

## ILLINOIS e-Plans TECHNOLOGY INTEGRATION PLAN TEMPLATE

DISTRICT INFORMATION:

|                          |  |                               |                            |
|--------------------------|--|-------------------------------|----------------------------|
| District Name            | United Community Unit School District #304 |                               |                            |
| District address         | 101 N. Holloway St.                        |                               |                            |
| City/State/Zip           | Alexis, IL 61412                           | RCDT Number                   | 270943040260000            |
| Superintendent Name      | Mr. Jeff Whitsitt                          | Superintendent e-mail address | jwhitsitt@united.k12.il.us |
| District Phone Number    | 309-482-3344                               | District Fax Number           | 309-482-3341               |
| TIP Contact Name         | Mrs. Judy Eyler                            | TIP Contact e-mail address    | jeyler@united.k12.il.us    |
| TIP Contact Phone Number | 309-734-9411                               | TIP Contact Fax Number        | 309-734-6090               |

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:

### How the Vision was Derived

The annexation of the Yorkwood School District into the United District #304 aligned with the time frame of the creation of this new technology plan. With the creation of the new United School District, the technology coordinators of the districts and stakeholders of the new district reviewed the vision statement of both former districts. From these two vision statements and input gained from the parent/community surveys emerged one new vision for technology that captures the United community's ideal preferred future of technology's role in promoting educational excellence through instruction, inspiring new ideas and communication through the access to information, and providing the opportunity for all learners to incorporate technology into their lives. The new vision was approved by the stakeholders, and will be provided to the community through mass mailings and informational meetings.

### United Vision Statement

The United School District believes in the importance of empowering all individuals to be creative, independent thinkers, equipped with the skills, strategies, and tools needed to become lifelong learners and productive citizens in the 21<sup>st</sup> century. In order to gain the knowledge and skills necessary for success in the world and workplace, technology will be seamlessly woven into the curriculum and every aspect of the district. All students, district personnel, parents and community members **will have access to and training in the most current information and state-of-the-art technologies available including 1) Instructional Technology: the equipment and support, both instructional and technical to enable classroom use of technology, providing opportunities to access information, manipulate data, support classroom concepts, and creatively express ideas to others within our own community as well as others around the world using technology; 2) Information Technology: the equipment and support that enables the district to effectively perform day -to-day operations; and 3) Telecommunications: the equipment and support allowing for best practices and communication between administration, faculty, students, parents, and the community.** As the district changes over and encounters situations such as population shifts, funding availability, structural additions within buildings, or technological advances, the district will keep in mind the core ideals of the vision, and will make necessary changes to ensure its fulfillment.

### The vision is based on the following community beliefs:

- All students can learn
- The economic future of our community, state, and country depends on an educated, technologically literate society
- Technology and **telecommunication** reaches beyond the four walls of the classroom, **bringing relevance and understanding to instruction** and is an effective tool in **fulfilling administrative duties**
- Technology is and will continue to be an integral component in the life of every individual
- Commitment and direction are required for a community to grow
- Universal, equitable access to technology is a must for all individuals. This means that as technology becomes more sophisticated over time, or population shifts/structural changes are made within the district efforts must be reviewed, and necessary changes such as increased bandwidth, electrical capacity, etc. must be addressed
- Students and all members of the community must be afforded the knowledge and skills they need to compete in the workforce
- In order to best meet the needs of all community members, input is vital from all factions of the United community, with special emphasis pertaining to the local library, adult literacy projects, and other community events

## SECTION 1: DATA AND ANALYSIS:

### A.1 DISTRICT REPORT CARD--PART A - DATA COLLECTION AND INFORMATION

#### Description Box:

The United School District Report Card and the Yorkwood District Report Cards were used to collect and analyze data. The report cards can be found at the following links:

[http://united.k12.il.us/schooldocs/District\\_Report\\_Card\\_2005-2006.pdf](http://united.k12.il.us/schooldocs/District_Report_Card_2005-2006.pdf)

[ftp://ftpirtcard.isbe.net/ReportCard2005/270942250\\_e.pdf](ftp://ftpirtcard.isbe.net/ReportCard2005/270942250_e.pdf)

A hard copy of the district report cards can also be found in the Appendix.

