

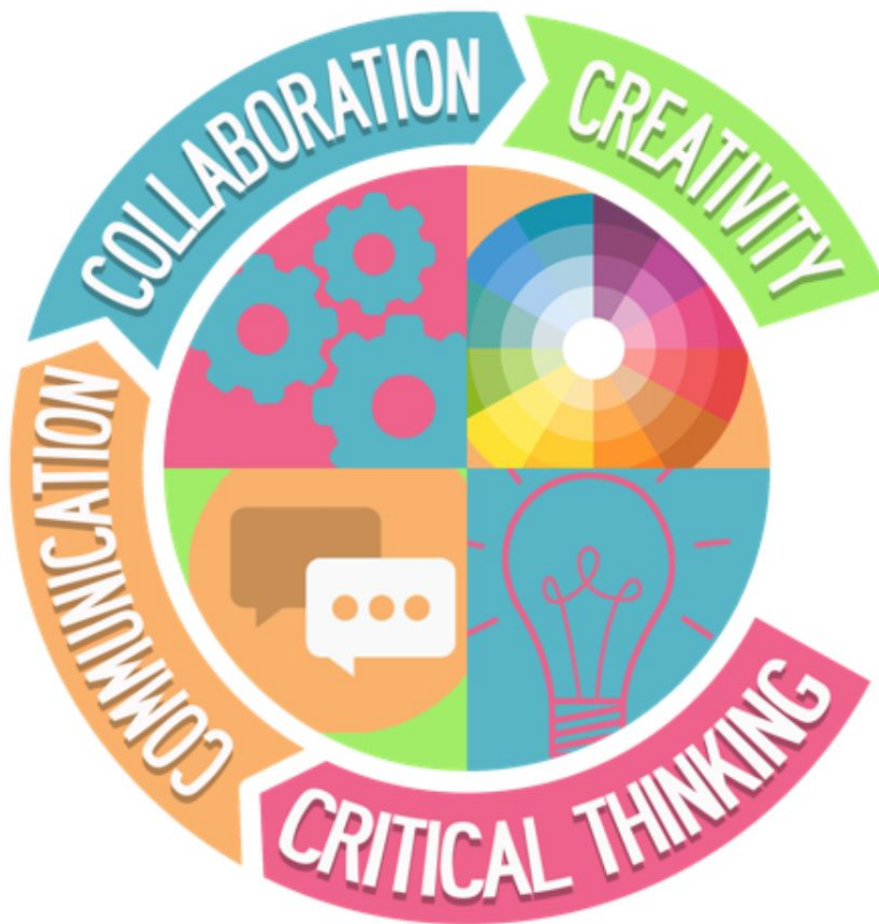
DRAFT 2016

Pleasantdale School District 107

C⁴ Learning Plan & Handbook

District Mission:

Ensure that each student is a passionate learner empowered with the academic and social skills to responsibly choose and excel in life



pursuits.

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Acknowledgments:

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Section 1: District Profile

District Overview:

Pleasantdale School District 107 is located in the western suburbs of Illinois and serves all or part of the communities of Burr Ridge, Countryside, Indian Head Park, Willow Springs, and LaGrange. Our 854 students are served by two schools, Pleasantdale Elementary School, which serves grades Pre-K through 4, and Pleasantdale Middle School, which serves grades 5 through 8.

We are proud of our schools and the learning environment we have created for our students. In this report, you will find detailed information about our C⁴ Learning Plan. The four C's are Communication, Collaboration, Critical Thinking, and Creativity. Our schools follow a model of continuous improvement which means we are always seeking new ways to improve the student experience. Below is specific information about each of our schools

Pleasantdale Elementary School

Pleasantdale Elementary School is comprised of 480 students in preschool through 4th grade. Staff members are dedicated to making the learning process exciting, engaging, and as beneficial as possible. We strive to instill passion for lifelong learning in our students. Regardless of where they begin, we want our students to show at least a year's growth academically, socially, and emotionally over the course of the school year. To help students achieve this goal, the school offers a variety of services including Reading Explorers, reading lab, math Rtl, math lab, ELL, and enrichment services.



To assure student growth, the district uses assessments including STAR, AIMSweb, and Fountas & Pinnell. Students at Pleasantdale Elementary School demonstrate consistent growth and performance that exceed national norms. Assessment data is used to identify areas of improvement and generate actions to address students' needs. This is a collaborative, flexible, and ongoing process. The staff understands goal-achievement requires ownership and a determined common focus. This understanding and goal setting process leads to better student outcomes. Consistency of instructional materials and methods across the grade level and from one grade level to the next is essential to maximize learning.

