

ILLINOIS e-Plans TECHNOLOGY INTEGRATION PLAN

DISTRICT INFORMATION:

District Name	Oak Park Elementary School District 97		
District address	970 Madison Street		
City/State/Zip	Oak Park, IL 60302	RCDT Number	140160970020000
Superintendent Name	Dr. Constance Collins	Superintendent e-mail address	ccollins@op97.org
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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:

The mission of Oak Park Elementary School District 97, the educational prism through which students realize meaning and purpose in their lives, is to guarantee that each student achieves optimal intellectual growth while developing socially, emotionally, and physically through a system distinguished by

- Exemplary instruction focused on each student
- Commitment to the needs of a diverse population
- Meaningful partnerships with families and the community
- Celebrations of the power of art, music, and language
- Confident students challenged to be educational risk-takers

The District 97 technology plan supports this vision of student achievement by providing the necessary technological resources to effectively incorporate technology in instruction, accurately diagnose and address the needs of individual students, develop important 21st century skills in our students, and communicate and collaborate effectively with parents and other stakeholders. We are committed to providing adequate hardware, software, and training to support these goals. While our community has a stable student population and there are no significant changes in funding anticipated in the foreseeable future, technology is a field of rapid and constant change. We will constantly monitor the success of our plan in light of what is available to ensure that we are making the best use of our resources and providing the best opportunities for our community. For example, changes in what is available over the Internet and how it is used throughout our schools may require us to provide new resources or greater bandwidth. Annual reviews of this plan, especially in the context of the district's new Strategic Plan, will ensure that our strategies continually adjust to meet the needs of our learning community.

SECTION 1: DATA AND ANALYSIS:

Part A - Data Collection and Information

A.1 District Report Card

Please view our district report card at: <http://www.op97.org/schools/cards/District.pdf>

A copy of our latest district report card has also been submitted as an attachment.

Data Summary

District 97 has made AYP, with 85.4% of students meeting or exceeding standards in all subjects, an increase of 5.4% over 2005. Scores have been rising over the past years, but there is room for improvement. Minority black students achieve at a lower level than other students, and our low income and special education populations lag by even larger percentages. The disparity is somewhat smaller in math than it is in reading and is the largest for our special education students. Looking longitudinally across cohorts of students, it appears that reading performance remains at about the same level from grade three to grade five to grade eight, but drops somewhat for math and writing.

Overall, our percentage of black students is higher than the state average, but our percent low income is lower. Attendance is higher than the state average and class sizes somewhat smaller. Both instructional and operational expenditures per pupil are about 25% higher than the state average. Class sizes at every grade level are very slightly smaller than state averages, and we employ about 350 teachers at salaries somewhat higher than the state average. The distribution of teachers by race and gender is about the same as for the state as a whole, although our percentage of black teachers and women is slightly higher. All newly hired teachers must be certified in the area in which they teach. About 70% of our teachers have a master's degree or higher.

Key Factors

In a high achieving district, it can be easy to look at students' overall level of success and ignore the individual students who fail to achieve at the same high level. NLCB has forced schools and districts to look more closely at ways to achieve the same success for all students. In District 97, the school improvement team at each school has had the job of designing programs to help struggling learners and boost overall achievement. The lack of common district-wide formative assessments has hampered the ability of the district to develop a comprehensive approach to improvement initiatives. During the 2006-07 school year, we began using two Pearson products to help provide this information: Benchmark allowed us to administer common math assessments tied to state standards in grades two through eight at the beginning of the school year, and again near the end of each trimester. Inform pulls together assessment data from all available sources, including Benchmark, report cards, and ISAT. Using Inform, which also includes demographic data, student progress can be tracked and learning needs identified. Analyzing the performance of identified student groups allows us to monitor their progress and apply appropriate resources to improve their chances of success. However, teachers need time to become more familiar with the function and capabilities of these systems, and we need a similar instrument for monitoring performance in other subjects besides math.

Conclusions

We need to focus efforts on closing the achievement gap for our NCLB groups.

Periodic common assessments tied to state standards in all subject areas will provide useful information for diagnosing students' learning needs, helping us to provide appropriate challenge and support.

