

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	Posen-Robbins School District 143.5		
District address	14025 Harrison Ave.		
City/State/Zip	Posen, IL 60469	RCDT Number	140161435020000
Superintendent Name	Mr. Gregory Wright	Superintendent e-mail address	gwright@sd1435.org
District Phone Number	(708) 388-7200	District Fax Number	(708) 388-3868
TIP Contact Name	Ms. Charo Thomas	TIP Contact e-mail address	cthomas@sd1435.org
TIP Contact Phone Number	(708) 388-7021	TIP Contact Fax Number	(708) 489-3736

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.

The Vision of Posen-Robbins School District 143.5 is to provide all members of the school community with continuous, ubiquitous use of the latest technology. District 143.5 will provide support of student's technology use of ***Instructional Technology through comprehensive professional development for all teachers. Teachers will continue to integrate technology into their curriculum. This will include, on-line distance learning, which will focus on students' specific needs, developmental levels and learning styles. Telecommunication will be supported by the use of the necessary equipment, such as, cell phones, video equipment and wiring.*** With the use of ***Informational Technology***, staff and administrative functions are **fully automated, therefore allowing easier access to data reports and student information.**

Posen-Robbins School District 143.5 is committed to using the latest technology which includes, but not limited to constant improvement. This will provide every student, as well as community stake holders, with the skills necessary to meet the demands of the 21st century. Our goal is to ensure that all students are growing academically, and every teacher is able to integrate technology into all curriculum areas. The district will continue to use technology to lessen socio-economic deficiencies.

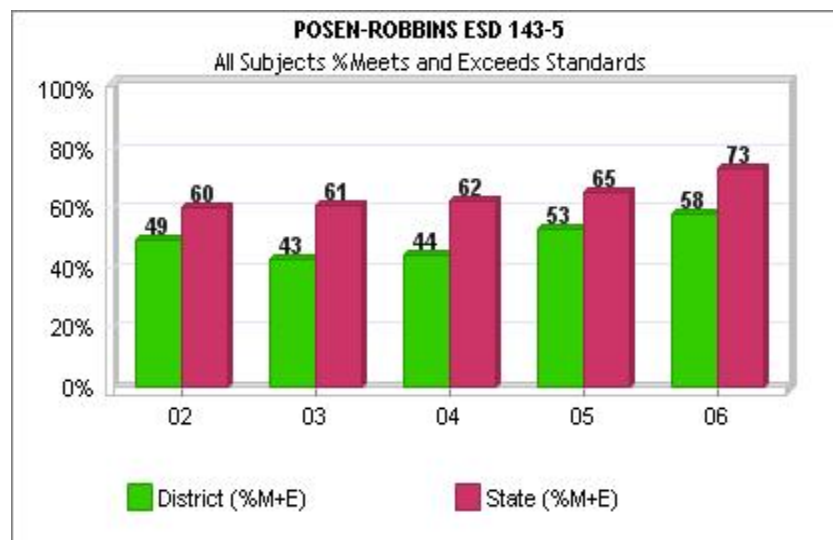
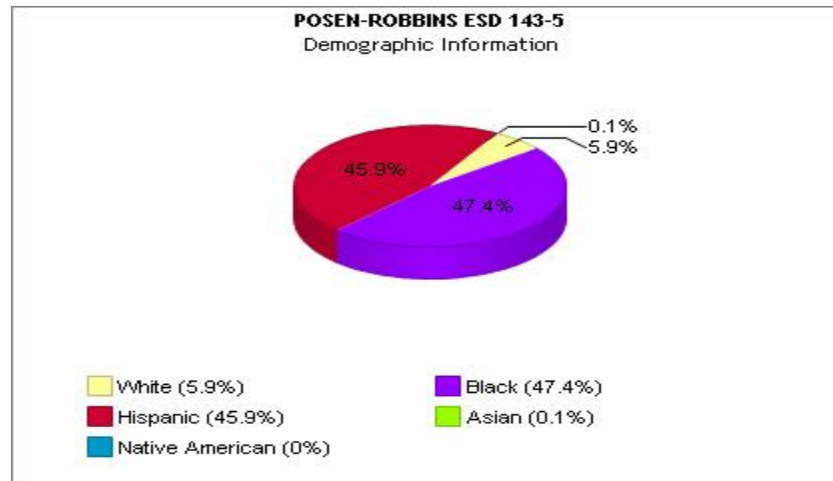
SECTION 1: DATA AND ANALYSIS:

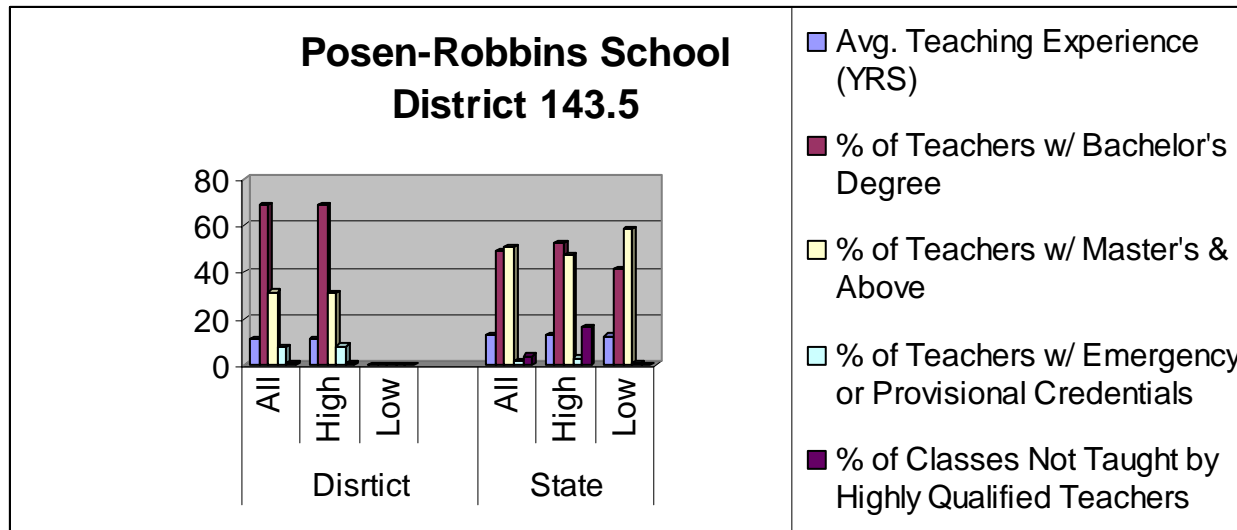
Part A - Data Collection and Information

