

# ILLINOIS e-Plans

## TECHNOLOGY INTEGRATION PLAN TEMPLATE

**DISTRICT INFORMATION:** All district information and fields must be completed in this form.

Technology Integration Plan (TIP) Contact—Name and contact information of the district contact person who is able to answer questions concerning the content of the technology plan. RCDT information can be found at website—<http://www.isbe.net/sis>

District Name	Rich Township High School District 227		
District address	20000 Governors Drive Suite 200		
City/State/Zip	Olympia Fields Illinois 60461	RCDT Number	140162270170000
Superintendent Name	Howard Hunigan	Superintendent e-mail address	hhunigan@rich227.org
District Phone Number	708-679-5800	District Fax Number	708-679-5709
TIP Contact Name	Ted Koutavas	TIP Contact e-mail address	tkoutavas@rich227.org
TIP Contact Phone Number	708-679-5707	TIP Contact Fax Number	708-679-5709

2. Check appropriate line:

Original Submission —Check this line if this is the first submission of a 3-year technology plan by your district.

Amended Submission—Check this line for any resubmission of the plan (returning for peer review, etc)

3. Annual Review – Write the date of the Annual Review of your district’s approved 3-year technology plan if there are no major changes to the plan.

The plan was reviewed and evaluated on \_\_\_\_\_  
(month/day/year)

4. Mid Course Correction - Check this line if during your Annual Review you had major changes to the plan. Midcourse Corrections will require a Peer Review of the plan.

Mid course correction was needed yes no

## VISION:

State the district's vision and then explain how telecommunications, instructional technology and information technology in instructional and administrative programs support the vision. Incorporate a forward-thinking process which will identify needs that may emerge during or even beyond the life of the technology plan. It should demonstrate that the district has planned for things such as change in funding, student population growth and building construction, expansion, etc, which may occur beyond the life of the plan.

A technology plan's vision may be a separate district vision for technology, or a restatement of the district's strategic vision with an explanation of how the technology plan supports the district vision.

Rich Township High School District 227 is committed to creating a community of life-long learners who will be responsible citizens in a global and information-intensive society.

We believe that learning is a challenge that requires the persistence, dedication and commitment to excellence of all participants. All students are capable of learning and must accept ownership on the process of becoming life-long learners. To be prepared for future challenges, all learners need to acquire knowledge and develop skills for life-long learning as productive citizens. School, family and community commitment are essential components of success.

The Board of Education, the Superintendent as well as the campus technology committees reaffirmed this strategic vision. The technology plan supports the district vision by emphasizing staff development, information literacy, assessment and intervention, access and delivery, supporting infrastructure and telecommunications.

Creating a "community of life-long learners" requires an infrastructure that supports access and delivery of information by anyone, from anywhere, at any time. Over the life of this plan major improvement to the telecommunication and network infrastructure will be addressed.

Rich Township High School District 227 is committed to providing instructional technology to meet the needs of "information-intensive" learners with the development of high expectations and standards of all students and staff.

Rich Township High School District 227 has an ongoing board approved technology deployment and refresh plan that is funded by the general budget.

## SECTION 1: DATA AND ANALYSIS:

### Part A - Data Collection and Information

A.1 District Report Card - The Rich Township High School District 227 report card can be found at :

<http://iirc.niu.edu/District.aspx?districtID=140162270&year=2006&source=district%20profile>

Summarize the Data – This box should include a summary and analysis of the significant data

The *No Child Left Behind Act of 2001* requires all states to measure each public school's and district's achievement and establish annual achievement targets for the state. The overarching goal is for all students to meet or exceed standards in reading and mathematics by 2014. Each year, the state will calculate a school or district's Adequate Yearly Progress (AYP) to determine if students are improving their performance based on the established annual targets.

The Student population consists of 86.8% African American, 8.1% White, and 3.7% Hispanic and 0.6% Asian. The District's low income percentage is at 59.9%.