A.2 Other Data

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

Description

US Census data
Finance Advisory Committee report (Fall 2006)
District Budgets - FY 04 through FY 07
2004-2007 District Technology Plan
Teacher Leader annual activity reports ('04-'07)

Data Summary

We are a racially diverse but stable community with a wide range of socio-economic status. The gap between the highest and lowest income levels does not appear to be diminishing. As a land-locked community, there is no expectation of significant population growth in coming years. Since available housing ranges from modestly priced apartments to very expensive single-family homes, we expect the income range to remain large.

We have experienced declining funding for technology during a period of increased need.

New technology uses (such as video streaming) strain our current infrastructure. At the same time, several support positions have been eliminated but we have attempted to maintain a support model that links personnel with specific buildings.

Only a few strategies of the previous tech plan have been implemented; the district has not widely communicated its tech plan nor emphasized its importance. Funding has also been a problem.

The district employs two Teacher Leaders for Instructional Technology to support staff in the incorporation of technology in instruction and their reports of activity throughout the buildings provide evidence of the level of technology integration.

With 5000 students, 500 certified staff, and 10 buildings to support, they are spread thin. Despite the efforts of the Teacher Leaders to raise the bar, most teachers use technology in their teaching only occasionally. The most common uses are word processing, Internet research, and slide show presentations. Based on Teacher Leader reports, the percent of teachers addressing each of the NETS-S is estimated to be: Basic operations & concepts – 75%; Social, ethical, and human I=issues – 50%; Technology productivity tools – 95%; Technology communication – 25% ; Technology research – 75% ; and Technology problem-solving – 10%.

Key Factors

Housing prices continue to rise, but rents are relatively reasonable. Good schools draw a wide range of people to the village and we need to be prepared to support their varying needs.

The technology budget, which primarily covers equipment and support staff, has been cut by 30% over the past three years. Servers are aging and bandwidth has become an issue. Support staff is spread thin and may not be deployed in the most effective manner. Broad staff development related to technology has not had adequate financial support.

The tech plan is not perceived as a vital document guiding technology use in the district. Few people are aware of its goals and strategies. For curriculum integration to move ahead in the district, we need to work harder at helping all stakeholders understand the importance of effective technology use, setting standards for teachers and students to meet, and providing adequate training and support to teachers in their efforts to integrate technology in their teaching.

Conclusions

We need to develop a comprehensive plan for helping students, teachers, and administrators meet published technology standards that includes clear articulation of the standards and on-going, high quality staff development.

Budget constraints may require creative solutions to staffing and training challenges related to this effort.

Local Assessment Data

Description

Pearson Benchmark results 2006-07
IntelliTools Classroom Suite usage report 2006-07
Custom Typing usage reports 2005-2007
NetDay SpeakUp student survey (Fall 2006)
Teacher Leader annual activity reports ('04-'07)

Data Summary

Pearson Benchmark is providing teachers with a consistent measure of math progress throughout the year in grades 2-8. Tests at the beginning of the 06-07 school year showed mastery of state standards ranging from lows of about 40% (most grades) to 60% (second grade). The results throughout the year showed good progress toward grade level standards on average, but our NCLB groups still lagged. This was the first year of implementation and teachers are just becoming accustomed to having this diagnostic information available. We expect to see wider use next year and plan to administer common assessments in reading also.

CustomTyping is proving effective with many students but its use is inconsistent across teachers and schools. The district recommendation is that formal keyboarding instruction begin in third grade, with third graders completing at least three lessons per week (approximately 15 minutes), continuing through fourth and fifth grade with more lessons per week. Not all teachers have been following the recommendation and even those that do sometimes do not monitor students carefully, allowing them to work without direction or reinforcement of correct techniques. The decision has been made to include keyboarding on the elementary report card beginning in the 07-08 school year, so we anticipate improvement in this area but currently have no data about student keyboarding speed and accuracy.

Use of IntelliTools Classroom Suite is increasing, but relatively few teachers feel comfortable and confident creating their own activities. The record-keeping features of the software are not being used for the most part. Classroom Suite provides a means for incorporating technology in the curriculum but its use is not primarily related to tech literacy. The activities used by teachers are supplemental to the classroom curriculum and reinforce subject area skills and concepts. Most of the activities we have developed focus on science and social studies, although most also incorporate a writing component.