A.1 District Report Card

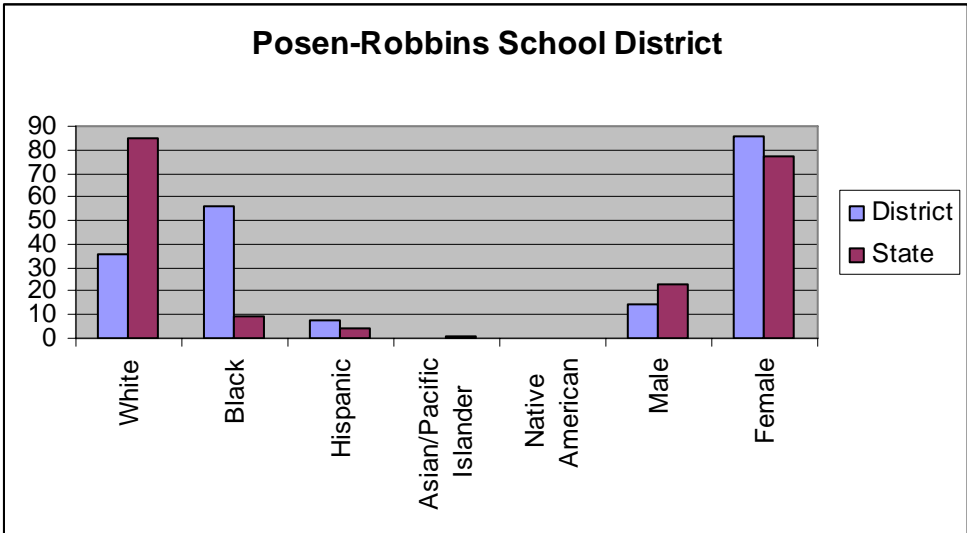
Please submit a copy of your district report card as an attachment to the technology plan. This will count as the Description for Part A.1.

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





Teachers Information		Avg. Teaching Experience (YRS)	% of Teachers w/ Bachelor's Degree	% of Teachers w/ Master's & Above	% of Teachers w/ Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District	All Schools	10.9	68.6	31.4	8	1.1
	High Poverty Schools	10.9	68.7	31.3	8.2	1.1
	Low Poverty Schools	0	0	0	0	0
State	All Schools	13	49.3	50.6	1.6	3.9
	High Poverty Schools	12.6	52.7	47.1	3.1	16.6
	Low Poverty Schools	12.5	41	58.5	0.8	0.2



Teachers	White	Black	Hispanic	Asian/Pacific Islander	Native American	Male	Female	Total
District	35.9	56.2	8	0	0	14.6	85.4	89
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	126,996

Illinois District Report Card, reported in 2005-2006,

- 1697 students enrolled in the Posen Robbins Elementary School District.
- 47.4% the student population were Black,
- 45.9% was Hispanic,
- 5.9% was White,
- .1% was Asian/Pacific Islander and
- .8% was Multiracial/Ethnic.

Overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards” in reading, mathematics, and science for the district was 57.7%.

58.6% of all students taking the Illinois Standards Achievement Test were categorized as meets and exceeds, and

61.6% of all students taking the IL Measure of Annual Growth in English were categorized as meets and exceeds

22.0% of all students with disabilities did not meet reading standards.

Although the District meet and exceeded Illinois Learning Standards the District did not make AYP.

Teachers Information:

68.6% of the Teachers have Bachelors.

31.3% of the Teachers have Masters.

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

District did not make AYP.

42% overall did not meet or exceed standards

40% overall taking IL Measure of Annual Growth (English) did not meet or exceed standards

22.0% of all students with disabilities did not meet reading standards

Scores need to increase substantially over the next 3 years to meet AYP.

Teachers Information:

Through 68.6% of the teachers have Bachelors, only 31.3% of the teachers have Masters.

There need to be an incentive to encourage all teachers to expand their education and to constantly take course or try to receive their Masters.

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.

Student scores must increase in all areas in order for our district to make AYP.

There is a particular need to focus more on student with disabilities.

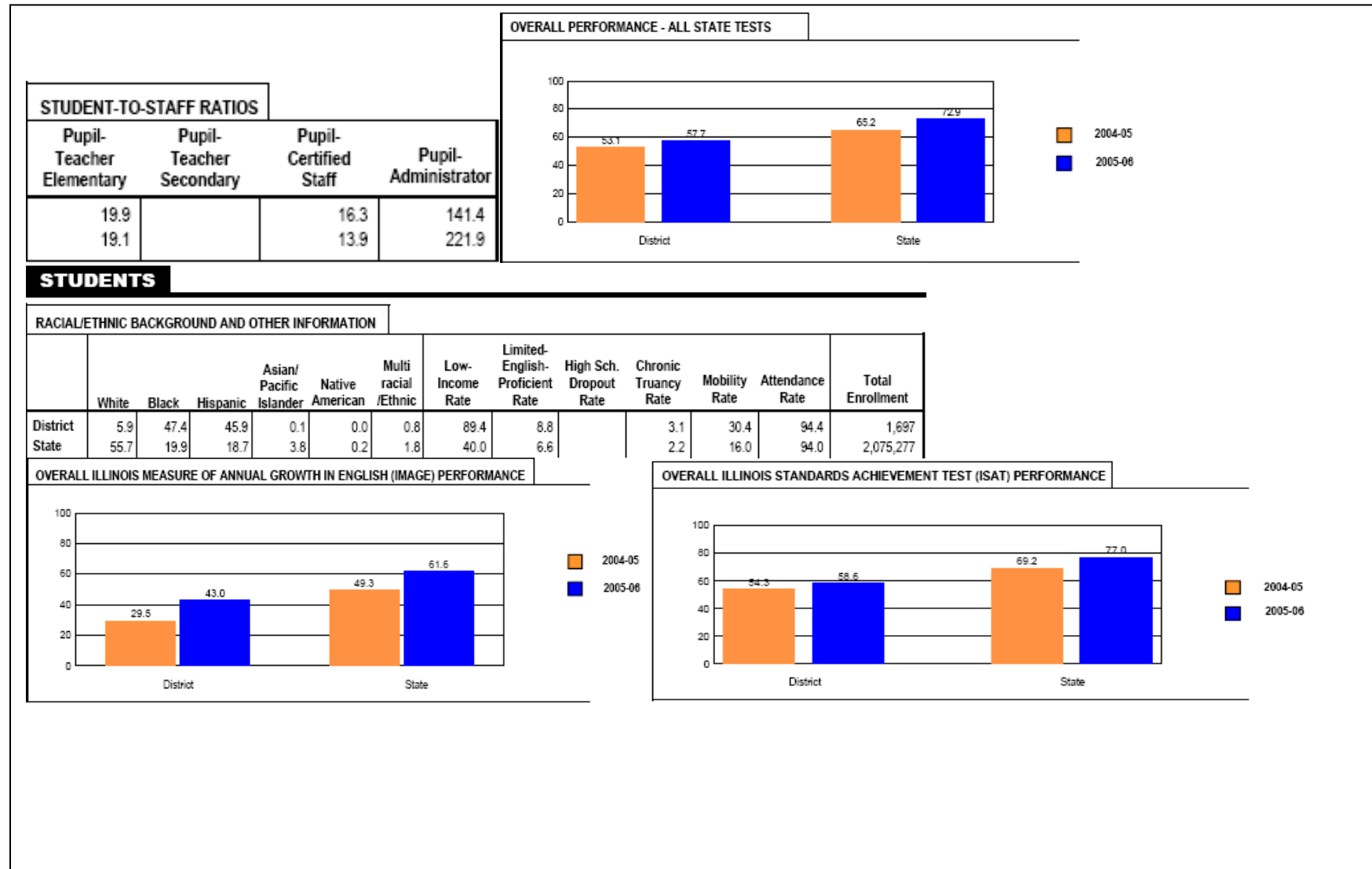
Possible solutions to these issues might be:

- Ways of approaching better assessment of our students' progress.
- Additional programs to assist low achieving students, i.e. explore after school programs, and individualized one-on-one training with the students.
- Better parental involvement with helping with the after school programs, so they can participate in the process of helping our students grow.
- We need to help out Special Education increase scores to make AYP
- We need to help out the LEP students and parents
- We need to increase ALL scores in order the make AYP

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



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

Attributes & Challenges of the District/School and Community

There are several challenges in Posen-Robbins School District 143.5.