#### Assessments used include:

- Illinois Standards Achievement Tests (ISAT) – (03/06) (Grades 3-8)
- Prairie State Achievement Examination (PSAE)-- (04/06) (Grade 11)
- District Report Card-Demographical Data (2005)
- District Report Card—Student Achievement Data (2006)

#### Summary Box:

As of July 1, 2007, the United C.U.S.D. #304 will annex Yorkwood C.U.S.D. #225 into the district. In view of this annexation, it was felt that in the best interest of all students, both District Report Cards needed to be accessed and analyzed. The United and Yorkwood districts have many similarities in regards to statistical data. The following code is used to recognize the two districts: United data is in **red**; Yorkwood data is listed in **purple**. Below is a **summary** of the **2005** findings:

#### State Assessment Data:

- Both districts are making Adequate Yearly Progress in accordance with NCLB guidelines
  - Both districts are making AYP in reading and mathematics
    - reading **67.2%** **73.8%**
    - mathematics **63.8%** **68.6%**

#### Basic District Information:

- A similar racial/ethnic make-up: **96.6%** (white) **2.6%** (multi-racial) **99.2%** (white) **.8%** (hispanic)
- A relatively low mobility rate **8.1%** **10.6%**
- A high attendance rate **95.6%** **94.7%**
- A low dropout rate **.4%** **2.4%**
- Low-Income Rate **22.3%** **42.4%**
- The graduation rate for both districts is **100%**. This includes students with disabilities and economically challenged/disadvantaged students

#### Educator Data:

- Teachers with Master's and above **21.9%** **32.3%**
- Both districts have high teacher experience **15.4 yrs.** **17.9 yrs.**
- **100% of the teachers in both districts are highly qualified**

- According to the **2006 ISAT** reports from the United and Yorkwood districts, students attending schools in these districts **met/exceeded** standards in testing of content areas at the following grade levels (Note: **United percentages are indicated in red; Yorkwood in purple; State green**)

- The percentage of students who meet/exceed standards in content areas in the following grades are listed below:

| Grade        | Reading |      |    | Mathematics |      |    | Science |      |    |
|--------------|---------|------|----|-------------|------|----|---------|------|----|
| ■ 3          | 41      | 92   | 71 | 76          | 100  | 86 |         |      |    |
| ■ 4          | 61      | 83   | 73 | 88          | 83   | 85 | 82      | 91   | 80 |
| ■ 5          | 67      | 79   | 68 | 78          | 89   | 79 |         |      |    |
| ■ 6          | 81      | 92   | 73 | 79          | 100  | 79 |         |      |    |
| ■ 7          | 67      | 77   | 72 | 69          | 86   | 76 | 85      | 91   | 81 |
| ■ 8          | 85      | 81   | 79 | 87          | 92   | 78 |         |      |    |
| ■ 11 (PSAE)* | 63.1    | 69.6 |    | 64.6        | 65.2 |    | 61.5    | 58.5 |    |

\* Note: PSAE scores are based on 2005 data, as current data is not yet available.

- The percentage of students who fall **below standards** in content areas in the following grade levels are listed below:

| Grade | Reading |    |    | Mathematics |    |    | Science |   |    |
|-------|---------|----|----|-------------|----|----|---------|---|----|
| ■ 3   | 51      | 4  | 24 | 22          | 0  | 11 |         |   |    |
| ■ 4   | 39      | 13 | 25 | 12          | 17 | 14 | 18      | 9 | 17 |
| ■ 5   | 31      | 21 | 30 | 22          | 11 | 21 |         |   |    |
| ■ 6   | 19      | 8  | 27 | 21          | 0  | 20 |         |   |    |
| ■ 7   | 31      | 23 | 27 | 28          | 14 | 21 | 13      | 9 | 13 |
| ■ 8   | 15      | 19 | 21 | 13          | 4  | 20 |         |   |    |

- The percentage of students who fall into the **academic warning** category in content areas in the following grade levels are listed below:

| Grade        | Reading |      |   | Mathematics |      |   | Science |      |   |
|--------------|---------|------|---|-------------|------|---|---------|------|---|
| ■ 3          | 7       | 4    | 6 | 2           | 0    | 4 |         |      |   |
| ■ 4          | 0       | 4    | 2 | 0           | 0    | 2 | 0       | 0    | 3 |
| ■ 5          | 2       | 0    | 1 | 0           | 0    | 1 |         |      |   |
| ■ 6          | 0       | 0    | 0 | 0           | 0    | 1 |         |      |   |
| ■ 7          | 3       | 0    | 1 | 3           | 0    | 3 | 3       | 0    | 6 |
| ■ 8          | 0       | 0    | 0 | 0           | 4    | 2 |         |      |   |
| ■ 11 (PSAE)* | 36.9    | 30.4 |   | 35.4        | 34.8 |   | 38.5    | 41.5 |   |

\* Note: PSAE percentages are of students who did not meet/exceed categories in content areas, based on 2005 data, as current data is not yet available.