Attendance is at 89.6% with a 15.7% mobility rate. Chronic truancy is at 2.0%. The drop out rate is 3.9% and the graduation rate is 92.0%.

The average class size is 17.7 students. The total teacher FTE is 251 with an average experience of 12 years. The percentage of teachers with a bachelor degree is 46%, teachers with a masters degree is 54%. The pupil to teacher ratio is 18.

Of the students taking the PSAE 29% met or exceeded in the area of Mathematics in 2006 while 45% met or exceeded in the area of Reading. The trend over the past 7 years has supported similar numbers from a mathematics high of 34% meets or exceeds in 2001 and 2004 and low of 29% in 2006. The trend over the past 7 years has supported similar numbers from a reading high of 47% meets or exceeds in 2004 and 2005 and low of 43% meets or exceeds in 2002 and 2003. For 2006, 25% of students met or exceeded in the area of Science with a similar trend of scores ranging from 25 to 33 over the previous six years.

This data reflects the trend that the majority of students are currently not achieving at the state average. In mathematics, students are significantly below the state average, indicating a need for updates to the mathematics program and immediate implementation. Also, in light of the number of consecutive years with low test scores, the schools in the district were placed on Corrective Action with specific items to address student achievement. The 2006 scores moved the schools into restructuring for 2007 – 2008.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

The mathematics curriculum is currently not aligned with the Illinois Assessment Framework for mathematics. Mathematics courses are not common –different textbooks, assessments, materials, lessons, grading policies for the same course across the district.

Reading is currently not taught as a cross curricular subject. It is currently only infused in Language Arts as a whole. Social Studies and Science do not participate on a regular basis in analyzing strategies for teaching reading for information through their subject areas.

The science curriculum does not allow for the teaching of Earth Science in the student’s academic program, thus denying students the opportunity to study a topic that is 25% of the PSAE test.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Student Achievement.

One hundred percent of the curriculum must be evaluated and adjusted to ensure alignment with the Illinois Assessment Frameworks.

All core courses will develop common artifacts across the district.

## A.2 Other Data

### **Attributes and challenges of the district and community that have affected student learning**

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

**R**ich Township School District 227 is strongly committed to providing a state-of-the-art education for its students. Based on its vision and ever-changing environment, the district is dedicated to making changes and continually evaluating plans and curriculum to achieve goals. District 227 realizes that in order to best prepare students for an unpredictable future, it must set the foundation for teaching fundamental skills and move to enhance and enrich those skills.

To plan for the future of the educational system, Rich Township School District 227 contracted with ECRA Group, formerly Educational Consultants and Research Associates, in 2002 to work with the district in developing an ongoing long-range strategic plan to serve as the foundation for the district's future. Since 2002, the Rich Township school district has evolved in many different ways, and in 2005, the new administration worked with ECRA Group to review and update its strategic plan to prepare for the implementation process. In making such planning a continuous process rather than a one-time-only evaluation, District 227 has acted wisely. The continuation of such planning is a living, organic process—one that never comes to an "end."

There are a number of important steps to developing an effective long-range strategic plan:

1. Review prior plans and past history.
2. Review the beliefs of the organization.
3. Report on an analysis of the curriculum and the environment of the organization.
4. Gather community perception of the district.
5. Conduct dialogue and focus group sessions.
6. Develop goals and strategies.
7. Develop the strategic plan.

This report is an integration of the 2003 strategic plan with updated, 2005 data.

Summarize the Data – This box should include a summary and analysis of the significant data

**E**CRA developed and administered an extensive written survey to every member of District 227's faculty. The survey posed a total of 51 forced-choice objective statements in four curricular areas: curriculum design; curriculum implementation; issues in assessment, and climate. In addition, four open-ended questions were posed to elicit response to the most important issues facing the district with respect to curriculum, assessment and climate.

The 51 statements comprising the ECRA survey asked respondents to indicate their level of agreement on a five-point Likert scale with the following response set: *strongly agree, agree, no opinion, disagree, or strongly disagree*. Shown on the following pages are the percentage distributions for teacher responses to each of the 51 forced-choice statements, followed by a summary of responses to the open-ended questions.