89.4% of students come from low-income homes, where as families receive public aid; live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced lunches.

Limited-English-Proficiency rate for the district is 8.8 %.

Although our mobility rate is twice that of the State's rate (30.4% vs. 16.0%), our attendance rate is similar to the State's (94.4% vs. 94.0%).

Staff-to-student ratio, which is at 19.9 in comparison to the state's average of 19.1.

The overall academic student performance of students meeting or exceeding all state test standardized testing is 57.7%. This is 15.2% lower than the state average. The percentages from the Illinois Standards Achievement Test (ISAT) are very similar. 58.6% of our students met or exceeded, leaving an 18.4% gap from the state average of 77.0%.

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

Attributes are:

Staff to student ratio in line with state averages.

Attendance rate if in line with state averages.

Challenges are:

Students coming from high poverty, possible concerns of neglect.

Language barriers for ESL students and Hispanic students are challenging.

Hispanic parents that do not speak English, preventing them from assisting students at home.

The improvement of student academic performance for Posen-Robbins School District is a priority.

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.

In order to address some of the challenges, a need for after school programs for children who are having difficulties in school is necessary. This program needs to cater to the desires of all concerns, such as homework, ESL, student that struggle in certain subject areas, and clubs. Funding is essential for these programs. An after school bus will need to be provided for students who live out of the walking range.

Also, more programs need to be implemented for parents in order to keep a healthy relationship between parent and district. There is a need for ESL programs for parents and workshops to help parents develop the skills necessary to meet the demands of the 21st century. With these programs, this will keep us constantly informed about our student and will help build a stronger relationship with our parents.

We need to increase ALL scores to make AYP, and keeping a healthy relationship between parent and district will move us into that direction.

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

TERRA NOVA ASSESSMENT SUMMARY

Reading	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Local Percent								
76 - 99	26.8	10.6	9.9	8	5.3	5.1	4.6	8.6
51 - 75	31.5	20.4	16.4	19.7	23	17.7	17.8	33.6
26 - 50	20.8	26.8	38.2	38.7	31.6	34.8	40.1	30.9
01 - 25	20.8	42.3	35.5	33.6	40.1	42.4	37.5	27

Math	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Local Percent								
76 - 99	11.4	4.8	8.7	10.2	9.2	6.4	6.6	8.6
51 - 75	20.8	18.6	18	19.7	19.1	18.5	19.7	23
26 - 50	33.6	34.5	34.7	24.8	30.9	34.4	29.6	34.9
01 - 25	34.2	42.1	38.7	45.3	40.8	40.8	44.1	33.6

Total # of Students	149	145	152	137	152	158	152	152
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Summarize the Data – This box should include a summary and analysis of the significant data

Based on our Terra Nova Assessment, our needs are in the following areas:

Reading

41.6% of our first graders are below Terra Nova standards
69.1% of our second graders are below Terra Nova standards
73.7% of our third graders are below Terra Nova standards
72.3% of our fourth graders are below Terra Nova standards
71.7% of our fifth graders are below Terra Nova standards
77.2% of our sixth graders are below Terra Nova standards
71.7% of our seventh graders are below Terra Nova standards
57.9% of our eighth graders are below Terra Nova standards

Math

67.8 % of our first graders are below Terra Nova standards
76.6% of our second graders are below Terra Nova standards
73.4% of our third graders are below Terra Nova standards
70.1% of our fourth graders are below Terra Nova standards
71.7% of our fifth graders are below Terra Nova standards
75.2% of our sixth graders are below Terra Nova standards
73.7% of our seventh graders are below Terra Nova standards
68.5% of our eighth graders are below Terra Nova standards

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

Significant percentages of students score below an acceptable average in both Math and Reading Terra Nova Scores. Factors that impact students were discussed in previous sections.

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.

Our focus should be applied to the students that are scoring below standards. We need to implement a plan that will allow us to focus solely on those students who are testing low or at risk of not score well on the ISAT. Our first graders are doing ok in reading but over all grades first through eight are not scoring well enough to make it above the 50% margin.

There is a need to hire more outside vendors for professional development as well as look into the types of workshops that are currently being help for teacher institute days. There maybe a need to revise those workshops and bring in new methodologies and styles of teaching.

Additional funding will be necessary to increase support of student learning.

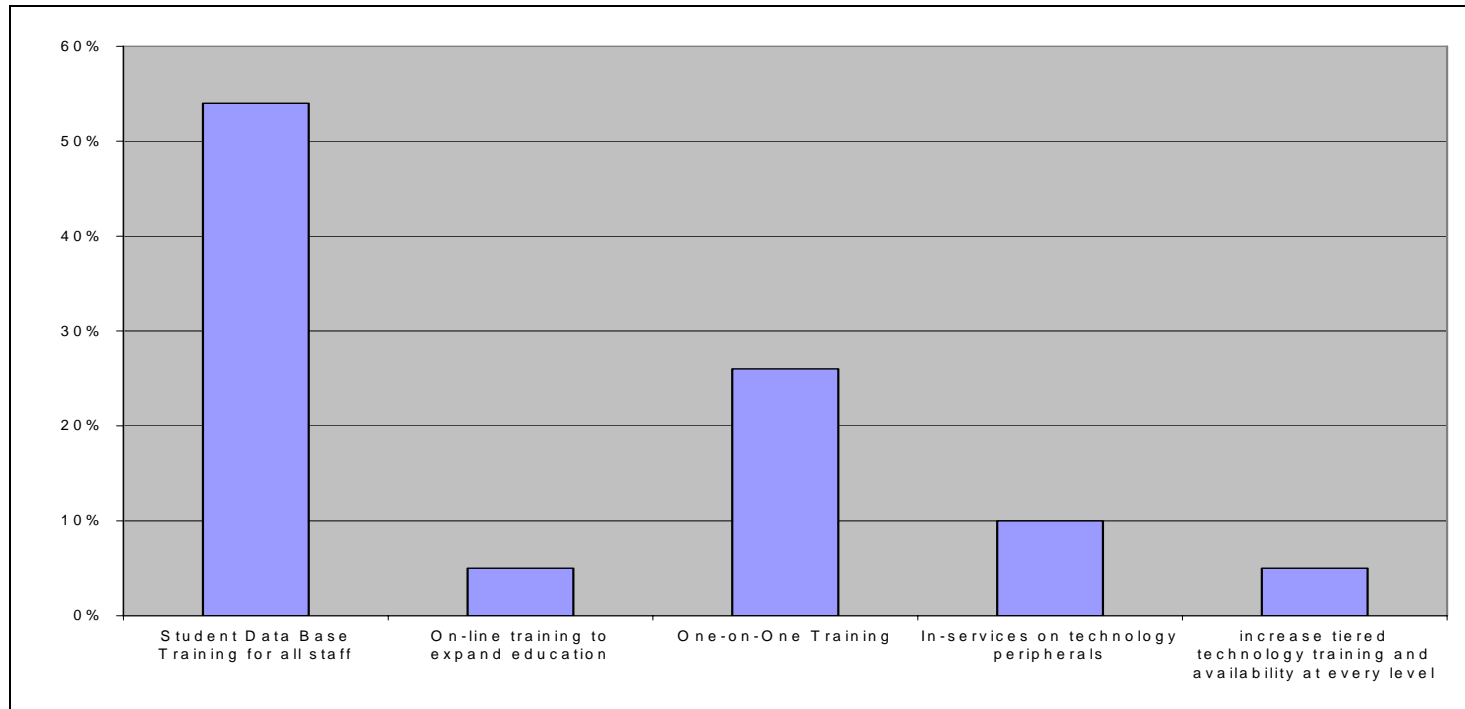
In conclusion with additional funding more workshops can be held in order to find new ways of developing strategies for teach reading and math.