An **analysis** of this data reveals that both districts can be analyzed as high performing districts , but some differences will occur in the make up of the student and faculty bodies as the annexation becomes a reality. While the Yorkwood district contains a higher low-income student percentage, it is evident by the rest of the data that the teachers are providing students with the skills they need to be successful. Analysis of the data also reveals that while the numbers shown are high enough to meet the AYP guidelines, the numbers need to continue to increase in order to remain in that qualification, especially in the area of mathematics. In order to increase the academic knowledge needed to meet AYP, students will need to be able to access academic computer programs that are owned by the district, as well as those that are available on the Internet. Students will need to be comfortable using the technology in their building. There will be many transitions involved in the lives of the United students throughout the next year and beyond. The **Gap/Needs** in relation to technology is as follows:

- Make every effort to ensure that all students and school personnel within the district become familiar with the technology that is available within their current building, so that they may successfully access computer and Internet programs that will enhance their learning.

### **Key Factors:**

- **The percentage of low-income students in the district will increase with the annexation**
- **Changes within faculty/student make-up within district**
- **Number of teachers with Master's Degree is below the state average (21.9% and 32.3% compared to 50%)**

### **Conclusions :**

**Efforts must be made to allow for a successful transition for faculty and students in the area of technology usage to ensure continued educational success for all students in the district**

## A.2 OTHER DATA

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

Student in the United School District, have undergone a number of changes and adjustments within the past 3 years. The former Alexis and Warren Districts consolidated in 2004, and there were a number of attributes and challenges experienced by the district that affected student learning. Many of those same attributes and challenges will be experienced as the district annexes in the Yorkwood District during the next school year. These are listed below:

#### Attributes

- Larger student body
- Larger variety of course offerings
- More financial stability
- Larger community support system
- Additional extra-curricular activities

#### Challenges

- Difference in Educational Philosophies
- Changes in textbooks, course materials
- Changes in faculty
- Differences in technology
- Bringing formally rival schools together to think and act as one
- Differences in grading systems and expectations

#### **Description Box:**

The district technology coordinator and building technology coordinator participated in the Area 3 Learning Technology Center Technology Planning Workshops. Data was collected and organized during that process, with the technology team reviewing possible data collection tools that would best meet district needs. An action plan was then developed, which was as follows:

**1. Collect data from a wide variety of sources, which would include qualitative and quantitative data to include, but not be limited to: students, faculty, administration, staff, librarian, community, parents, businesses. Sources include:**

- |   |  |  |
|---|--|--|
| □ -Parent surveys (10/2006)               | □ -PSAE tests (04/06) (grade 11)             | □ -technology coordinator's observations (2006-2007) |
| □ -Student surveys (2/2006) (grades 6-12) | □ -MAT 8 tests (10/2006) (grades 1-8)        | □ -librarian input (2006-2007)                       |
| □ -Teachers surveys (12/2006)             | □ -documentation of bills (2005-2007)        | □ -adult literacy provider input (2006-2007)         |
| □ -Equipment analysis (2/2006)            | □ -computer lab sign-up sheets (2006-2007)   | □ -school improvement plans (2006-2007)              |
| □ -ISAT tests (03/06) (grades 3-8)        | □ -artifacts (2006-2007)                     | □ -previous technology plans (2004-2007)             |
| □ -District Budget (2006-2007)            | □ -district technology inventory (2006-2007) | □ -School Report Cards (2005)                        |

**2. Synthesize data from the various tools; develop critical findings with support information for each of the components:**

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

**1. Determine current reality of the district and identify needs that will be addressed over the next three years of our plan.**

