizenship
- Identified Area of Focus for remainder of 2016:
Teacher and Student Use of the 4C's

Proficient Classroom



Use of the 4Cs

Teachers

Students

Digital Citizenship

Teachers

Students

Assessment

Assistive Technology

Proficient Environment



The 3Ps

Support

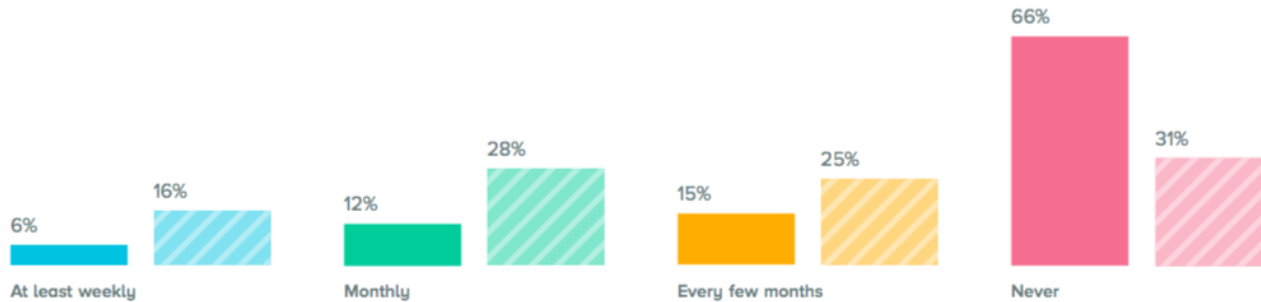
Professional Learning

Beliefs

Teacher and Student Use of the 4C's: Communication



Teachers ask students to receive feedback from others in the classroom



COMPARE

Teachers
Solds

Students
Stripes



Why This Matters

Students in one study agreed that the “diversity and creativity” offered by working in peer groups far outweighed that which is attainable when working alone (Chao & Lo, 2011).

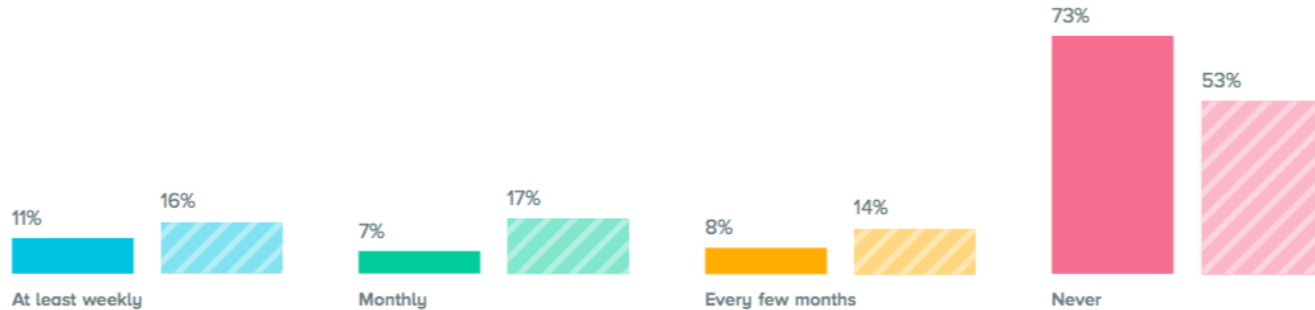
Citation

Chao, Y.C.J., & Lo, H.C. (2011). Students' perceptions of wiki-based collaborative writing for learners of English as a foreign language. *Interactive Learning Environments*, 19(4), 395-411.



Teacher and Student Use of the 4C's: Communication

Teachers ask students to use web tools to receive online information



COMPARE

Teachers
Solids

Students
Stripes

Why This Matters

"To take advantage of online educational opportunities, people need to have a good understanding of how knowledge is constructed and how it represents reality and articulates a point of view" (Hobbs, 2010).

Citation

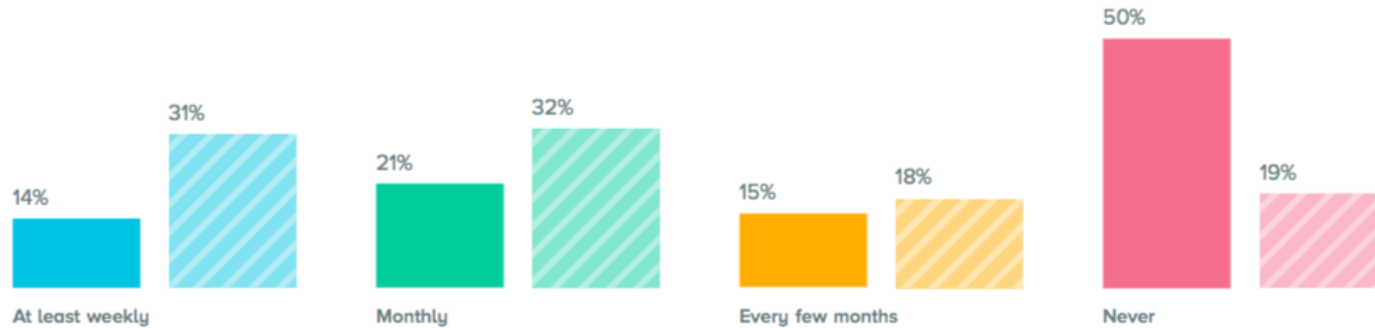
Hobbs, R. (2010). *Digital and media literacy: A plan of action* [White paper]. The Aspen Institute. Retrieved from http://www.knightcomm.org/wp-content/uploads/2010/12/Digital_and_Media_Literacy_A_Plan_of_Action.pdf



