Urbana School District 116
2012
Technology Integration Plan
Overview

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Goal Description:

Urbana School District 116 will ensure that all teaching staff use instructional technology as a tool to support curriculum deliver, provide access for teachers to ongoing sustainable professional development- including virtual learning opportunities such as online communities, educational portals, and Social Networks. School leaders must ensure that instructional technology tools and resources are used continuously and seamlessly for instruction, collaboration, and assessment.

- Instruction
- Professional Development
- Technology Deployment Data
- Survey Results
- Mission Statement
- Accomplishments
- Goals

Instruction/Strategy 1

- Urbana School District #116 will effectively integrate technology into instruction to help students learn.
  1. Facilitate an instructional technology needs assessment and compare with NETS*T.
  2. Students will use electronic graphic organizers for note taking, concept mapping, and comprehension to develop stronger reading and high order thinking skills.
  3. Students in grades 3-8 will use online assessment resources (e.g. Discovery Education Assessment and Study Island) to increase state test results in reading and math.

Instruction/Strategy 2

- All students and staff will have access to current technology to support educational excellence.
  1. Access appropriate assistive technology devices and software for students with special needs.
  2. Increase availability of and training about assistive/ adaptive technologies for special need students.
  3. Assess appropriate software for distribution to students in Dual Language program.

Professional Development/Strategy 1

- All staff will receive technology focused professional development that provides information, resources, and materials in order to model, integrate, and cultivate a technology rich educational environment.
  1. Provide technology professional development training as part of mandatory new teacher in-service.
  2. Provide staff development and follow-up assistance to help teachers evaluate, select, and use educationally appropriate instructional technology.
  3. Increase availability of and training on assistive/adaptive technologies for special need students.
  4. Use Illinois Learning Standards and National Educational Technology Standards for Teachers (NETS*T) to develop a list of basic technology skills required for certified teachers.
  5. Assess what staff need to learn in technology and compare with basic technology skills list.

Professional Development/Strategy 2

- Ensure that all staff effectively deliver the curriculum and use assessment data to inform instructional practices in order to engage students in meaningful and relevant learning.
  - Analyze data and collaborate about how to use data about student learning to adjust instruction.
  - Provide professional development/support for teachers whose students are using specialized assistive technology equipment and software.
  - Train teachers/staff on how to access relevant student characteristics and accommodations on SKYWARD.
  - Develop common formative and summative assessments that provide evidence of mastery of Safety Net Skills at all levels.
  - All teachers will use assessment data (formative and summative) to adjust instruction to meet the needs of ALL students.

Professional Development/Strategy 3

- All teachers will implement authentic (real-world) projects or assignments that build connections between students' lives and their school, community, world, and future.
  1. Provide professional development to support the use of authentic (real- world) projects and/or assignments at the classroom level.
  2. Access community resources and integrate into professional development.

Technology Deployment Data/Strategy 1

- Bring all buildings onto dark fiber so that they will have the infrastructure to effectively handle current and emerging technology to use for instruction, communication, and management.
  1. Assess and document current building technology infrastructure capabilities.
  2. Create life-cycle standards and policies for district-wide network hardware, software, and resources.
  3. Align network infrastructure with facility improvement plans.

Technology Deployment Data/Strategy 2

- Urbana District #116 facilities, building systems, operations, and furnishings will be efficient, optimal for learning, and environmentally responsible.
  1. Develop purchasing protocols that take into account life-cycle costing, preference for sustainable materials and processes, and the health consequences of materials and finishes.

Technology Deployment Data/Strategy 3

- Provide necessary hardware including laptops, workstation, presentation systems, interactive tools and software to schools and classrooms in order to strengthen curriculum and instruction in content areas and for students who are identified as having the greatest need.
  1. Increase internal and external bandwidth for all schools. UC2B project and internal upgrades.
  2. Update and provide productivity software (Microsoft Office, Sketchpad, Inspiration, Kidspiration) for all student and faculty computers.