Possible use of assessment programs to identify specific areas for improvement in both reading and math curriculum.

More after school programs need to be implemented in order to focus on the students that need the help.

Educator qualifications and professional growth and development data

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Teachers Information		Avg. Teaching Experience (YRS)	% of Teachers w/ Bachelor's Degree	% of Teachers w/ Master's & Above	% of Teachers w/ Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
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	High Poverty Schools	12.6	52.7	47.1	3.1	16.6
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Based on the data we believe the probable cause for the needs/gap was lack of funding, short staffed and poor promotion. Majority of our training was held after work hours, so funding and promoting played a big role in providing adequate training. Based on our staff survey and technology committee input, our needs are in the following areas:

- 54% of our teachers feel we need to offer student data base management training for all staff and administrators
- **5% of our teachers feel we need to encourage and provide information for on-line training for individuals that want to expand their education**
- **26% of our teachers feel we need to offer One-on-one training with individuals who needs further training on technology peripherals**
- **10% of our teachers feel we need to in-service all staff on technology peripherals**
- **5% of our teachers feel we need to increase tiered technology training and increase availability at every level**

Data collected from teacher surveys suggest the majority of Posen-Robbins School District 143.5 teachers provide direct and whole group instruction due to time constraints. Teachers in the district need continous and on-going training on differentiating instruction and diagnosing student's skills, difference in readiness, interest and learning styles using a variety of performance indicators.

Professional Development Gaps Analysis

- Provide administrative training so that administrators will continue to embrace the District-wide technology agenda
- Increase “training of trainers” workshops in order to increase the number of staff resources and reduce staff anxiety levels
- Employee feedback indicated a need to provide continuous training for the following areas: Introductory computer usage; MS Office Suite (Word, excel, PowerPoint, etc...); Email usage; printing and/or scanning documents; Internet based research; third party educational software (Accelerated Reader, A-Plus, etc...); integrating technology into lesson plans
- Continue to provide mechanisms to encourage those teachers who have not taken any workshop classes with additional training relative to the effective use of the internet and software programs as a learning tool
- Make available engaged learning strategies to increase achievement and effectiveness in all the above areas
- Continue to provide computer assisted instruction which allow the students to develop their ability to effectively use technology to solve problems and utilize information

Professional Growth

- Teachers in the district because of time constraints have little time to design instruction and curriculum that creates multiple learning paths for students of different abilities and multiple intelligences to achieve.
- Teachers in the district lack effective training and strategies in the area of diagnosing student’s needs and differentiated instruction strategies such as: tiered assignments, flexible grouping, peer teaching and collaborative learning.

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.

Base on the data presented above, there is a great need to implement an on-going training session for the administrators and staff. There is lack of training in which the staff has expressed through the surveys’ conducted in October of 06. There is also a need to **teach staff** how to gather much more information from the Internet. The technology team along with key members of this plan needs to implement a program fit the needs of every level. We need to design a technology curriculum that will target administrators, and a separate curriculum that will be aimed towards teachers. We need to implement new ways of getting our staff motivated into signing up for the training sessions. This in return will help improve reading and math scores.

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



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

Based on our parent, community, and staff input and observation, our needs are in the following areas:

- 10% of our parent/community survey feels that the district should continue to maintain the district's website to communicate district news, current events, schedules, curriculum and other relative information.
- 15% of our parent/community survey feels that the district should re-establish, expand and continue to develop more working collaborative partnerships with businesses, colleges, universities, and libraries
- 30% of our parent/community survey feels that the district needs to facilitate open forums to keep community informed and foster additional views on technology needs
- 45% of the parent/community survey shows that the district needs to provide more technology classes for the parents and the community as a whole.

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

We have identified some probable causes for the gaps and current reality:

- Maintaining district website to communicate district news, current events, schedules, curriculum and other relative information.
- Re-establish, expand and continue to develop more working collaborative partnerships with businesses, colleges, universities, and libraries
- Facilitate open forums to keep community informed and foster additional views on technology needs
- Provide more technology classes for the parents and the community as a whole.
- **The District has a limited technology staff and lacks the technology capabilities to design and maintain the district website.**
- **The District lacks the staff and funds necessary to establish continuous working collaborative partnership with businesses colleges, etc...**
- **Technology outreach classes were limited due to a lack of funding needed to provide teachers with compensation.**

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.

In conclusion Posen-Robbins school district 143.5 will need the funding in order to hire more staff for integrating community/parent involvement with this district. We need more bilingual parent, and because of that we must train them and keep them up to par with the classes that we teach. We need more parent and community volunteers for our libraries, so we would have to stay in constant contact with the neighborhood library, so they can assist us with the development of upgrading our libraries. They can also assist us in the development of integrating technology, reading, and research. We also could add to our website a community bulletin that will also help local business and libraries with providing information the community parents.