Teacher and Student Use of the 4C's: Collaboration



Teachers ask students to collaborate online with classmates



Why This Matters

Opportunities to collaborate digitally foster better teamwork skills (Purcell et al., 2013).

Citation

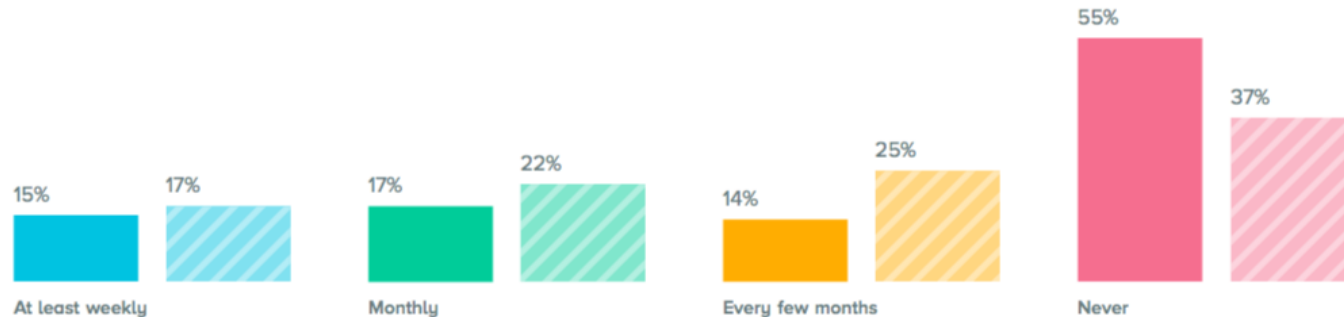
Purcell, K., Buchanan, J., & Friedrich, L. (2013). *The impact of digital tools on student writing and how writing is taught in schools*. Retrieved from <http://www.pewinternet.org/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools/>



Teacher and Student Use of the 4C's: Collaboration



Teachers ask students to collaborate online with teachers



COMPARE

Teachers
Solds

Students
Stripes

Why This Matters

Collaboration and messaging on Google docs or other messaging technologies allow teachers to sustain shared synchronous teacher-student interactions that facilitate an in-depth understanding of student needs (Velasquez et al., 2013).

Citation

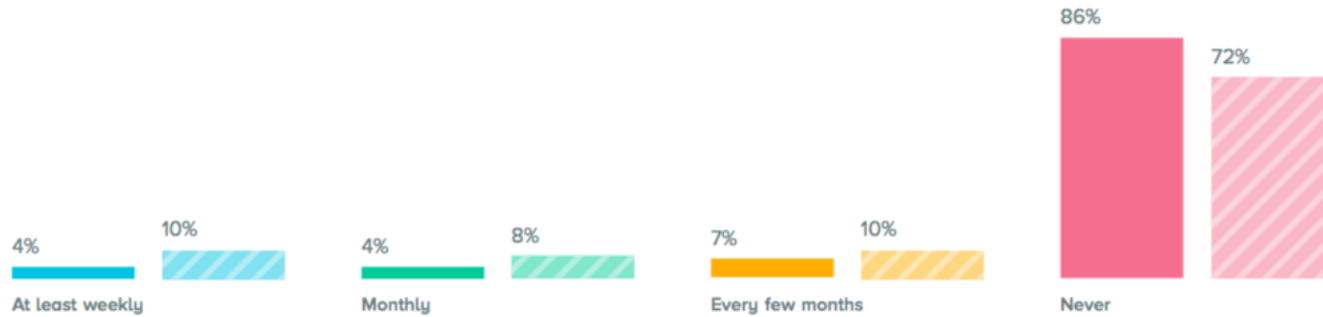
Velasquez, A., Graham, C.R., & West, R.E. (2013). An investigation of practices and tools that enabled technology-mediated caring in an online high school. *The International Review of Research in Open and Distance Learning*, 14(5), 278-299.



Teacher and Student Use of the 4C's: Collaboration



Teachers ask students to collaborate online with students at other schools



COMPARE

Teachers
Solids

Students
Stripes

Why This Matters

"Online collaboration contributes to improved graduation rates and other academic improvements," allowing students to connect with a much wider audience than the face-to-face interactions in their own classrooms (Greaves et al., 2010).