**T**he District 227 curriculum is aligned with state standards and teachers value the input they have on their curriculum. However, there is general agreement that the curriculum is not challenging enough for the Rich student population and expectations need to be raised. There is a significant lack of articulation, especially with the feeder schools, and administrators and faculty feel that students entering the Rich high schools are not adequately prepared. The curriculum also needs to be updated to become more relevant to the unique demographics of the Rich population

**T**he updated District 227 curriculum will require an instructional program that focuses on increased levels of cognition which will be reflected in higher student scores on standardized tests. Teaching techniques need to be engaging and relevant to the unique dynamics of the student population. Part of improving student achievement will require additional parent involvement in the hands-on education of their children. The district needs to implement a targeted plan at getting parents more involved, and parents and community members have strongly indicated that they want to take the initiative to achieve more parental involvement

**T**he ethnic and socioeconomic diversity of the Rich student population has grown significantly over the course of the past several years. However, the makeup of the faculty is not reflective of this diversity. There is also a great desire on the part of all district stakeholders for administrators and faculty to be held accountable for the success of each student. Not only do highly qualified educators need to be hired and retained, but instructional leadership needs to be improved to ensure that district goals and initiatives are carried out in the classroom. Administrators need to take an active role in curriculum implementation and need to be held accountable for teacher supervision. In addition, District 227 should commit to supporting their teachers with regular and relevant professional development programs.

**D**istrict 227 utilizes many assessment tools, including state standardized tests. However, there is growing frustration among administrators, teachers, parents and community members that the district is data-rich and information-poor. This means that data is collected but is not used to measure the effectiveness of the curriculum or improve the instructional program. District 227 is in need of two distinguished assessment programs – one to monitor student achievement (standardized tests), and the second to measure the quality of the curriculum and to drive instruction.

**T**here is a great need for increased technology integration into District 227 schools. More computers and other technological resources are needed and adequate staff training needs to accompany this integration for it to be effective.

**D**istrict 227 is fortunate in that money has been allocated toward the improvement of its facilities. As the district begins to update and renovate its schools, careful consideration needs to be taken and a comprehensive facilities plan developed to ensure that the money will be spent wisely and the facilities promote the effective implementation of the current and future curriculum and instructional needs of the district. Rich East, in particular, is in need of major renovations, and this concern is recognized by the district stakeholders.

**B**ecause of the changing demographics of the Rich Township community, school climate has emerged as a primary issue since the 2003 strategic plan was written. There is a great desire on the part of all stakeholders to improve interpersonal relationships. Many feel that if this can be accomplished, student achievement will follow. District 227 needs to develop and implement a plan that fosters respect and embraces the diversity of the district. Disciplinary policy needs to be clearly communicated and consistently enforced to improve student behavior and ensure that student behavior does not disrupt learning.

District 227 stakeholders take pride in and see great potential in their schools, teachers and students. However, they feel that communication needs to be improved to accomplish the district's goals and initiatives. The district is in need of a targeted communication plan to improve relations among all stakeholders.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

Review and revise the curriculum to ensure that it sets high standards and is engaging and relevant to the district's student population. Coordinate and align curricular standards vertically and horizontally across the district and with the elementary feeder schools.

Implement critical thinking skills and increase levels of cognitive expectations in all courses. Ensure that the instructional program is designed to meet the high expectations of the district. Increase parent involvement in their children's education.

Hire faculty and staff who are highly competent and reflect the diversity in the population of the school district. Review and revise the teacher and administrative appraisal programs to ensure teachers and administrators are implementing school initiatives effectively.

Develop a continuous quality improvement (CQI) model and assessment system to monitor the quality of the curriculum and instructional program. The assessment program should support the effort to increase standards, align the curriculum, and improve student achievement.

Provide a data-driven research and evaluation program to measure the quality of the curriculum and instructional program. Develop an instructional monitoring system to measure student achievement.