The Social Emotional Learning (SEL) component is an essential part of each child's growth at Pleasantdale Elementary School. Staff and parents know students do well when they feel safe, confident, and happy.

Elementary students have numerous opportunities to get involved in fine arts and other extracurricular activities. Activities include chess club, Battle of the Books, intramurals, Lego Club, cheerleading, penpal club, Student Council, spelling bees, concerts, and band /orchestra for 4th graders.

Pleasantdale Middle School

Pleasantdale Middle School is a comprehensive, high achieving Middle School, with 387 students enrolled across Grades 5-8. The daily schedule is comprised of nine class periods, and students participate in the following classes: two periods of English and Language Arts, Science, Math, Social Studies, Spanish, Physical Education, and Specials, which include annually three of the following: Art, Health, General Music, Computers (Grade 5) and STEM. Advanced curriculum is provided in all English and Language Arts classes and accelerated curriculum is provided in Math, including Geometry courses at the local High School. Interventions are provided through a well developed multi-tiered system of support, led by a full-time Rtl Facilitator and School Social Worker. Targeted interventions are provided through math and reading lab classes. Additional supports include after school programs (Tutor Club) and subject specific study halls. Students participate weekly in Homeroom/Advisory activities centered around Social and Emotional Learning Standards.

Student performance on State level assessments has traditionally been well above the state average, with most students meeting or exceeding standards. 8th Grade students have traditionally performed well on High School placement examinations, as measured by the EXPLORE test. The graduating class of 2015 posted an average score of 18.78, with average scores exceeding National standards and amongst the best from schools in the Lyons Township High School District. In 2014-15, the District initiated the STAR assessment as a measure for growth and progress monitoring for students within interventions. Students at Pleasantdale Middle School demonstrated consistent growth and average performance that well exceeded national norms during the initial STAR assessments in 2014-15.



In addition to a rich academic program, Pleasantdale Middle School boasts a strong

co-curricular and athletic program, available to all students. Various clubs and activities are developed by faculty members, based upon students' responses to interest surveys, and are available to students three times per week. Sample activities include such items as: fishing, cooking, art, gardening, chess, STEM, and a wide variety of intramural activities. Competitive athletics are offered at grades 7 & 8, and our students compete against other area Middle Schools in Boys and Girls Cross Country (grades 5-8), Basketball, Softball, Volleyball, and Soccer.

Guiding Statement:

Over the course of the school year the iTLC (Innovative Teaching & Learning Committee) has met to draft a plan to incorporate 21st century teaching into our classrooms. The iTLC is comprised of teachers, parents, and administrators and meets monthly. The iTLC agreed to focus not on technology, but on innovative teaching practices. The committee used the below statement to guide their work:

Technology use in District 107 should enhance the school experience. Technology will be reliable and appropriate for students' developmental level. We want our students to be well educated digital citizens and contribute to their school and community. We want to build capacity in our teaching staff and ensure that they have the resources to fully utilize instructional technology.

The above is a dynamic statement which will change as our district evolves. This statement is a reflection of the collaborative efforts of the iTLC and guided the work you will find in this plan.

Technology Environment:

District 107 relies on several different layers of technology to support the goals of learning. Those layers include: servers, network infrastructure, client devices, software services, and other equipment. The district hosts its Windows domain on HP servers



located at both the elementary and middle schools. DNS, DHCP, file storage, backup services, email, and other services are hosted in-house on these servers.

Our current network hardware consists of mix of legacy and new Cisco switches, HP POE switches, and Cisco AIR wireless access points. We are looking forward to replacing our outdated and slow switching fabric with a new Aruba networking solution the summer of 2016. The

new network will feature significantly faster switching capability and dedicated wireless

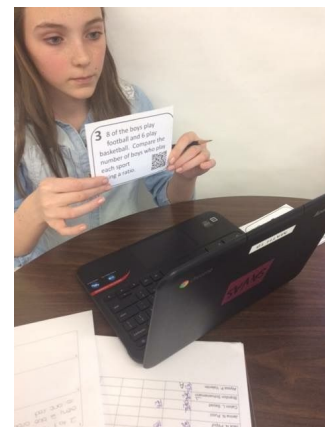
access points in each classroom. In order to maximize our ability to utilize the rich resources of the Internet we will increase our Comcast Internet speed to 100 Mbps per building as part of the summer upgrade.