Tech use in general is inconsistent across teachers and schools.

At our schools, student use of technology is concentrated at the lower levels. The vast majority of teacher-directed uses address only the first three of the NETS standards: Basic Skills and Operations, Social/Ethical/Human Issues, and Productivity Tools. Student tech literacy is not currently assessed in any but the most informal ways.

Key Factors

Our teachers in general do not have a very good understanding of how technology can help boost student achievement. Nor do they understand the value the assessment data that is being provided by the data by the district.

Effective uses of technology and student tech literacy have not been emphasized.

Teachers have not received adequate training in effective technology integration or data analysis.

Conclusions

Teachers need training to better understand how data analysis can help identify students in need of more help and also to identify the areas of greatest need.

Teachers need to be made aware of how effective uses of technology in teaching can help boost student achievement.

Educator qualifications and professional growth and development data

Description

University 97 course catalog and registration/completion statistics (2004-2007)
Staff surveys (annual)
NetDay SpeakUp teacher survey (Fall 2006)
Agendas of Mentor meetings (2006-07)
Syllabus of new teacher Best Practices U97 course (2006-07)
Agenda of Curriculum Implementation leader meetings (2006-07)
Agendas for New Teacher Orientation (2004-07)
Teacher evaluation instrument (

Data Summary

A concentrated effort is made each year to provide new staff with the necessary training and guidance to use technology effectively. We begin with a special session on technology during New Teacher Orientation and follow up with training throughout the year at the Best Practices class attended by all new teachers. Mentor teachers and our schools' Curriculum Implementation Leaders help to support staff in developing effective practices.

There is wide variability in technology skill and use across all teachers, new and experienced. While comfort with technology tends to be higher among younger teachers, existing staff often lags behind in skill and use. Most teachers are able to use technology for day-to-day personal productivity. They have learned to rely on email to communicate with colleagues, supervisors, and parents, and most are comfortable creating simple documents. All middle school teachers maintain an electronic gradebook. In general, many teachers use technology to prepare for teaching, but relatively few use it in classroom delivery or student activities. When students use computers at their teachers' direction, it is usually for drill and practice, Internet research, or word processing. A very high percentage of instructional technology use in the district occurs at the literacy and adaptive end of the spectrum.

Recent experiments with more flexible training options, such as online courses and training on demand, have proved popular, but most training occurs on a voluntary basis. Only a relatively small number of teachers take advantage of these ongoing opportunities.

Effective technology use is not explicitly a part of the teacher evaluation process.

Key Factors

The district has not clearly articulated the importance of developing tech literate students. As a consequence, teachers have not seen student development as tech literate citizens to be part of their personal teaching responsibility.

Effective technology use is not part of the teacher evaluation process and administrators have not received training on how to recognize effective use.

By offering training on a largely voluntary basis, we are failing to train many of our staff to be more effective users of technology.

Teachers are discouraged from making the effort to use technology in instruction by network and equipment unreliability and/or bandwidth issues.

Training needs to be ongoing, iterative, and supportive, not a one-time “inoculation.”

Varying levels of teacher skill makes targeting instruction more difficult.

Conclusions

Ongoing, meaningful professional development is necessary for effective curriculum integration.

Effective technology use must be part of the teacher hiring and evaluation processes.

Parent / Community Involvement Data

Description

Community Input Team Fall 2006 Survey Results
Parent communication surveys (2006-07)
Web site statistics and content analysis (ongoing)
Web producer meeting agendas (2004-07)
Notes from meetings with the library and other local agencies (2005-07)
Parent listserv statistics (Spring 2006)
NetDay SpeakUp survey (Fall 2006)