Develop a program to integrate technology across the curriculum with the focus of increasing levels of cognition within the instructional program that is aligned with higher standards. Train teachers to integrate technology into the instructional program. Review and update technology hardware and software to support the curriculum and instructional program.

Develop facilities to accommodate the current and future curriculum and instructional needs of the district.  
Improve interpersonal relationships among all students, staff, parents, administrators and the Board of Education.

Develop and implement a plan that monitors school climate and fosters respect for the diversity of all students and staff.

Improve communication within the school district and between the school district and the community.

Develop a process and mechanism to communicate student academic and behavioral progress to parents.

Develop a public relations and marketing plan for the district.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Curriculum Integration.

Implement critical thinking skills and increase levels of cognitive expectations in all courses. Ensure that the instructional program is designed to meet the high expectations of the district. Increase parent involvement in their children's education.

Provide a data-driven research and evaluation program to measure the quality of the curriculum and instructional program. Develop an instructional monitoring system to measure student achievement.

## Local Assessment Data

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

The EXPLORE Test is administered in November of the 8<sup>th</sup> grade year to incoming freshmen. This is the first test in the EPAS (Explore, Plan, and ACT System). This assessment details data indicating which skill students bring with them in the areas of Math and Reading according to the College Benchmark Standards. The PLAN Test is administered in early November of the students' sophomore year. This assessment measures the growth by students in two year and predicts ACT scores. The information is also used to assist with AP Course placement for students and identification of areas of challenge that need to be addressed in the curriculum. District semester exams are also administered in a variety of courses. Additionally, Algebra 1 and Geometry courses across the district have instituted midquarter, end-of-quarter as well as end of semester exams to collect benchmark data to adjust curriculum accordingly.

Summarize the Data – This box should include a summary and analysis of the significant data

The EXPLORE and PLAN data support the ACT scores the district has experienced over the previous years. The EXPLORE scores however; do not reflect the ISAT data derived from the 8<sup>th</sup> grade testing cycle. The PLAN data has not been used as efficiently as possible to place students into the AP Program. AP placement has been determined by teacher recommendation and parent requests. District exams, due to the differences in teaching the curriculum, grading scales, and materials have not been varied in results, thus indicating a need for more uniformity in courses to allow for more meaning given to the assessments.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

The lack of commonality across courses is the key factor for the data collected having less meaning than needed to use in the adjustment of curriculum to meet student need.

Data needs to be given to teachers in a form they can use in a timely manner

Teachers do not have adequate training on using the relevant data

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Student Achievement.

Technology updates need to be made to generate needed data for teachers.

Teachers must have training on using the data for curricular decisions.

## **Educator qualifications and professional growth and development data**

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

Using the HSSSE Report, data was collected on student, teacher and community engagement. Data was also collected on student need and future student planning. Discipline data is also collected for information regarding relation to academic success.

Teachers are also engaged in the Professional Growth Academy. Data is collected from teachers regarding attendance, interest and application of skills offered and learned.

Summarize the Data – This box should include a summary and analysis of the significant data

District 227 supports professional development opportunities for teachers in the following ways:

- Currently, there are opportunities for interested staff to advance their technological literacy.
- Each department is allocated funds for staff to attend local workshops and seminars.
- Each year, a one-day in-district professional growth day provides staff opportunities to attend technology presentations by District 227 staff and community personnel.
- Most staff have had training in such basic uses of technology as student record keeping and utilization of “gradebook” type programs. Most staff continues to make use of this knowledge.
- Staff members use released time from classes to work on technology-based curricular projects.
- Significant resources are dedicated to staff development each year.
- All new staff are required to undergo basic technology training.
- District 227 offers a full series of workshops through its own Professional Growth Academy
- Administrators have all had training in accessing and using the student information system.
- All Media Center directors have all had extensive training in the advanced technology. Some examples include bibliographic data base search techniques, advanced Internet search techniques, Internet connectivity, and html programming for web page design. All directors have also served as trainers, instructors, and workshop facilitators to instruct faculty and members of the community in advanced use of technology.  
Non-certified media center personnel have had training in SLA workshops which involved use of technology. All have also attended various workshops or seminars in the use of major software programs and operating systems.
- A formal model is in place for internal staff training.
- Professional growth activities focus on the integration of technology into the traditional curriculum, or on its uses in engaged learning or emerging learning.
- Media Center directors submit a professional development plan on an annual basis, to promote their continued expertise in technology.
- Media Center directors and media staff undergo continued training in advanced Internet search strategies, and advanced bibliographic search techniques.
- Classified staff have been trained in the uses of word processing, spreadsheet, publishing, Internet searching, student information system, and the district’s financial system.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