The district provides over 600 Lenovo X series Windows laptops, 73 iPads, and 50 Chromebooks for student use. In addition, teachers are issued HP ProBooks for use in and out of their classroom. During the 2015-2016 school year we introduced our first MacBooks to staff at both buildings, and look forward to deploying an additional eleven Apple MacBook Pro and Air devices during the Spring of 2016.

Our software services include, but are not limited to, Skyward (student information system), SchoolDesk (web provider), SchoolDude (work order system), iVisions (Financial Management), and AESOP (Absence Management System).

In addition to robust hardware, District 107 supports the use of technology in our classrooms through two technology specialist positions. These two individuals fulfill the role of Technology Software Specialist and Technology Hardware Specialist. One specialist is housed at each school and is tasked with maintaining the systems within our schools. These individuals provide the district administration guidance and support to ensure that our wifi infrastructure is maintained for peak performance. Likewise, they answer IT work orders and work directly with teachers to maintain our classroom devices. Additionally, the district created a stipended position called Technology Coordinator at each school. This position allocates 125 hours to support teachers and their use of technology.

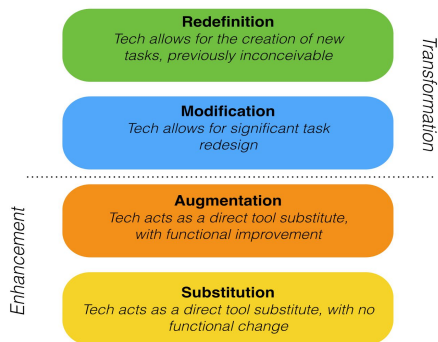
In 2012 the district made a commitment to enhancing technology use in the classroom. The district began a purchase program for classroom sets of Lenovo laptop computers in grades 3-8. These devices were assigned to classrooms, and students had access to the devices when working in the classroom with a teacher. The purchase of Lenovo laptops continued for three years, and the district currently has more than 600 Lenovo laptops in classrooms. In kindergarten through second grade the students began using iPads in August 2012. The initial purchase was five iPads, in February 2012, that were used with students with special education. The number of iPads at the elementary school has grown to 87. In 2009 interactive whiteboards or Promethean Boards were purchased for each classroom. These Promethean Boards are operated with an HP laptop that is configured with the Promethean software. Additionally, each school has several LCD projectors that are available for teacher use. In 2009 the district purchased an ELMO document camera for each classroom.



Students and teachers in our schools have access to a wide variety of software programs to enhance teaching and learning. Most recently we have given teachers and students access to Google Apps for Education (GAFE) and have implemented robust GAFE pilot program at fourth and fifth grades. This [short video](#) highlights the benefits of the Google Apps for Education Suite. Additionally, students are able to access apps and sites to improve workflow ([Google Keep](#)), enhance class presentations ([Prezi](#)), and support the curriculum ([Compass Learning](#)).

The district leadership has engaged in conversations with teachers about the use of innovative teaching and learning. Through these conversations the district has discovered that the teachers desire a robust professional development program. As such teachers have received training in the use of Google Apps for Education and other software programs. Additionally, our Technology Coordinators provide on-the-spot support to teachers and co-plan lessons to infuse innovative teaching into our classrooms. To support our teachers' use of the 4C's our technology coordinator created a [website](#) to help connect our teachers with software and apps that help infuse the 4C's, into our classrooms. Finally, many of our teachers have attended professional development outside the district and have brought back ideas to infuse technology into their lessons. Likewise, we have sought feedback from our students and parents through a BrightBytes survey. This survey provided the district with valuable information that helped guide our planning. Additionally, we held focus groups of students in Kindergarten and fifth - eighth grades as well as a parent focus group.

The district's C⁴ Learning Plan has a focus on innovative teaching and learning and



provides students with experiences to enhance Communication, Collaboration, Critical Thinking, and Creativity. As we consider infusing technology into our curriculum, we will use the [SAMR model](#) to ensure students are given tasks that redefine learning. SAMR stands for Substitution, Augmentation, Modification, and Redefinition. As students and teachers progress through the levels the teachers' teaching and the students' learning evolves. At the highest end of the model students will be creating new ways of

thinking and new systems and functions. Additionally, redefinition requires students to collaborate with peers in new ways.