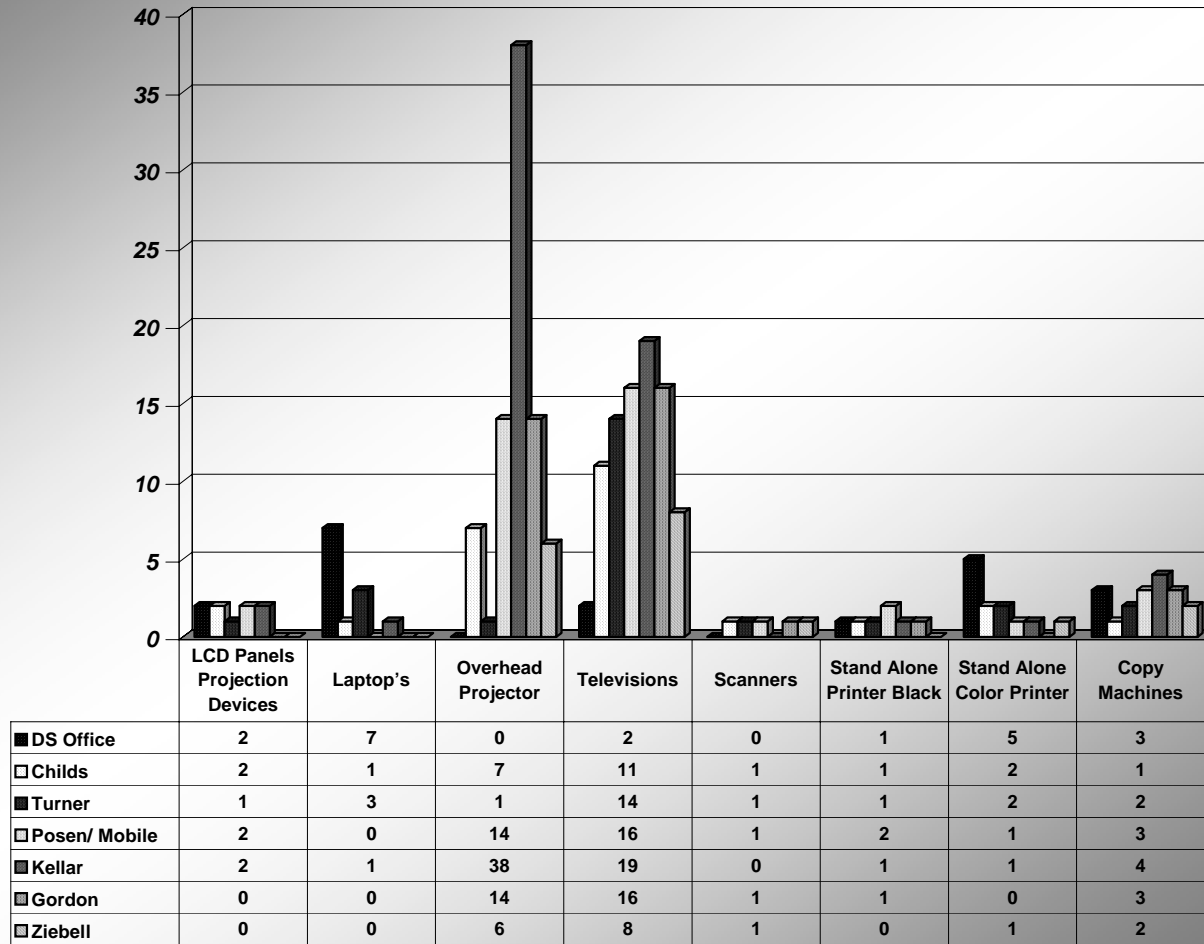
A.3 Technology Deployment Data

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

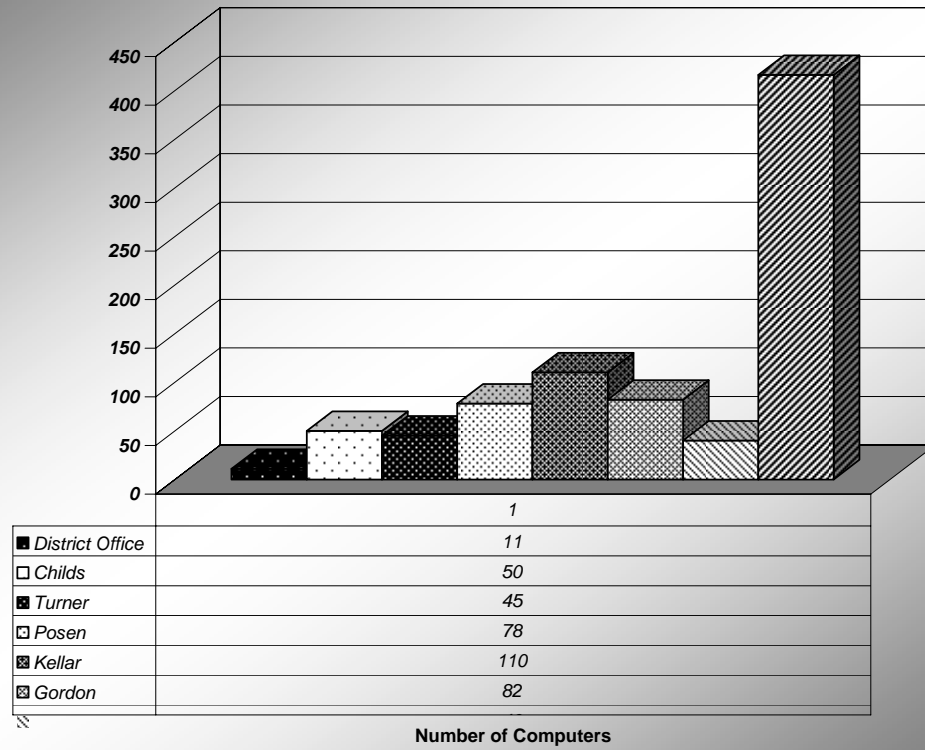
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Technology Deployment Current Reality								
	DS Office	Childs	Turner	Posen/ Mobile	Kellar	Gordon	Ziebell	Total
LCD Panels Projection Devices	2	2	1	2	2	0	0	9
Laptop's	7	1	3	0	1	0	0	12
Overhead Projector	0	7	1	14	38	14	6	80
Televisions	2	11	14	16	19	16	8	86
Scanners	0	1	1	1	0	1	1	5
Stand Alone Printer Black	1	1	1	2	1	1	0	7
Stand Alone Color Printer	5	2	2	1	1	0	1	12
Copy Machines	3	1	2	3	4	3	2	18
Computers	11	50	45	78	110	82	40	416

Technology Deployment Current Reality



Network Computers



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

Technology Deployment Current Reality

Thomas Kellar Jr. High School

1. The Lab has 30 networked computers (WINXP OS/Celeron/128 Megs ram/40GiG HD), a color laser printer, a black laser printer, a LCD projector and a flat bed scanner
 2. The library has 5 networked computers (WINXP OS/Celeron/128 megs ram/40GiG HD)
 3. Each Classroom teacher has a dedicated pc (WINXP OS/Celeron/128 Megs ram/40GiG HD), connected to a networked printer. Standardized software includes Office Suite, a Student Management database, Internet access, email access, and antivirus protection
 4. Each classroom has a 27 inch wall mounted TV connected to a centralized video distribution unit
 5. All classrooms have 7 data drops and 1 telephone drop
 6. There are two VCRs, two DVDs, and basic cable connected to the centralized video distribution unit for this site
 7. The infrastructure is in place to support wireless networking
 8. This building is connected to the District office via a point to point T-1
-