Labor intensive data input by hand – transference from current system to spreadsheet format for manipulation  
Inability to collect district versus campus reports or vice versa when needed  
A need for an updated student management system

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Professional Development.

Build a culture for continuous learning for staff by developing online learning opportunities.  
Develop emerging electronic learning resources such as eBooks, handhelds, and tablets.

## Parent / Community Involvement Data

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

District 227 utilized an aggressive campaign of internal and external communications tools, specifically designed to illuminate how technology can be used to address, in whole or in part, the needs of our communities. This campaign included a variety of mechanisms designed to address the concerns of our student and parent population. The subsequent results yielded a wide range of relevant data which has been used to create, implement and design various facets of our technology plans, thus better serving our student population, staff and parents.

a) Student Forum, held on September 11, 2006 at each of our three campuses. The event, hosted by our Board of Education, was designed to ascertain the technological needs of our student body and how our plan could best serve their collective and individual needs.

b) Community Forum, held on September 20, 2006 at Rich Central High School. This event was designed to create the new Mission and Vision statements for the district which were to incorporate technology, teaching and growth standards. An invitation to this event was extended to all members of the communities in which we serve, parents, students and staff.

c) Mission and Vision Meeting, held on October 3<sup>rd</sup>, 2006 at our District Offices. This event was comprised of parents, staff and community members who signed-up to be a part of this venture during the Community Forum. This team's purpose was to design and approve the new Mission and Vision Statement. The team did so during this meeting, incorporating a technology component into the Vision statement.

d) Student Forum, held on Feb. 20<sup>th</sup> at each of our three campuses was designed to follow-up on the issues raised during the prior Student Forum. The Board of Education outlined the actions that had been taken, technological and otherwise, to address concerns raised during the September 11<sup>th</sup> Student Forum.

e) Foundation Meetings, held on February 12<sup>th</sup> and March 13<sup>th</sup> have been conducted in furtherance of our education foundation, currently in-process of being created. These meetings have centered on the primary methodology for funding our academic, extra-curricular, technological and other initiatives under the umbrella of a foundation.

Summarize the Data – This box should include a summary and analysis of the significant data

Student Forum: A small number of students commented on the lack of available computers in some classrooms. A smaller number of students also commented on computers that were no longer operable but still occupied space.

Community Forum: Some parents and interested community members expressed a desire to be more “connected” with what is going on at the school.

Mission and Vision Meeting: The small group was able to create and approve the new mission and vision statements for District 227 using the data elicited in the Community Forum.

Student Forum: Some students asked for greater access to certain websites to allow them access to research materials.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

Key factors are:

- The need for increased communication from the school to parents.
- The need for increased communication from the school to students.
- The need for increased involvement from students in their academic offerings.
- The need for increased parental involvement in the academic offerings, standards and expectation of the district.
- The need for additional resources to fund initiatives that will support district objectives.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Parent and Community Involvement.

Provide the learning community with greater opportunity for interaction, collaboration and information exchange.

Implement a district wide telecommunications and/or web-based application system, our technology plan will provide 24-hour access to school learning resources, lessons and assignments, schedules and attendance as well as letters, memos and updates from administrators, which in turn, will support the foundation of a strong and well-balanced school district and more involved and proactive community.