**Budget:** currently technology is purchased on an 'as need' basis if funds are available

**Curriculum Integration:** technology is being integrated into the curriculum at a variety of levels and amounts

**Community Demographics:** rural, middle-class community consisting of 3 small town and 2 villages

## Summary Box:

### **Budget Analysis: Current Level of Technology Funding for Initiatives**

#### **Summary of current level of technology funding for initiatives**

- The annexation of the Yorkwood district will result in additional funding from the state, a portion of which will be used to fund technology initiatives outlined in this plan
- in the past, funding for technology initiatives have been provided mostly by the district budget
- The overall decrease in technology costs has helped the district to make needed technology purchases

#### **Needs/Gaps pertaining to the availability of technology funding**

- the district needs to recognize the importance of upgrading technology on a rotational basis, and create line items in the budget which will allow for such practices to be developed

### **Curriculum Integration Data**

#### **Area 1—Student Literacy**

#### **Summary of student literacy in regards to technology:**

- A wide variety of learning practices are being implemented, **demonstrating what teachers are doing to integrate technology:**
  - alternative research papers
  - the creation of on-line artifacts
  - collaborative projects
  - visual presentations that include sound and graphics
  - alternative assessment
  - collaborations with off site individuals
- Most of the time when technology is used by students, it is on an individualized basis (85%)
- Student proficiency is high in certain areas of technology use
  - on-line research (91%)
  - word processing (89%)
- While students construct projects using technology, not many of them incorporate problem solving strategies/synthesis of ideas
- The top three learning practices used in the classroom by students are
  - on-line research/investigations (73%)
  - explore topics of choice (42%)
  - reference tools (42%)
- The least used learning practices used with technology are
  - simulations, modeling, query databases to assess cause and effects in complex situations
  - identify problems and strategize possible solutions
- Jr/Sr high students rate themselves as confident (66%) and capable of teaching others (18%) technology users
- While plans for a technology budget have been suggested in the past, most of the time technology purchases have been based upon the availability of district funds or through grants received, including state, federal, and private sources
- **NETS for students has been addressed by the Yorkwood faculty, but has not been focused upon in the United district**

- **While teachers indicate they use technology for a variety of purposes, most do not have the knowledge or confidence to move beyond the literacy levels of use**
- 50% of teachers have classroom web pages on the district web site for students to access; however a majority of these are not updated on a regular basis, and many just display student work. Faculty web pages can be viewed at <http://united.k12.il.us>. Yorkwood students maintain the school and district web pages which can be viewed at <http://www.yorkwood225.net>

**Needs/Gaps pertaining to technology literacy of students:**

- NETS for students needs to move beyond teacher recognition and into classroom practices
- Faculty needs to become educated in and comfortable using technology beyond just the basic literacy practices. **Many times teachers themselves become the limiting factor in student use and accessibility**

**Area 2-- Student Technology Access**

**Summary of student technology and access**

- Technology use in buildings is primarily split between computer lab usage (64%) and available equipment in the classrooms (31%)
- The opportunity for students to use technology varies within the district from building to building, as can be seen from the documentation of available technology. An example of this can be seen in the north campus elementary building with only one computer lab, and one computer workstation /classroom. This building has limited opportunity for technology usage—1-2 times/week, compared to the west campus elementary, which has 2 computer labs and a minimum of 3 computers/classroom. In contrast, the junior/senior high school has 3 computer labs, allowing for teachers to provide students with the opportunity to use technology on an on-need basis
- Recent shifts of student population within the district have caused many changes in student access to technology. Currently the computer-to-student ratio in one of the elementary buildings is 1:9; over twice the ratio as those in the junior/senior high school and the incoming Yorkwood schools. This technology deployment has hindered student access and availability to technology.
- Technical support (57% real time; 38% slight time lag) and response time (86% outstanding/satisfactory) is rated high by teachers
- The opportunity for students to use technology occurs at least weekly in the areas of Internet research, word processing, and the use of electronic references
- Some technology applications that **teachers are not integrating** on a regular basis include e-mail, spreadsheet, and database applications
- the issue of budget has not impacted the district as much as the uncertainty of the district's make up. While in the past, technology purchases have been made on an as-need basis, the decision to make any large technology purchases were put on hold until the annexation was voted on by the United and Yorkwood communities

**Needs/Gaps pertaining to student technology use and access**

- technology deployment must be evaluated and restructured so that there is equitable access of technology for all students within the district