Data Summary

All teachers have email accounts and the volume of use increases annually.
Most parents have email and Internet access and prefer to obtain information about the school and their children electronically.
Some parents may be unaware of the breadth of information available to them online, while others are unable to take advantage of it because they lack access.
The district is making ever-increasing amounts of information available electronically. There has been an attempt to standardize key content available on the individual school web sites.
More and more teachers are providing important information like classroom handouts and course syllabi electronically via web pages and blogs, but the practice is not universal either in terms of use or content.
There is a high level of interest among parents in being able to access student information online, especially at the middle schools. We currently make student progress information available to parents online at the middle schools but at none of the schools is attendance or discipline information available online. We have not yet turned on the feature that will allow parents to access student information from our assessment database.
We are in the early stages of developing some valuable and effective community partnerships. There has been greater collaboration with the high school on a variety of issues and we are in the process of creating a shared online card catalog and resources system with our public library. There may be other partnerships we should be pursuing.

Key Factors

System reliability has been a problem. Teachers are reluctant to rely on distributing information through teacher web sites and blogs when their efforts to do so are slowed by network traffic, server failures, or other infrastructure problems.

There are no minimum standards or guidelines for a teacher's web presence nor do we have any requirements that teachers make information available in that format. Parents may be able to get useful information from one teacher but none from another.

We are not taking advantage of the parent communication features available through our current assessment programs.

We do not have policies and procedures for providing electronic access to information to families who do not currently have email and Internet access.

There are no specific procedures in place directing how we communicate information to parents.

We do not have a parent guide to familiarize parents with the information and resources available online.

Conclusions

We should explore ways to partner with local organizations to provide computer and Internet access and training to families who do not currently have these resources at home.

Technology can be used more effectively to enable parents to become better partners in their children's educational experience.

A.3 Technology Deployment Data

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

Description

Technology inventory (attached)

Data Summary

Within budget constraints, an effort has been made to provide the district with the equipment and connectivity necessary to effectively incorporate the use of technology in education. Every teacher has a multimedia computer in his/her work area and access to at least one computer lab. Many classrooms have additional computers for student use. All computers meet minimum speed and memory requirements, are networked, and have filtered Internet access. We currently follow a 20% replacement cycle. Additionally, schools have digital cameras, digital video cameras, and LCD projectors available for use. Internet connectivity is provided by three T1 lines; all buildings are connected to the district network and the Internet via a wireless WAN.

In our early years of technology use, the focus was on the purchase of software for specific curriculum uses (for example, titles like Math Blaster and Reader Rabbit), but more recently our approach has changed to one of providing common tools throughout the district that can be applied across the curriculum. All computers have Microsoft Office, a selection of Internet browsers, Inspiration and Kidspiration, and the Apple iLife suite of products. Computers in the elementary schools also have IntelliTools Classroom Suite. Computers in lab areas have Adobe Photoshop Elements.

To lessen the local support burden and save money on local storage, we have been moving toward Internet-based applications whenever possible. We currently have subscriptions to Custom Typing, Enchanted Learning, WorldBook Online, and unitedstreaming and have introduced a web-based gradebook at the middle schools. Much of our data analysis is handled via a suite of web-based applications as well – Pearson’s Benchmark provides a means for scoring and analyzing common assessments in math and Inform is available for analysis of those scores along with ISAT scores, report card grades, and other assessment data. We do not currently have common assessments in language arts or other core subjects.

Key Factors

We experience continuing difficulty trying to maintain Macintosh and Windows computers together on a single network system.

Many of our building servers are beginning to fail.

With increasing reliance on Internet resources for both teaching and administration, we are beginning to strain our Internet connection.

Aside from connectivity issues, teachers appear to have adequate technology available for their administrative needs, but perhaps insufficient technology for effective use in their teaching. Labs and projectors are relatively scarce resources. Use of projection systems in classrooms is made inconvenient by the need to have a wired connection in many locations throughout the buildings. Wider availability of laptops would help support effective classroom implementation, but has been beyond the budget.

Conclusions

We need to concentrate efforts on improving system capacity, reliability, and speed. Equipment and network problems must be resolved in order for technology to be used effectively.

Equipment, such as projection stations, should be provided to help teachers use technology more effectively and seamlessly in their daily teaching.

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

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.

We need to focus efforts on closing the achievement gap for our NCLB groups.