### A.3 Technology Deployment Data

**Please complete the Technology Inventory Spreadsheet and include as an attachment to the plan**

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

The technology deployment data was collected from our master computer inventory software used by the district for insurance fixed assets. Inventory adjustments and recoding is an on-going process for the technology department. All equipment received in the district is inventoried, tagged and recorded using this software.

Summarize the Data – This box should include a summary and analysis of the significant data

The district has made significant progress in providing high speed internet access to all of the campuses. 2007 initiatives include wireless point to point connectivity between all facilities as well as a collapsed backbone. Internet access to ICN has also been improved by installing a high speed fiber connection (10mg).

The board has made a commitment to approve the purchase and installation of teacher computers for every classroom. In addition to the hardware improvements the district has recently purchased a new student information system.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

The lack of a data-driven research and evaluation program to measure the quality of the curriculum and instructional program. The district needs to develop an instructional monitoring system to measure student achievement.

Necessary development of a program to integrate technology across the curriculum with the focus of increasing levels of cognition within the instructional program that is aligned with higher standards. Properly trained teachers who can integrate technology into the instructional program.

The lack of an on-line web based student management system.

Non-existing teacher workstations in the classroom hinder access to pertinent student data and flow of information.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on technology systems/equipment, support, tools and policies.

Using telecommunications, enable 24-7 access to school learning resources, classroom lessons and assignment, school information and electronic messages for students, parents, staff and community members.

New and innovative technology driven delivery tools need to be implemented i.e. smart boards, projectors and wireless laptops.

## **Part B. Data Analysis—(Meta-Analysis Section)**

The district will provide an analysis of the data by identifying patterns and trends. The analysis of data will be used to provide the basis for defining objectives, strategies and activities by identifying at least one key factor or need in each of the following areas:

- curriculum integration
- professional development
- parental/community involvement
- technology deployment

Key factors or needs may include (but are not limited to):

- indicators of why the district's prior plan failed to increase student academic
- achievement based on an analysis of student achievement data
- district and community characteristics that affect student learning
- educators' qualifications and professional growth
- parent involvement affecting student performance
- indicators of why the district did not achieve AMAO, if applicable

**B. 1** Copy and paste the **conclusions** identified in the Conclusions boxes from A.1, A.2 and A.3. The work done and **conclusions** drawn in A.1, A.2 and A.3 will lead to the development of your strategies in your Action Plan in support of the objective.

**A1: Report Card**

One hundred percent of the curriculum must be evaluated and adjusted to ensure alignment with the Illinois Assessment Frameworks.

All core courses will develop common artifacts across the district.

**A2: Other Data**

Implement critical thinking skills and increase levels of cognitive expectations in all courses. Ensure that the instructional program is designed to meet the high expectations of the district. Increase parent involvement in their children's education.

Provide a data-driven research and evaluation program to measure the quality of the curriculum and instructional program. Develop an instructional monitoring system to measure student achievement.

Technology updates need to be made to generate needed data for teachers.

Teachers must have training on using the data for curricular decisions

Build a culture for continuous learning for staff by developing online learning opportunities.

Develop emerging electronic learning resources such as eBooks, handhelds, and tablets.

Provide the learning community with greater opportunity for interaction, collaboration and information exchange.

Implement a district wide telecommunications and/or web-based application system, our technology plan will provide 24-hour access to school learning resources, lessons and assignments, schedules and attendance as well as letters, memos and updates from administrators, which in turn, will support the foundation of a strong and well-balanced school district and more involved and proactive community.

Continued on next page!

### **A3: Technology Deployment**

Using telecommunications enable 24-7 access to school learning resources, classroom lessons and assignment, School information and electronic messages for students, parents, staff and community members.

New and innovative technology driven delivery tools need to be implemented i.e. smart boards, projectors and wireless laptops

- B. 2** An analysis of the student achievement data found in A.1 and the local assessment section will be used to define your **S.M.A.R.T objective**(s). This box should (1) identify patterns and trends in student achievement, (2) summarize key factors related to student achievement and (3) draw at least one or two prevailing conclusions that will lead to the development of your objective(s).