At the start of the 2016-17 school year, our C⁴ Learning Plan will evolve and our fourth and fifth grade students will engage in a 1:1 iPad pilot program. All pilot teachers have engaged in site visits at an Apple Distinguished district to better understand how these tools can be used to their full potential. Additionally, the district will use [Schoology](#) as the

learning management system to support online learning. The goal of this pilot is to allow our teachers to create systems and structures that will support an eventual system-wide rollout. Our fourth and fifth grade teachers, students, and parents will provide the building and district leadership with important feedback about what works and does not work in a 1:1 program. After a successful pilot, we will use this feedback to ensure a smooth system-wide roll out.

Process:

Beginning in November, 2015 the iTLC (Innovative Teaching and Learning Committee) undertook the task of writing an innovative teaching and learning plan for the district. The focus of this plan is improving educational outcomes and experiences by ensuring that students have demonstrated their content area knowledge in our classrooms. While this report is quite detailed the committee agreed that a concise and easy to read plan would best meet our district’s needs. As such, the one page plan can be found on page 9 of this report.

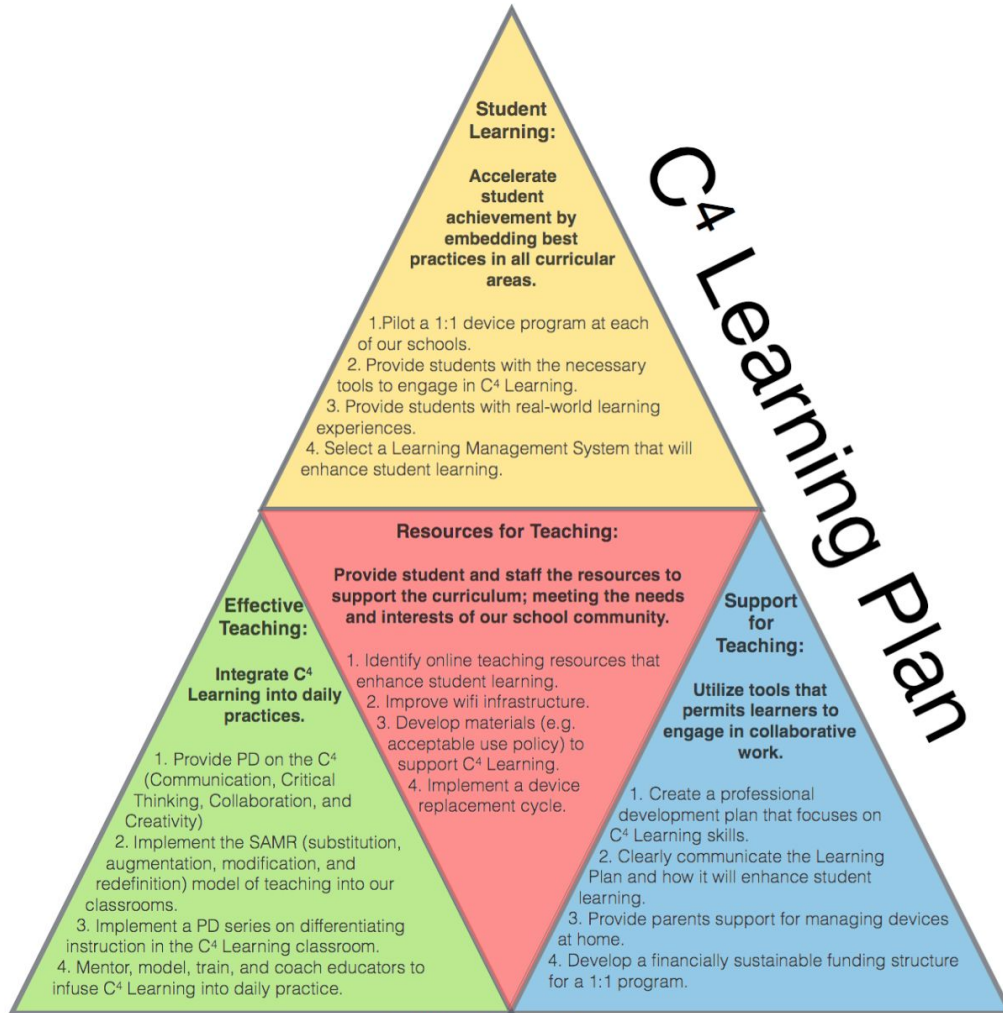
The iTLC committed to meeting monthly and began by creating a guiding statement that would focus the work to be completed (page 4 of this report). Once the guiding statement was crafted the committee began to review a district technology plan that was created in the 2013-14 school year. Given the speed at which technology evolves some of the previous plan was able to be used and other components were not. Based on the review of the previous plan, it was clear that our teachers crave professional development with a technology focus. Many of the components of the previous plan were able to be accomplished through the Google Apps for Education (GAFE) pilot program and through opening up software and apps to our teachers. The previous plan also called for the district to learn from peers and visit schools that were using innovative teaching practices. This component was also able to be addressed during the 2015-16 school year.