Periodic common assessments tied to state standards in all subject areas will provide useful information for diagnosing students' learning needs, helping us to provide appropriate challenge and support.

We need to develop a comprehensive plan for helping students, teachers, and administrators meet published technology standards that includes clear articulation of the standards and on-going, high quality staff development.

Budget constraints may require creative solutions to staffing and training challenges related to this effort.

Teachers need training to better understand how data analysis can help identify students in need of more help and also to identify the areas of greatest need.

Teachers need to be made aware of how effective uses of technology in teaching can help boost student achievement.

Ongoing, meaningful professional development is necessary for effective curriculum integration.

Effective technology use must be part of the teacher hiring and evaluation processes.

We should explore ways to partner with local organizations to provide computer and Internet access and training to families who do not currently have these resources at home.

Technology can be used more effectively to enable parents to become better partners in their children's educational experience.

We need to concentrate efforts on improving system capacity, reliability, and speed. Equipment and network problems must be resolved in order for technology to be used effectively.

Equipment, such as projection stations, should be provided to help teachers use technology more effectively and seamlessly in their daily teaching.

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).

Student achievement in District 97 continues to improve, but we need to concentrate significant effort on closing the gap for our low income, special education, and African-American students. For all students, regardless of group, reading and writing scores lag behind math, but all scores can be improved.

Technology can help in that effort by providing data about areas of weakness for struggling students. Effective use of technology in the delivery of instruction can also help boost student achievement. Technology can keep parents better informed about their children's progress and provide information to help parents support student learning at home.

In order for technology to be used to good effect, however, we must have the bandwidth to support our applications and a network on which we can rely. The use of technology for student achievement needs to become a priority for our teachers. Teachers need training in how to access and analyze student data to appropriately differentiate and target instruction. In addition, on-going, high-quality staff development is necessary to develop teachers as effective users of technology. Parents need to be made aware of the online resources available to them and parents without online access must be provided with a way to access this important information.

SECTION II: ACTION PLAN

A. OBJECTIVE: Student achievement, as measured by the overall percentage of students who meet or exceed standards on the ISAT, will improve for the district as a whole 2% per year from its current level of 85% (2006). The achievement gap for key subgroups will be reduced by at least 10% each year from the current levels noted (also measured by ISAT results):

<u>Subgroup</u>	<u>Current</u>	<u>Overall</u>	<u>Gap</u>	<u>1st year improvement</u>
African-Americans	70%	85%	15%	1.5%
Low income	64%	85%	22%	2.1%
Students with IEPs	57%	85%	28%	2.8%

PART B: Curriculum and Instruction

Strategy B.1	Technology resources are used effectively to support student learning.	DATE		Budget and Funding Sources						
	Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Develop and distribute a library of Classroom Suite activities tied to the elementary curriculum and offering appropriate differentiation	2007	2008	40,000	100					
		2008	2009	35,000						
		2009	2010	15,000						
	Use electronic graphic organizers throughout the schools and across the curriculum to help students organize and visualize content and ideas.	2007	2008	7,500	100					
		2008	2009	5,000						
		2009	2010	2,500						
	Appropriately incorporate digital video in the delivery of instruction to improve student learning.	2007	2008	30,000	100					
		2008	2009	15,000						
		2009	2010	15,000						
Strategy B.2	Assistive technology and specialized software with efficacy demonstrated through research (such as Read 180, BrainWare Safari, and Waterford Early Reading) are used to address the individual needs of struggling students.									
	Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Document procedures for obtaining information about assistive technology options and other technological tools for intervention. Review.	2007	2008	1,000	100					
		2008	2009	750						
		2009	2010	750						
	Develop procedures for identifying students who would benefit from these interventions. Review.	2007	2008	2,500	100					
Strategy B.3	Periodic district-wide common assessments provide teachers with electronic data to inform and target instruction.									
	Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Collect common assessment data in math using Pearson Benchmark and in reading using Pearson PAseries; annually review test coverage	2007	2008	9,000	100					
		2008	2009	9,000						
		2009	2010	9,000						
	Incorporate all appropriate testing and demographic data in Pearson Inform for analysis	2007	2008	18,000	100					
		2008	2009	18,000						
		2009	2010	18,000						