**OBJECTIVE 1:**

Based on the low achievement level of students in Mathematics, this is one of the main focal points for the district. The trend has shown that students are not achieving – using the Illinois Assessment Frameworks as well as the College Readiness Standards. The key factors contributing to this involve a lack of alignment and lack of accountability to the necessary material needed. This requires a solid plan that will:

1. Address the correlation of the Illinois Assessment Frameworks and College Readiness Standards with the Mathematics Course work beginning with Algebra 1
2. Detrack mathematics courses to ensure that all students are being exposed to the necessary materials
3. Develop benchmark assessments for all math courses in the district beginning with Algebra 1 and Geometry
4. Train teachers on the use of the common assessment and the ability to write their own benchmark assessments
5. Address the methodology in the classroom to allow students to have more interaction with their own learning
6. Develop grading policies that are common across the district
7. Develop intervention plans for student who are falling behind
8. Develop and implement support systems for students as they walk in the door.

Final Objective: Increase the percentage of students meeting or exceeding as measured on the PSAE Mathematics by at least 10%

**OBJECTIVE 2:**

Base on low achievement in Reading, this is the second area of focus for the district.

1. Address the correlation of the Illinois Assessment Frameworks and College Readiness Standards
2. Detrack Language Arts
3. Develop benchmark assessments for all Language Arts Courses
4. Train teachers on the use of the common assessment and the ability to write their own benchmark assessments
5. Address the methodology in the classroom to allow students to have more interaction with their own learning
6. Develop grading policies that are common across the district
7. Develop intervention plans for student who are falling behind
8. Include other subject areas in the skill of reading
9. Develop and implement support systems for students as they walk in the door.

Final Objective: Increase the percentage of students meeting or exceeding as measured on the PSAE Reading by at least 10%

## **SECTION II: ACTION PLAN**

**Complete the Action Plan and Budget Template for Tech Plan. xls for Section II Parts A-E.**

**Part F. Monitoring Process (This section may be duplicated as often as needed)**

The technology plan should outline a forward-looking evaluation process for future technology implementation measures that compensate or adjust to changing conditions that might occur beyond the life of the plan. Describe how the district will assess the effectiveness of hardware, software and other telecommunication services that will be needed to improve education.

District will need to do an annual evaluation that will allow for midcourse correction in response to new developments and opportunities as they arise.

F.1 Describe how district personnel will monitor the effectiveness of the strategies and activities by measuring progress toward the specified objectives. Description should address:

- Integrating technology into curriculum and instruction
- Increasing the ability of teachers to teach
- Enabling students to reach challenging state academic standards

Information within this section should:

- Establish an on-going, measurable process for monitoring the effectiveness of strategies and activities toward the achievement of the objective(s)
- Identify the tools that will be used to monitor the process
- Identify the indicators that will show progress toward the objective
- Identify the frequency of evaluation

Review the technology plan annually and identify progress and evaluate changes needed.		Building level technology committees along with the Technology Director, Ted Koutavas
Every semester assess integration of technology within the curriculum using surveys and assessment tools designed within the curriculum development process.		Building curriculum teams as overseen by the Executive Director of Teaching and Learning, Dr. Donna Leak
Annually determine needs for in servicing of teachers in the technology area and develop appropriate content		Executive Director of Teaching and Learning, Dr. Donna Leak

Use assessment tools quarterly (self-evaluation, performance assessments, project rubrics) to gather data on student use of technology.		Building curriculum teams as overseen by the Executive Director of Teaching and Learning, Dr. Donna Leak
Annually obtain data on student progress using our new student information system and data analysis software.		Technology Director, Ted Koutavas and Executive Director of Teaching and Learning, Dr. Donna Leak
Annual student performance evaluation based on PSAE and local assessment test results.		Building curriculum teams as overseen by the Executive Director of Teaching and Learning, Dr. Donna Leak

### **SECTION III: PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION**

#### **Part A - Description of Stakeholder Involvement:**

Using a narrative, describe specifically how stakeholders (including parents, school staff and others) have been consulted in the development or revision of the plan. Also describe how the adult literacy service providers and public libraries were consulted when preparing this plan. (If no adult literacy service provider or library exists, please explain your attempts at locating these entities within your narrative.)