Bernice Childs Elementary School

1. The Lab has 25 networked computers (WINXP OS/Celeron/128 Megs ram/40GiG HD), a black laser printer, a LCD projector and a flat bed scanner
 2. Each Classroom teacher has a dedicated pc (WINXP OS/Celeron/128 Megs ram/40GiG HD), connected to a networked printer. Standardized software includes Office Suite, a Student Management database, Internet access, email access, and antivirus protection
 3. Each classroom has a 27 inch wall mounted TV connected to a centralized video distribution unit
 4. All classrooms have 7 data drops and 1 telephone drop
 5. There are two VCRs, two DVDs, and basic cable connected to the centralized video distribution unit for this site
 6. The infrastructure is in place to support wireless networking
 7. This building is connected to the District office via a point to point T-1
-

Turner Elementary School

1. The Lab has 25 networked computers (WINXP OS/Celeron/128 Megs ram/40GiG HD), a black laser printer, a LCD projector and a flat bed scanner
2. Each Classroom teacher has a dedicated pc (WINXP OS/Celeron/128 Megs ram/40GiG HD), connected to a networked printer. Standardized software includes Office Suite, a Student Management database, Internet access, email access, and antivirus protection
3. Each classroom has a 27 inch wall mounted TV connected to a centralized video distribution unit

4. All classrooms have 7 data drops and 1 telephone drop
 5. There are two VCRs, two DVDs, and basic cable connected to the centralized video distribution unit for this site
 6. The infrastructure is in place to support wireless networking
 7. This building is connected to the District office via a point to point T-1
-

Gordon Elementary School

1. The Lab has 25 networked computers (WINXP OS/Celeron/128 Megs ram/40GiG HD), a black laser printer, a LCD projector and a flat bed scanner
 2. Each Classroom teacher has a dedicated pc (WINXP OS/Celeron/128 Megs ram/40GiG HD), connected to a networked printer. Standardized software includes Office Suite, a Student Management database, Internet access, email access, and antivirus protection
 3. Each classroom has a 27 inch wall mounted TV connected to a centralized video distribution unit
 4. All classrooms have 7 data drops and 1 telephone drop
 5. There are two VCRs, two DVDs, and basic cable connected to the centralized video distribution unit for this site
 6. The infrastructure is in place to support wireless networking
 7. This building is connected to the District office via a point to point T-1
-

Posen Middle School

1. The Lab has 25 networked computers (WINXP OS/Celeron/128 Megs ram/40GiG HD), a black laser printer, a LCD projector and a flat bed scanner
 2. Each Classroom teacher has a dedicated pc (WINXP OS/Celeron/128 Megs ram/40GiG HD), connected to a networked printer. Standardized software includes Office Suite, a Student Management database, Internet access, email access, and antivirus protection
 3. Each classroom has a 27 inch wall mounted TV connected to a centralized video distribution unit
 4. All classrooms have 7 data drops and 1 telephone drop
 5. There are two VCRs, two DVDs, and basic cable connected to the centralized video distribution unit for this site
 6. The infrastructure is in place to support wireless networking
 7. This building is connected to the District office via a point to point T-1
-

Ziebell Elementary School

1. The Lab has 25 networked computers (WINXP OS/Celeron/128 Megs ram/40GiG HD), a black laser printer, a LCD projector and a flat bed scanner
2. Each Classroom teacher has a dedicated pc (WINXP OS/Celeron/128 Megs ram/40GiG HD), connected to a networked printer. Standardized software includes Office Suite, a Student Management database, Internet access, email access, and antivirus protection

3. Each classroom has a 27 inch wall mounted TV connected to a centralized video distribution unit
 4. All classrooms have 7 data drops and 1 telephone drop
 5. There are two VCRs, two DVDs, and basic cable connected to the centralized video distribution unit for this site
 6. The infrastructure is in place to support wireless networking
 7. This building is connected to the District office via a point to point T-1
-

Posen-Robbins School District 143.5

1. District hardware and software is maintained by a combination of in house and outsourced support
2. All Software is previewed before purchase
3. There are copyright, Internet access, and network usage policies in effect
4. All classrooms have Internet access
5. Counting all computers within the district, there is a student to computers ratio of 5 to 1
6. Each computer lab has a dedicated phone line
7. The infrastructure is in place to support wireless networking
8. Internet access, Telecommunications, and Internal Connections discounts are provided through the ERATE program
9. This building is connected to each site via a point to point T1, and connected to the ISP via two T-1s

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

Technology Deployment Gaps

Based on our technology committee feedback, our needs are in the following areas:

- **Funding** for ongoing technology training, resources, equipment and support is limited
- **Additional training and support** for the computer network
 - Age of computers
- **Need to upgrade and address speed of network**, hubs, servers, and network and electrical wiring for future Internet and network connectivity
- **Provide additional computers in each classroom**, television monitors, digital cameras, multimedia projectors, USB storage drives, video production and editing equipment for use in classrooms and schools are needed
- **Provide all users with a network ID** and secure storage space on the server
- **The district needs to purchase mobile wireless laptop carts**. One cart of 30 laptops per building

- Provide voice mail, homework hotline and E911 access for the district.
- Access and utilization of technology is not ubiquitous for all our learners.
- **Organize and document technology equipment**, resources and materials
- There is a need to **hire a resource specialist for each building**
- Make sure that all networks are up and running at their maximum level of efficiency for continuous usage

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.

Computer systems must be upgraded to meet the demands of the 21st Century.

Additional computers in every classroom along with having a mobile wireless laptop cart in every school.

Decrease from the current ratio of student to computer 5 to 1 to eventual 1 to 1 ratio.

A plan will be implemented in order to better organize and document all technology equipment across the district

Hire a resource specialist for each building for increase support of educational technology.

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.

A.1. District Report Card.

Student scores must increase in all areas in order for our district to make AYP.

There is a particular need to focus more on student with disabilities.

Possible solutions to these issues might be:

- Ways of approaching better assessment of our students' progress.
- Additional programs to assist low achieving students, i.e. explore after school programs, and individualized one-on-one training with the students.
- Better parental involvement with helping with the after school programs, so they can participate in the process of helping our students grow.

A.2 Attributes & Challenges

In order to address some of the challenges, a need for after school programs for children who are having difficulties in school is necessary. This program needs to cater to the desires of all concerns, such as homework, ESL, student that struggle in certain subject areas, and clubs. Funding is essential for these programs. An after school bus will need to be provided for students who live out of the walking range.

Also, more programs need to be implemented for parents in order to keep a healthy relationship between parent and district. There is a need for ESL programs for parents and workshops to help parents develop the skills necessary to meet the demands of the 21st century. With these programs, this will keep us constantly informed about our student and will help build a stronger relationship with our parents.

A.2 Local Assessments

Our focus should be applied to the students that are scoring below standards. We need to implement a plan that will allow us to focus solely on those students who are testing low or at risk of not score well on the ISAT. Our first graders are doing ok in reading but over all grades first through eight are not scoring well enough to make it above the 50% margin.

The is a need to hire more outside vendors for professional development as well as look into the types of workshops that are currently being help for teacher institute days. There maybe a need to revise those workshops and bring in new methodologies and styles of teaching.

Additional funding will be necessary to increase support of student learning.

In conclusion with additional funding more workshops can be held in order to find new ways of developing strategies for teach reading and math.