PART B: Curriculum and Instruction (continued)

Strategy B.4	Incorporate instruction in word processing in the teaching of the writing process.	DATE		Budget and Funding Sources						
		Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Students in grades 3-5 receive regular keyboarding instruction according to district guidelines.	2007 2008 2009	2008 2009 2010	2,000 1,250 800	100					
	Develop word processing lessons appropriate for each grade level.	2007	2008	1,500	100					
	Incorporate word processing lessons in classroom teaching	2007	2010	0						

PART C: Professional Development

Strategy C.1	Grade level and department meetings are used as a venue for acquainting teachers with new activities and templates that support the curriculum.	DATE		Budget and Funding Sources						
		Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Announcements highlighting new curriculum based technology activities are distributed to grade level and department chair prior to each monthly meeting.	2007 2008 2009	2008 2009 2010	250 250 250	100					
	Training on a technology-related topic is provided at every grade level and department meeting at least once each trimester.	2007 2008 2009	2008 2009 2010	2,100 2,100 2,100	100					
	An electronic catalog is maintained of materials arranged by grade and curriculum area/unit.	2007 2008 2009	2008 2009 2010	500 225 100	100					
Strategy C.2	A building-level paid position provides local support for curriculum-related technology initiatives.	DATE		Budget and Funding Sources						
	Options for this position are explored and a plan is articulated.	2007	2008	500	100					
	Positions are filled.	2008 2009	2009 2010	21,000 21,000	100					
	Building leaders receive training in summer and throughout the school year.	2008 2009	2009 2010	10,000 5,000	100					

PART C: Professional Development (continued)

Strategy C.3	Technology mentoring is provided for all teachers new to the district.	DATE		Budget and Funding Sources						
		Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Collect information about new teacher technology skills and training needs from most recent “classes” of new teachers.	2007	2008	100	100					
	Revamp new teacher technology orientation program in response to needs.	2008	2009	1,000	100					
	Incorporate appropriate on-going training in mentoring process.	2008	2010	1,250	100					
Strategy C.4	Tech-related professional development supports district technology initiatives and is offered in a variety of formats.									
	Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Conduct a staff technology needs assessment	2007	2007	375	100					
	Develop a performance-based teacher technology assessment tool.	2007	2008	1,250	100					
	Outline a district technology curriculum to be offered through University 97, focused on implementation and offered in a variety of formats.	2008	2009	1,000	100					
	Incorporate a technology proficiency requirement in the next teacher contract.	2007	2008	500	100					
	Provide internal staff training in effective use of technology to support student achievement.	2007 2008 2009	2008 2009 2010	40,000 40,000 40,000	100					
	Post tip sheets on the district web site covering a variety of technology topics, including assistive technology	2007 2008 2009	2008 2009 2010	1,000 1,000 1,000	100					
	Short video tutorials on a variety of tech-related topics are developed and made available online.	2009	2010	3,000	100					

PART D: Parent Involvement

Strategy D.1	The district, schools, and classroom teachers provide online information to help parents support student learning	DATE		Budget and Funding Sources						
Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1	
	Review plan developed by Strategic Planning team on Communications and determine how technology can help support that plan.	2007	2007	300	100					
Strategy D.2	A parent guide to electronic information sources is developed and distributed.									
Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1	
	A parent committee lists and categorizes information to be made available.	2007	2007	500	100					
	The guide is written and made available at school offices and the public library.	2007	2008	2,000	100					
	Hands-on sessions are conducted to acquaint parents with the information available online.	2008 2009	2009 2010	500 500	100					
Strategy D.3	Partner with local agencies to establish procedures for supporting parents without Internet access.									
Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1	
	Gather accurate information on the digital divide in Oak Park.	2007	2007	250	100					
	Discuss feasibility of village-wide wireless access with village government.	2007	2008	250	100					
	Collaborate with Oak Park Public Library to provide technology training for parents.	2007	2008	250	100					