The school board, administration, staff, students, parents and community members are the cohesive groups that endeavored to create this technology plan. District 227 utilized an aggressive campaign of internal and external communications tools, specifically designed to illuminate how technology can be used to address, in whole or in part, the needs of our stake holders. This campaign included a variety of mechanisms designed to address the concerns of our student and parent population. The subsequent results yielded a wide range of relevant data which has been used to create, implement and design various facets of our technology plans, thus better serving our student population, staff and parents.

- a) Student Forum, held on September 11, 2006 at each of our three campuses. The event, hosted by our Board of Education, was designed to ascertain the technological needs of our student body and how our plan could best serve their collective and individual needs.
- b) Community Forum, held on September 20, 2006 at Rich Central High School. This event was designed to create the new Mission and Vision statements for the district which were to incorporate technology,
- c) Mission and Vision Meeting, held on October 3<sup>rd</sup>, 2006 at our District Offices. This event was comprised of parents, staff and community members who signed-up to be a part of this venture during the Community Forum. This team's purpose was to design and approve the new Mission and Vision Statement. The team did so during this meeting, incorporating a technology component into the Vision statement.
- d) Foundation Meetings, held on February 12<sup>th</sup> and March 13<sup>th</sup> have been conducted in furtherance of our education foundation, currently in-process of being created. These meetings have centered on the primary methodology for funding our academic, extra-curricular, technological and other initiatives under the umbrella of a foundation.
- e) Building level technology committee teams included teachers, support and administrative staff provided building level technology initiative.
- f) Adult Literacy and public libraries were consulted and offered opportunity for input.
- g) The district curriculum objectives were created by using the PSAE scores, the initial information was to review the mathematics and language arts data. All curricular areas were pulled together to analyze their use of reading and mathematics in their respective departments. Action plans were developed for common interventions for all subject areas to address the needs of students when they fell below a C in their classes. The leadership team pulled in the D and F rate data to study the pure numbers of students with grades of D or F in core classes. Using this information, teams of teachers were given the task of developing a SMART goal as related to their D and F rate for the Course team. The action plans included the activities, persons responsible, timelines, and evaluation methods. Currently those teams have been engaged in 8 meeting times scheduled as half days as well as team meetings throughout the year to assess the progress of the SMART Goals. SMART Goals were developed for all departments, all courses, and all subject areas.

## Part B - State the district's internet safety policy:

Copy and paste the sections of "board adopted" policy that relates to Internet Safety and address CIPA requirements.  
**THIS IS NOT YOUR AUP or HANDBOOK**

### School Board Policy #6:235 Access to Electronic Networks

All use of the District's electronic network must be: (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Limiting student access to inappropriate matter as well as restricting access to harmful materials
2. Student safety and security when using electronic communications
3. Limiting unauthorized access, including "hacking" and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Each staff member must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

All users of the District's computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

## **CERTIFICATION AND ASSURANCES**

Plans submitted electronically shall be deemed to be executed by the superintendent on behalf of the district.

### **ASSURANCES**

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116 (c)(7)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving the schools is founded on scientifically based research (NCLB, Section 1116(b)(4)(C) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and Performance Descriptors and reflect the alignment of curricula, instruction, and assessment with the Illinois Learning Standards and, if applicable, with the Illinois English Language Proficiency Standards.
4. The district will spend at least 25 percent of the funds made available under Title II-D of NCLB, for the purpose of providing high-quality professional development in the integration of advanced technologies including emerging technologies, into curricula and instruction.
5. The district has complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. 254(h) and (l).