Possible use of assessment programs to identify specific areas for improvement in both reading and math curriculum.

More after school programs need to be implemented in order to focus on the students that need the help.

A.2 Educator Qualifications

Base on the data presented above, there is a great need to implement an on-going training session for the administrators and staff. There is lack of training in which the staff has expressed through the surveys' conducted in October of 06. There is also a need to **teach staff** how to gather much more information from the Internet. The technology team along with key members of this plan needs to implement a program fit the needs of every level. We need to design a technology curriculum that will target administrators, and a separate curriculum that will be aimed towards teachers. We need to implement new ways of getting our staff motivated into signing up for the training sessions. This in return will help improve reading and math scores.

A.2. Parent/Community Involvement

In conclusion Posen-Robbins school district 143.5 will need the funding in order to hire more staff for integrating community/parent involvement with this district. We need more bilingual parent, and because of that we must train them and keep them up to par with the classes that we teach. We need more parent and community volunteers for our libraries, so we would have to stay in constant contact with the neighborhood library, so they can assist us with the development of upgrading our libraries. They can also assist us in the development of integrating technology, reading, and research. We also could add to our website a community bulletin that will also help local business and libraries with providing information the community parents.

A.3 Technology Deployment

Computer systems must be upgraded to meet the demands of the 21st Century.

Additional computers in every classroom along with having a mobile wireless laptop cart in every school.

Decrease from the current ratio of student to computer 5 to 1 to eventual 1 to 1 ratio.

A plan will be implemented in order to better organize and document all technology equipment across the district

Hire a resource specialist for each building for increase support of educational technology.

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).

Identify patterns and trends in student achievement

- Students need to perform better in all areas of ISAT testing
- LEP students comprise 8.8% of district students.
- The Subgroup, Students with Disabilities, continues to not make AYP.

Summary of key factors related to student achievement

- Low income families cannot afford to provide the necessary experiences for their children.
- All students need to increase achievement in all areas.
- Limited language parents need assistance in helping their students.
- Access to additional educational support needs to be increased.

Prevailing conclusions that will lead to the development of objective(s)

- In order to increase scores to achieve AYP, it will be necessary to provide alternatives to the current instructional methods for teaching all subject areas, especially for LEP and Special Education students..

Student Achievement SMART Objective 1

OBJECTIVE 1: District Reading scores will increase by 5% each year for three years from the current 2006 level of 65% of 3rd through 8th graders meeting AYP and District Mathematics scores will increase by 5% each year for three years from the current 2006 level of 63% of 3rd through 8th graders meeting AYP as measured by the ISAT with the support of appropriate instructional technology models and resources.

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

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

District personnel will monitor the effectiveness of the strategies and activities through surveys and results from workshops for the teachers, along with Terra Nova testing results for the students. This will be done at least twice a school year. Data from the information will be analyzed and the results from that will determine what adjustments if any are needed. An evaluation will be conducted at least three times a school year.

F.2 Designate the name and role of the person (e.g., Karen Smith, assistant principal) overseeing the objective(s).

Stakeholder Role

Aleece Ufkin/Special Education Resource Teacher Plan Development

Andrea McKinney/Principal/Gordon School Plan Development

Betty Carter/Parent Coordinator Plan Development

Beverly Walker/Teacher Kellar Middle School Plan Development

Charo Thomas/IT Administrator/ Administrative Office/ Plan Development and Budget/ Overseer of Tech Plan

Demika Oray/IT Administrator/Administrative Office/ Plan Development and Budget

Sparkle Ellis/Computer Lab Teacher/Posen School Plan Development

Dr. Brenda Jones/Asst. Supt. of C&I/Administrative Office Direction

Electronic Learning Environments Technology Deployment

Gregory Wright/Superintendent/Administrative Office Direction

Illinois Century Network ICN Internet Service Provider

Janet Flowers/Parent Coordinator Plan Development

Jim Turnbo/Business Manager/Administrative Office Direction

Kim Lakoskey/Teacher/Childs School Plan Development

Robin Dampier/Computer Lab Teacher/Kellar Middle School Plan Development

Moraine Valley MACS Engaged Learning

Osineo Technology Deployment

Pat Jenkins/Computer Lab Teacher/Childs School Plan Development

South Cook Intermediate Service Center 4 Training

The School Board of Posen-Robbins District 143.5 Direction

Tarra Batts/Director of Programs/Administrative Office/ Plan Development, Budget and Management

University of Illinois Extension Engaged Learning

Brandi Outlaw/Computer Lab Teacher/Ziebell School Plan Development

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.)

Acknowledgements & Stakeholder Involvement

Stakeholder Involvement

Stakeholders On-going Involvement The following is an explanation of how participants will be included in the planning and development process. PARENTS Planning • Provide parents with information regarding technology classes. An event calendar will identify the training days and parents will be informed via notices, flyers, and website. • Parent open-forums will occur semi-annually to address needs relative to technology growth and development • Parent Coordinators will be involved as technology team members to understand the role of technology in education in order to develop and maintain collaborative relationships with the community to support student's learning and well being • Provide a calendar and tools for instructional resources via District Website for information sharing to bridge the gap between school and home Implementation • Assess the parental needs through on-going evaluation of workshops attended • Provide a quarterly update regarding after school information for technology classes through parental programs such as, PTO, Bilingual Parent Advisory Council, and Parent Coordinator Meetings • Advertise using the community cable channel Assessment • Use a survey for feedback from parents to evaluate the successes and needs annually • Use a counter to show internet interest/activity to measure community usage STUDENTS Planning • Establish Student Technology Club/Council yearly for the students to express and address their needs for the application of technology in instruction Implementation • Use the computer lab for school related activities, such as, Search Engines, Research, Web Quest, Tutorials, and Online Testing and Training for student growth and development • Complete a skills checklist to keep up with student's progress • Provide informational flyers for students to distribute to parents • Create Web links on District Website for student learning activities that support instruction at various levels Assessment • Send home reports by students for tracking student progress • Have annual Technology Fairs for students to display their technology projects which will reflect skills learned using technology • Analysis of student work through reflective activities • Provide feedback on the use of technology in instruction to educators by means of the student technology club/council • Issue questionnaires-surveys will be issued to the students at the end of the year for evaluation of technology programs EDUCATORS Planning • Schedule training for the understanding of how to apply new technologies that support instruction as needed • Use computer labs for in-house training for personal and professional use of technology • Provide all staff with email

to communicate with colleagues and parents for shared learning, collaboration and communication • Provide all staff with internet access for the retrieval of resources for teaching and learning Implementation • Include classroom educators on the Tech Team to monitor implementation of plan • Provide adequate training for teachers to integrate technology in the classroom • Publicize curriculum, goals, and achievements to parents via District Website. Make available email addresses on District Website • Participate in ongoing workshops to increase knowledge base, as well as stay current with today's technology Assessment • Provide evidence of increased technology usage through data retrieved from network • Provide feedback through teacher survey to identify successes and needs COMMUNITY LEADERS Planning • Provide community leaders with information regarding adult technology classes/workshops • Partnership with libraries and churches as a way of communication to the District's community • Inquire about ways in which schools can support the community by way of surveys, interviews and meetings • Set a schedule indicating when the District's computer labs are available to the public for personal and professional use Implementation • Have after school programs, workshops, and media library open to the community for engaged learning • Access information through community cable about upcoming events Assessment • Evaluate surveys from the community leaders on workshops and training sessions BUSINESS REPRESENTATIVES Planning • Gather information regarding sponsorship • Allow advertisers to link their businesses on District's Website to provide information to other stakeholders Implementation • Create a web link for job opportunities to extend communication to community members • Post information regarding partnership activities on community business websites to inform stakeholders and others Assessment • Have open forums, interviews, and meetings to gather information and retrieve feedback regarding partnerships