Administrative Survey:
All district administrators that participated in the survey felt that the use of technology (computers, iPads, clickers, etc.) in the classroom increases student engagement and interest in the subject matter. 94% agreed that there should be ongoing professional development that focuses on instructional technology for administrators. 72.2% indicated students should be able to bring laptop, smart phones, and other personal electronic devices to Urbana High School to complete. 100% of administrators communicate with staff members and other colleagues (e.g. via email or online discussion areas) daily, 77.8% communicate with parents daily. 44.4% of administrators are accessing curriculum school improvement material from the Internet or school system Intranet. 38.9 indicated that they work closely with the Tech Committee on all technology decisions for the building.

When asked what has been the biggest improvement in informational and instructional technology for USD 116, administrators responded: Supplying teachers with up to date hardware and software (or web-based access) and classroom presentation boards (preferably Promethean Boards), Having various departmental and school info, forms, etc. available on the District's Intranet. I know some of our teachers use Moodle, and many access i-Pathways (an on-line GED prep site developed here in Illinois) and newsletters and district news updates have also been nice, the addition of a computer lab has been the most important improvement over recent years, adding wireless capability and putting computers in each classroom is the most needed improvement, likewise, Smart Boards are needed in each classroom to enable the delivery of 21st Century instruction, Creating and following through with a district plan to provide newer computers and systems for teachers- in order to improve instructional practice and increase all students' competence with current technology, Moving toward wireless high speed connections in all environments.

When asked how would allowing access to social networks sites (Twitter, Facebook, etc.) benefit our students and teachers, administrators responded: Many teachers would like to use You Tube to show students examples of things that come up for discussion or that relate to what they are teaching in the classroom. I don't think access to Facebook, twitter is necessary, I do not think access to social networks will benefit our students at all. Administrators and counselors spend a great deal of time investigating threats and other inappropriate comments that are made on social networks outside of school time; because, they affect the school day, I do not think it would be beneficial; in fact, I think it could open the school to more discipline issues related to that median, Our society has many forms of social networks for communication and we fight to keep these out of the learning environment. We need to find a way to embrace the changes that occurs with technology. Our guidance office currently uses Twitter as a form to communicate with our students. I believe it's working well for those who use it. If nothing else, these sites can be used to inform our students/guardians.

Teacher Technology Survey:
In the area of teachers usage of technology 68.0% stated that they area able to move files from one machine to another using various storage devices. 80.1% use a computer to perform tasks such as emailing and word processing and understand how to control the location of files. 55.6% are able to search the web and locate resources as well as design classroom or homework activities for students that require them to use the Internet as a reference resource. 53.1% use productivity tools, such as word processing and spreadsheets, to develop lesson plans. 92.3% Communicating with staff members and other colleagues (e.g. via email, text messages or discussion areas). 75.7 Maintaining attendance and/or grades via an electronic resource (Skyward).

Weaknesses
40.5% of Teachers that responded indicated that they were unable distinguish between hardware or software errors. 26.1% know how to backup files. 50.7% are not able to design an activity that requires students to publish to the web. 39.6% can't help students use instructional software (like Type-to- Learn Inspiration or Geometers Sketchpad). 36.7% will need support to develop and deliver technology-infused lesson plans. When asked How often do your students use technology, 38.7 responded that their students never use technology to Manipulate/analyze/interpret information or data to discover relationships, generate questions, and/or reach conclusions (e.g. sorting spreadsheet data or using electronic graphic organizers). 46.5% never accommodate for a disability or limitation using assistive technology devices or software (iPads, Kurzweil, BoardMaker). 34.0% responded that their students never communicate/report information, conclusions, or results of investigations , interact with others in the classroom/school/outside of school (e.g. in word processing documents, e-mail, online discussion areas, multimedia presentations, social networks, or online discussion areas). For teacher use, 51.4% never generate or administering tests in an electronic format. 65.6% never utilize virtual field trips (e.g. Smithsonian, NASA) and 50% never Use a course management system or collaboration tool to support the delivery of instruction and facilitate communication with students (e.g. Moodle, WIKIs, blogs) Utilizing instructional aids (e.g. Interactive Whiteboards, clickers/student response systems).