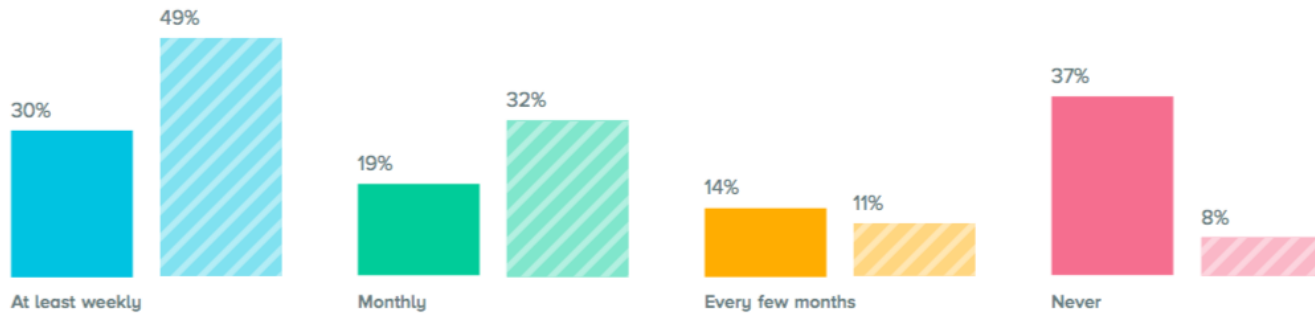
Citation

Greaves, T., Hayes, J., Wilson, L., Gielniak, M., & Peterson, R. (2010). The technology factor: Nine keys to student achievement and cost-effectiveness. Shelton, CT: MDR.



Teacher and Student Use of the 4C's: Collaboration

Teachers ask students to use an online space for documents



COMPARE

Teachers
Solids

Students
Stripes

Why This Matters

Collaboration and messaging on Google docs or other messaging technologies allow teachers to sustain shared synchronous teacher-student interactions that facilitate an in-depth understanding of student needs (Velasquez et al., 2013).

Citation

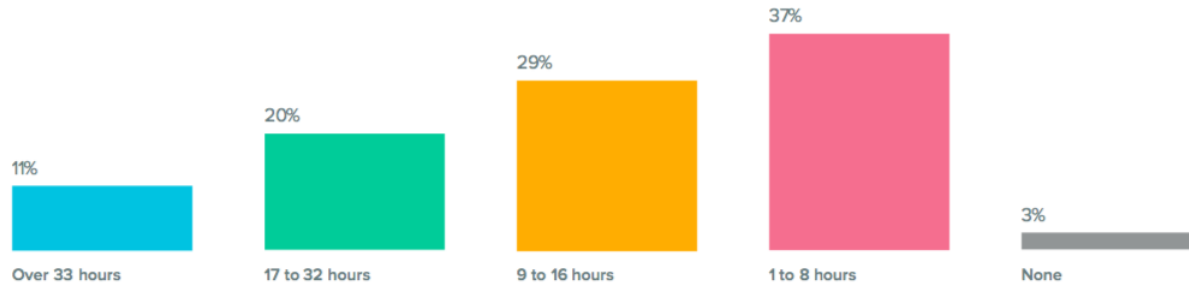
Velasquez, A., Graham, C.R., & West, R.E. (2013). An investigation of practices and tools that enabled technology-mediated caring in an online high school. *The International Review of Research in Open and Distance Learning*, 14(5), 278-299.



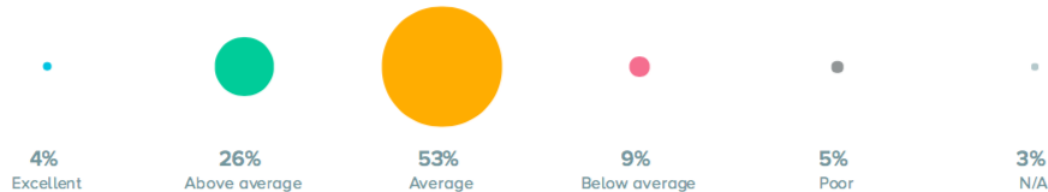
Professional Learning



Teacher-reported time spent per year participating in school-sponsored PD



↓ OF WHICH THE QUALITY IS



Why This Matters

Research shows that teachers need at least 14 hours of high-quality PD on a single topic for effective classroom teaching (DeMonte, 2013).

Citation

DeMonte, J. (2013). High-quality professional development for teachers: Supporting teacher training to improve student learning. The Center for American Progress. Retrieved from <https://www.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>



Next Steps for BrightBytes Data

- Being visible in the classrooms to see the types of experiences students are actively participating in to help me plan for the future and fine tune our vision (and help to highlight the great things happening via avenues like Twitter)
- Leverage consistent planning and meeting times with coaches and other PD opportunities to develop use of the communication and collaboration to move the needle
- Continue to tell our story of the great experiences and learning taking place in D97 classrooms



Tech Plan Summary

- 2016-2017 - \$406,755 - seeking action 2/8/16
 - Infrastructure - Continuation of strength of "Access"
 - Device lease for Administrative assistants - Strength of "Access"
 - Staff and student iPad Refresh - Strength of "Access"
 - Professional learning focused on staff and student use of the 4C's - Area of focus "Classroom" (Communication & Collaboration)

Questions