As the iTLC dug into their work, the group soon discovered that while their original purpose was to focus on technology, their emphasis was really on great teaching and learning. With a renewed focus, the group set to discover how technology could support the already great teaching and learning that was taking place in our classrooms. This was done through reviewing data gleaned through the BrightBytes survey, as well, as reflecting on the parent and student focus groups. The iTLC reviewed the plan for a 1:1 iPad pilot program and helped create the logistics around the pilot.

Section 2: C⁴ Learning Plan

This section will highlight a plan that helps infuse innovative teaching and learning into our classrooms. This plan is meant to be concise and provide the reader with a brief overview of the direction the district is taking. You can find more information about each section in the subsequent pages.



Additional Action Steps

Student Learning	Effective Teaching	Resources for Teaching	Support for Teaching
Given a successful pilot, select a 1:1 device for a system wide rollout.	Implement an on-going evaluation system to assess current and future learning.	Investigate options for additional technology (device) support.	Create instructional technology support position.
Provide students with instruction on digital citizenship and how to manage their digital life.	Develop a peer-to-peer walk through tool that provides teachers with non-evaluative feedback.	Create systems to ensure that teachers have required tech support.	Implement a buyback program to ensure financial savings.
Ensure a sound understanding of in the use of multimedia and online tools and addressing any gaps in basic skills/terminology.	C4 Learning is accomplished by blending traditional instructional methods and technology to develop students' ability to Communicate, Collaborate, Create, and apply Creative Thinking.		

Student Learning: Advance student academic success by embedding best practices in all curricular areas

The focus of this area is provide our students with classroom experiences that develop their ability to communicate, collaborate, think critically, and express creativity. Pleasantdale students will have the skills and dispositions to succeed at school and in life. Our organization values learning for all which means our teachers look for new ways to implement best practices into their classrooms and differentiate to meet the needs of every student.

Year 1 Goals		
Goal Statement	Deliverables/Measures	Responsible Party
Pilot a 1:1 device program at each school	Teachers will create systems and structures to manage devices in the classroom. Utilize a Mobile Device Management system that will allow teachers to fully utilize the device and keep students safe.	Administration, Staff, iTLC
Provide students with the necessary tools to engage in C ⁴ Learning.	Teachers will identify a core set of learning applications for each grade level. Provide every student (K-8) with a Google Drive account. Survey students annually to gain insight and feedback on the use of technology in our schools.	Administration, Staff
Provide students with real-world learning experiences.	Provide students with out of the classroom learning experiences (e.g. flipped classroom, blended learning, etc.) Use technology to allow students to connect with content area experts (e.g. skype, twitter, etc.)	Administration, Staff
Select a Learning Management System that will enhance student learning.	Provide students in class training on how to use the learning management system, Schoology	Administration, Staff, Students
Year 2 Goals		
	To be determined by iTLC	

Support for Teaching: Utilize tools that permit all learners to engage in collaborative work

The focus of this area is to ensure that our students have the tools to develop their ability to connect with those in our schools and around the world. Students will understand how to use online communication tools safely and to engage in healthy communication with others. Additionally, we understand that educating a child requires a strong home/school partnership, and we will support our parents as we engage in innovative teaching and learning.