Student Survey Results

Use technology with Internet access outside of school	Computer in home	83.5%	82.9%
	Smart Phone	47.5%	48.3%
	Family/friend access	28.1%	28.2%
	Library computer use	17.7%	16.1%
	No access	2.5%	2.1%

List all places use technology for school	Regular classroom	51.6%	49.8%	51.5%
	Computer Lab Teacher Assigned	80.8%	82.0%	76.4%
	School Library	43.3%	44.3%	40.6%
	Computer Lab - I choose	44.5%	43.1%	44.1%
	In my own home	80.7%	82.7%	75.4%
	Library or Comm. Center	22.5%	20.9%	23.4%
	After School Program	4.3%	2.6%	5.9%

Social networking	Very beneficial	40.3%	39.7%	41.0%
	Somewhat useful	26.5%	28.2%	24.7%
	Not useful	19.5%	20.2%	18.7%
	Totally useless	13.7%	11.9%	15.6%

Rate UHS teacher ability to use technology	Use technology well	19.7%
	Use technology pretty well	60.6%
	Use technology poorly	11.2%
	Use technology very poorly	3.0%
	Not sure	5.6%

Classes using school provided tech	Eng/LA	79.8%
	ESL	7.6%
	SS	50.7%
	PE	14.3%
	Health	18.0%
	Art	9.4%
	Math	24.9%
	Music	8.9%
	Science	48.9%
	CTE	14.8%

Access personal devices	Very beneficial	68.3%
	Somewhat useful	22.4%
	Not useful	6.7%
	Totally useless	2.6%

Mission Statement

The mission of the Instructional Technology office is to provide resources and services that support teaching, learning and student engagement with technology including the use of computer hardware/software, web-based content, peripheral devices, multimedia, distance learning technologies, and emerging technologies in an environment in which student achievement is enhanced through a set of 21st Century learning tools and skills.

The Instructional Technology office is responsible for the planning, implementation, development, and support of all instructional technology accessed by students, teachers, administrators, parents, and the community.

Accomplishments 2011-2012

- Energy Management System
  - Allows remote access to control heating and cooling
- King
  - 3 laptops per room, 1 teacher, 2 student
  - New computer lab
  - Wireless Solution (includes Access Points, Switches, Routers)*
  - Networked Security Cameras
- Yankee Ridge
  - 3 laptops per room, 1 teacher, 2 student
  - Wireless Solution (includes Access Points, Switches, Routers)*
- Thomas Paine
  - 3 laptops per room, 1 teacher, 2 student
  - Wireless Solution (includes Access Points, Switches, Routers)
- UMS
  - MacBook Pros for Technology Course
- UHS
  - 90% have new devices
  - Wiring of gymnasium
  - iPads (30)
- Special Services
  - iPad distribution to teachers
- Leal
  - 65% have new devices
  - Wireless Solution
- Athletic Complex
  - Interactive Scoreboard
  - Wireless Solution
  - Track Timing system
  - Networked concession stand
  - Networked Security Cameras

- Administrator iPads for Walk-Throughs
- Installation of Interactive whiteboards
- Purchase of a Microsoft Office 2010/2011 site license for ALL district computers
- Recycled over 16,000 lbs. of outdated computer equipment and peripherals
- Collaboration with UPTV (UHS students)
- Redesigning of the District's webpage
- Technology Surveys
  - Student
  - Teacher
  - Administrator

Goals for 2012-2013

- Provide wireless solution for:
  - Urbana Middle School
  - Prairie Elementary
  - Wiley Elementary
- Update Computer equipment for:
  - Urbana Middle School
  - Prairie Elementary
  - Wiley Elementary
  - Washington Early Childhood