We used various marketing methods in order to reach out to all of our stakeholders:

- Parent Coordinators sent out a mass mailing of fliers inviting parents and local businesses to an open forum pertaining to the technology plan. We solicited ideas from the open forums along with surveys and Q&A sections.
- Fliers were given to local libraries and businesses to give to community as they entered their establishments.
- Our Director of Programs consulted local community colleges and non-profits agencies via phone and mailing. Meetings were set up in order to see if they would provide adult literacy courses after school for the community.

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

Board Policy Number: 6:235-E1 & 6:235-E2



LETTER TO PARENT(S)/ GUARDIAN(S) REGARDING STUDENT USE OF THE INTERNET

Dear Parent(s)/ Guardian(s):

We now have the ability to enhance you child's education through the use of the internet. The internet offers vast, diverse, and unique resources. The district's goal in providing this service is to promote educational excellences by facilitating resources sharing, innovations, and communication. Your authorization is needed before your child may use this resource.

The Children's Internet Protection Act ("CIPA"), enacted December 21, 2000 requires recipients of federal technology funds to comply with certain Internet filtering and policy requirements. Schools and libraries

receiving funds for Internet access and or internal connection services must also meet the Internet safety policies of the Neighborhood Children’s Internet Protection Act (“CIPA”) that addresses the broader issues of electronic messaging, disclosure of personal information of minors, and unlawful online activities.

The internet electronically connects thousands of computers throughout the world and millions of individual subscribers. Students and teachers have access to:

- Limited electronic mail communication with people all over the world
- Information from government sources, research institutions, and other sources
- Discussion groups
- Many libraries, including the catalog to the library of Congress, and the Education Resources Information Clearinghouse (**ERIC**).

With this educational opportunity also comes responsibility. You and your child should read the enclosed *Authorization for Internet Access* and discuss it together. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child’s actions.

The District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. On an unregulated network, however, it is impossible to control all material and a user may discover inappropriate material. Ultimately, parent(s)/ guardian(s) are responsible for setting and conveying the standards that their child or ward should know. To that end, the School District supports and respects each family’s right to decide whether or not to authorize internet access.

Please read and discuss the *Authorization for Internet Access* with your child. If you agree to allow your child to have an Internet account, sign the **Authorization** form and return it to your school.

INSTRUCTIONS

AUTHORIZATION FOR INTERNET ACCESS

It shall be the responsibility of all members of the Posen-Robbins School District 143.5 staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy the Children’s Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Network Administrators

Each teacher must sign this Authorization as a condition for using the District’s Internet connection. Each student and his or her parent(s)/ guardian(s) must sign the Authorization before being granted unsupervised access. School Board members’ and Administrators are treated like teachers for purpose of this **Authorization**. Please read this document carefully before signing.

All use of the internet shall be consistent with the district’s goal of promoting educational excellence by facilitating resource sharing, innovation and communications. This **Authorization** does not attempt to state all required or prescribed behavior by user to follow the terms of the authorization for internet access will result in the loss of privileges, disciplinary action, and/or appropriate legal action. The signature(s) at the end of this document is legally binding and indicates the party who signed has read the terms and conditions carefully and understands their significance.

TERMS AND CONDITIONS

1. **Acceptable Use** – Access to the District’s Internet must be for the purpose of education or research, and be consistent with the educational objectives of the District.
2. **Privileges** – The use of the District’s Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated this Authorization and may deny, revoke, or suspend access at any time; his or her decision is final.
3. **Unacceptable Use/ Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of user of the Posen-Robbins School District 143.5 online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, Prevention of inappropriate network usage includes: (a) unauthorized access, including so-called “hacking,” and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors and adults

Posen-Robbins School District 143.5 has a Internet filtering, mechanism to, at a minimum, block access to the following three categories of visual depictions specified by CIPA-obscene, child pornography, and harmful to minors. Filtering is provided locally for all Internet-enabled computers on a networked basis.

Some other examples of inappropriate usage are:

- Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S or State regulation;
 - Unauthorized downloading of software, regardless of whether it is copyrighted or de-viruses;
 - Downloading copyrighted material for other than personal use;
 - Using the network for private financial or commercial gain;
 - Wastefully using resources, such as file space;
 - Gaining unauthorized access to resources or entities;
 - Invading the privacy of individuals;
 - Using another user's account or password;
 - Post material authored or created by another without is/her consent;
 - Posting anonymous message;
 - Using the network for commercial or private advertising;
 - Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing or illegal material;
 - Using the network while access privileges are suspended or revoked.
4. **Network Etiquette** – You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
- a. Be polite. Do not become abusive in your message to others
 - b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
 - c. Do not reveal the personal addresses or telephone numbers of students or colleagues.
 - d. Recognize that electronic mail (E-Mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in anyway that would disrupt its use by other users.
 - f. Consider all communications and information accessible via the network to be private property.
5. **No-warranties** – The District make no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for deliveries, missed deliveries, or service interruptions caused by its negligence or your errors or omissions. Use of any information obtained via the internet is at your own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
6. **Indemnification** – The user agrees to indemnify the School District for any losses, cost or damages, including reasonable attorney fees, incurred by the District relating to, arising out of any breach of this *Authorization*.
7. **Security-Network** security is a high priority. If you can identify security problem on the internet, you must notify the system administrator of Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written

permission from that individual. Attempts to log-on to the internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

8. **Vandalism** – Vandalism will define as any malicious attempt to harm or destroy data of another user, the internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
9. **Telephone Charges** – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long distance charges, per-minute surcharges, and/or equipment or line costs.

Adoption

This Internet Safety Policy was adopted by the Board of Posen-Robbins School District 143.5 at a public meeting, following normal public notice on October 11, 2005.

Students, parent(s)/ guardian(s), and teachers need only sign this Authorization for Internet Access once while enrolled or employed by the School District.

I understand and will abide by the above Authorization for Internet Access. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/ or appropriate legal action may be taken. In consideration for using the District’s internet connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use, or inability to use the internet.

DATE: _____

USER SIGNATURE

(Required if the user is a student)

I have read this Authorization for Internet Access. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial materials. However, I also recognize it is impossible for District to restrict access to all agent controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused materials or software obtained via the network. I accept full responsibility for supervision if and when my child’s use is not in a school setting. I have discussed the terms of this Authorization with my child. I hereby request that my child be allowed access to the District’s internet.

DATE: _____