Year 1 Goals		
Goal Statement	Deliverables/Measures	Responsible Party
Create a professional development plan that focuses on C ⁴ Learning skills.	Provide teachers with professional development from experienced Pleasantdale teachers, outside experts, and workshops/trainings. Employ an effective train-the-trainers model to build capacity within our teaching staff.	Administration, Staff
Clearly communicate the learning plan and how it will enhance student learning.	Create regular communication structures that will help parents and teachers see the positive impacts C ⁴ Learning is having on our students. Develop a feedback system so teachers can help guide the process of technology integration.	Administration
Provide parents support for managing the devices at home.	Identify speakers to present to parents on how to effectively manage devices outside of school.	Administration, iTLC
Develop a financially sustainable funding structure for a 1:1 program.	Create a system that offsets the cost of students' devices in a respectful and reasonable manner Ensure a system for families that cannot afford the cost of the funding structure.	Administration
Year 2 Goals		
	To be determined by iTLC	

Resources for Teaching: Provide students and staff the resources to support the curriculum; meeting the needs and interests of our school community

The focus of this area is ensure that staff have the hardware, software, and infrastructure to fully engage our students in C⁴ Learning. Likewise, we seek to offer diversified

experiences to our students to ensure that all students have opportunities to fully explore their interests and passions.

Year 1 Goals		
Goal Statement	Deliverable/Measure	Responsible Party
Identify online teaching resources that enhance student learning.	Grade level applications to create a core suite of apps for each grade level Further investigate Google Apps, Extensions, and Add-ons	Teachers, Administration
Improve wifi infrastructure at both schools.	Create a bidding structure that will ensure the lowest cost for the best possible product Replace all switches and controllers Install an access point in each classroom and additional access points in large group areas (e.g. cafeteria, gyms, libraries, etc.)	Administration, Technology Department
Develop materials (e.g. Acceptable Use Policy) to enhance C ⁴ Learning.	Create materials and allow them to be accessed online by parents, teachers, and students. Include aspects of our C4 Learning plan in our parent/student handbook.	Administration, iTLC
Implement a device replacement cycle.	Implement a replacement cycle that ensure that students are not using devices older than three years. Create a cycle for interactive whiteboards, document cameras, and other classroom hardware.	Administration, Technology Department
Year 2 Goals		
	To be determined by the iTLC	

Effective Teaching: Integrate C⁴ Learning into daily practices

The focus of this area is area is to improve teaching and learning in classrooms regardless of technology or other learning tools. Our students will engage in activities that enhance their ability to communicate, collaborate, think critically, and be creative every day. This daily exposure to the 4C's will allow our students to flourish.

Year 1 Goals		
Goal Statement	Deliverable/Measures	Responsible Party
Provide professional development on the 4C's (communication, collaboration, critical thinking, and creativity)	Provide a book study program for staff that will enhance teachers' ability to infuse the 4C's into our classrooms.	Administration, Teachers
Implement the SAMR (Substitution, Augmentation, Modification and Redefinition) model into our classrooms.	Provide teachers with professional development to understand how to implement transformative learning activities into our classrooms.	Administration, Teachers
Implement a professional development series on differentiating instruction in a C ⁴ classroom.	Provide teachers with professional development to ensure that students of varying abilities are provided experiences that meet their unique needs. Help teachers and students understand Carol Dweck's Mindset Concept.	Administration, Teachers
Mentor, model, train, and coach educators to infuse C ⁴ Learning into daily practice.	Create a peer observation program where teachers can observe one another's best practices. Create an electronic warehouse of resources and tips to support teachers as they integrate the 4C's in our classrooms.	Administration, Teachers, Technology Staff
Year 2 Goals		
	To be determined by iTLC	

Section 3: Supporting Documents/Forms

Document Name	Document Description	Document Type
Acceptable Use Policy (AUP)	The purpose of the AUP is to clearly outline the use and care of the	Form

	device as well as describe the procedures for care and consequences for damage/loss.	
C⁴ Frequently Asked Questions (FAQ)	This document will answer questions about our program for parents, students, and the community.	Guidance
D107 Technology Fee Structure	This table outlines the fees associated with our technology program and how the cost is attributed to our program.	Guidance
1:1 Device User Agreement for Students and Parents	This document outlines the expectations for families and students as they enter into our C ⁴ Learning Program	Guidance/Form
Comcast Internet Essentials	This program provides low-cost in home internet for families that require assistance.	Parent Support
Access from AT&T	This program provides low-cost in home internet for families that require assistance.	Parent Support
Best Practices for Students	This document provides some tips on how students should care for their device so it remains in peak operating condition.	Guidance
Process for Damaged/Lost/Stolen Device	In the event of a damaged, lost, or stolen device, this document outlines the steps that should be taken.	Guidance
Claim Form for Damaged/Lost/Stolen Device	This form is to be completed and returned to the school office in the event of a damaged, lost, or stolen device.	Form
Common Sense Media	This website offers parents support on how to manage devices at home as well as how to get the most out of a 1:1 learning device.	Parent Support