PART E: Deployment

PART E: Deployment										
Strategy E.1	Maintain a robust and reliable internal network and Internet connection.	DATE		Budget and Funding Sources						
	Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Purchase new servers for each school building.	2007	2007	95,100	100					
	Install and configure new servers in each building.	2007	2007	4,000	100					
	Upgrade wireless WAN.	2007	2007	135,000	100					
	Upgrade internal building switches	2007	2007	35,000	100					
	Replace 20% of instructional computers per year.	2007	2008	140,000	100					
		2008	2009	140,000						
		2009	2010	140,000						
	Install fiber Internet access over three year period.	2008	2010	44,520	53	39,480	47	R		
	Maintain high-speed Internet service	2007	2010	23,850	53	21,150	47	R		
	Maintain monitoring and filtering equipment	2007	2010	5,700	95	300	5	R		
Strategy E.2	Increase availability of projection stations throughout schools.									
	Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Deploy one complete projection system per floor at each elementary school.	2007	2008	92,800	100					
	Increase number of projection systems at middle schools to provide one per wing.	2007	2008	19,200	100					
	Increase deployment of projection systems to one per every 3 classrooms at the elementary schools.	2008	2009	96,000	100					
	Increase deployment of projection systems at middle schools to provide two per wing.	2008	2009	35,200	100					
Strategy E.3	Provide wireless access throughout all buildings.									
	Activities	Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Investigate dead spots for access points.	2007	2008	7,000	100					
	Implement full coverage 54 wireless Mb minimum per building.	2008	2009	16,000	100					

PART E: Deployment (continued)

Strategy E.4	Maintain current licenses and subscriptions for key resources.	DATE		Budget and Funding Sources						
		Start	End	District	%	eRate	%	R/D	EETT	Title 1
	Maintain Classroom Suite support	2007	2008	5,000	100					
		2008	2009	5,000						
		2009	2010	5,000						
	Extend unitedstreaming subscription annually	2007	2008	9,995	100					
		2008	2009	9,995						
		2009	2010	9,995						
	Extend WorldBook online subscription annually	2007	2008	2,750	100					
		2008	2009	2,750						
		2009	2010	2,750						
	Continue Enchanted Learning subscription	2007	2008	1,250	100					
		2008	2009	1,250						
		2009	2010	1,250						
	Continue Custom Typing subscription	2007	2008	0						
		2008	2009							
		2009	2010							
	Extend MyGradebook Pro subscription for middle schols	2007	2008	1,150	100					
		2008	2009	1,150						
		2009	2010	1,150						
	Extend Pearson Benchmark subscription	2007	2008	35,000	100					
		2008	2009	35,000						
		2009	2010	35,000						
	Extend Pearson Inform subscription	2007	2008	14,000	100					
		2008	2009	14,000						
		2009	2010	14,000						
	Set-up and subscription Pearson PASeries	2007	2008	31,500	100					
		2008	2009	31,500						
		2009	2010	31,500						

Part F. Monitoring Process

Monitoring Tool	Indicators of Progress	Evaluation Frequency	Person Responsible
Continued evaluation of plan effectiveness through ISAT scores	Scores will improve for the district as a whole and the gap will be decreased for black students, students with IEPs, and students eligible for free and reduced lunch	Annually	Kevin Anderson, Asst. Superintendent of Teaching and Learning
Maintenance of software licenses, online resource subscriptions, and software inventories	All subscriptions and contracts are renewed annually; inventories are maintained	Annually	Gary Sawtelle, District Technology Administrator
Catalog of Classroom Suite, Inspiration/Kidspiration, and unitedstreaming activities linked to curriculum units	New activities are added regularly and lessons are implemented in classrooms	Each trimester	Harla Hutchinson and Susan Oxnevad, Teacher Leaders for Instructional Technology
Teacher differentiation logs	Logs indicate use of data to diagnose student needs and apply appropriate use of technology to address needs	Each trimester	Sheri Lenzo, Assistive Technology Coordinator Building principals: Sheila Carter, Angela Dolezal, Suzie Hackmille, Jonathan Ellwanger, Cathy Hamilton, John Hodge, Nimisha Kumar, Vicki Sharts, Tom Sindelar, and Carol Young
Benchmark, PASeries, and Inform reports	Evidence of student academic progress throughout the year	Each trimester	Harla Hutchinson, Teacher Leader for Instructional Tech.
Student writing portfolios	Increased writing proficiency evidences in word processed entries	Annual	Susan Oxnevad, Teach Leader for Instructional Technology
Grade level and department meeting minutes and reports	Communication of technology topics, evidence of training	Each trimester	Carol Theesfeld, Coordinator for Elementary Teaching and Learning Kelly Baird, Coordinator for Middle School Teaching and Learning
Building-level instructional support reports	Evidence of technology use in classrooms and adjustment of training to match needs	Monthly	Harla Hutchinson and Susan Oxnevad, Teacher Leaders for Instructional Technology

Part F. Monitoring Process (continued)

Monitoring Tool	Indicators of Progress	Evaluation Frequency	Person Responsible
Incorporation of technology in mentoring process	New teacher training includes technology topics throughout the year; technology observations are incorporated in Best Practices course requirements.	Annually	Selene Stewart, Mentoring Coordinator
University 97 catalog and course registrations	Course offerings demonstrate response to changing technology training needs; registrations in courses increase	Annually	Kelly Baird, Coordinator for Middle School Teaching and Learning Lili Savage, University 97 Teacher Leader
Teacher evaluations	Increasing effective use of technology	Annually	Trish Carlson, Human Relations Director
Communication documents for parents and staff	Document completion and distribution	Annually	Kevin Anderson, Asst. Superintendent for Teaching and Learning
Internet access for all families	Meetings continue and a partnership is formed with local agencies to provide all local families with Internet access and training	Annually	Kevin Anderson, Asst. Superintendent for Teaching and Learning
Network monitoring	99% network uptime and reduction in complaints about network speed	Annually	Gary Sawtelle, District Technology Administrator

SECTION III: PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

Part A - Description of Stakeholder Involvement:

In developing the technology plan, input was sought from all major stakeholder groups. Information was gathered informally in a variety of ways: for example, Teacher Leader observation at schools; technology and curriculum staff attendance at Board meetings, staff meetings, and PTO meetings; internal technology committees; and public comment at Board meetings. In addition to the information collected informally, there was also a more formal process. A planning committee was formed to discuss the current tech plan and directions for the future. Members of the committee were carefully selected to represent the various constituencies: school board, technology department, curriculum department, teaching staff, special education department, and parent community. This committee met several times to discuss current realities and brainstorm strategies for the future. Ongoing discussions of technology have also taken place between district personnel and personnel at both Oak Park and River Forest High School and the Oak Park Public Library, the latter being a provider of adult literacy programming. The strategies generated by these groups are the guiding force behind the plan. This planning committee also forms the basis for a Technology Steering Committee that meets annually to review plan progress.

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

Board policy 7540.03 addresses internet safety by stating:

Through technology, the District provides access for students and staff to resources from around the world. Expanding technologies take students and staff beyond the confines of the classroom, and provide tremendous opportunities for enhancing, extending, and rethinking the learning process. This new capability, however, requires guidance for students and staff. The Board believes that the value of information and interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that some consider controversial or inappropriate. Because information on networks is transitory and so diverse, the District cannot completely predict or control what users may or may not locate. Technology provides a conduit to information: the users must be wary of the sources and content and be responsible in choosing information to be accessed. No technology is guaranteed to be error free or totally dependable, nor is it safe when used irresponsibly. Users are permitted to access technology only for educational purposes. Exercising this privilege requires that they accept the responsibility for all material viewed, downloaded, and/or produced. Users are expected to evaluate the validity of materials accessed through technology and cite their resources when appropriate. The actions of users accessing networks through the District reflect on the School District; therefore, users are required to conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines.

Users must recognize that there is no assurance of confidentiality with respect to access to transmissions and files by persons outside, or from persons inside the District. Also, the District reserves the right to log technology use, to monitor file server space utilization by users, and to examine users' files and materials as needed; therefore, users cannot expect absolute privacy from District personnel as to their use of technology.

The Superintendent may establish regulations and guidelines, and shall take appropriate action to implement this policy.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended

18 U.S.C. 2256 18 U.S.C. 1460 18 U.S.C. 2246