**Area 3 -- Technology Integration in Curriculum/Instruction to Improve Student Achievement**

**Summary of technology integration in curriculum/instruction to improve student achievement:**

- **Teacher technology skills that have integrated into classroom practice include--**
  - recognition of the importance of on-line research
  - access to word processing to complete reports, research papers, etc
  - use of presentation programs to demonstrate an understanding of materials taught in the classroom



- Classroom instruction remains largely teacher-directed, with student work consisting mostly of seat work and individualized tasks
- technology use has not impacted classroom practices to a large degree
- technology tools students use most often in their learning are:
  - computers
  - digital cameras
  - GPS units
  - overheads
  - digital projectors
  - Smart Boards
- Yorkwood's School Improvement Plan indicated that with the implementation of "Building Perspective" software, 44% of 8<sup>th</sup> grade math students scored above average in geometry and spatial sense, while 43% of 7<sup>th</sup> grade students scored above average in data and probability.
- United's School Improvement Plan has teachers incorporating technology into various classroom activities to improve academic performance as well
- School Improvement Plan goals include working towards acceptance by all faculty, students, and parents the ideology that technology is an invaluable tool to introduce, enhance, and assess knowledge

#### Needs/Gaps pertaining to integration of technology in curriculum and instruction

- **while teachers recognize the importance of using technology in the curriculum, technology is not being utilized in such a way that it is impacted classroom practices and student achievement**

#### Area 4--Current Access to Rigorous or Specialized Courses/Curricula

##### Summary about the current access to rigorous or specialized courses or curricula

- **Only 32% of student technology use goes beyond literacy** into constructing/producing knowledge beyond teachers and textbooks
- Technology is available in the high school to allow for synthesis and the creation of projects in current technology trends
- The district has one Polycom camera for the future integration of **distance learning** classes into the curriculum
- Channel One is currently accessed by the Yorkwood students; it will be utilized in the United junior high and most likely the high school in subsequent years

##### Gaps/Needs pertaining to current access to rigorous or specialized courses or curricula

- currently college class times do not coordinate with high school class periods (block schedule vs. traditional schedule) to easily accommodate distance learning opportunities
- there is a need to move students beyond the literacy level in technology use into the construction and production of innovative projects enhanced through the use of technology

#### Current Community Demographics—Trend Data

##### Summary of current community demographics

- The district has undergone significant changes in the past three years, doubling as two former districts consolidated to form the United District #304. The start of the 2007 fiscal year will once again include a population influx, as the district annexes Yorkwood District #225's 380 students, an increase of 38%
- The annexation of Yorkwood will create an increase in the low-income rate; currently the district's low-income rate is 22.3%; the addition of Yorkwood students brings with it a low-income rate of 42.4%, for a district total increase of 29.8%

##### Needs/Gaps pertaining to community demographics

- there is a need to address all facets of the student population in such a way that all learners will receive the instruction and technology tools necessary to ensure student achievement and success

### Key Factors:

- Curriculum integration and student achievement and accessibility using technology is dependent upon teacher's comfort level with more sophisticated technologies
- Student achievement and accessibility using technology is dependent upon maintaining current technologies within all buildings in a viable ratio to student population
- Changes in district population and educational methods have caused inconsistency in textbook use and subject matter taught

### Conclusions :

Technology and methods must be integrated into the curriculum to provide students with needed tools/access/learning situations (use) to apply in all learning environments.

## LOCAL ASSESSMENT DATA

### Description Box:

#### Assessments used include:

- Prairie State Achievement Examination (PSAE)-- (04/06) (Grade 11) (All curricular areas)
- Metropolitan Achievement Test (MAT 8) scores – (10/06) (Grades 8) (All curricular areas)

Results are examined and areas of weakness are addressed in School Improvement Plans in subsequent years

### Summary Box:

In October of 2006, the Metropolitan Achievement Test, 8<sup>th</sup> Edition (MAT8) was given to students in both the United and Yorkwood schools in grades 1-8. The percentile ranking in the content areas for each grade level are listed below.

| <u>Content</u>   | Grade 1           |    |             |    |                   |    |
|------------------|-------------------|----|-------------|----|-------------------|----|
|                  | <u>Below Avg.</u> |    | <u>Avg.</u> |    | <u>Above Avg.</u> |    |
| Sounds and Print | 4                 | 5  | 60          | 42 | 35                | 53 |
| Mathematics      | 4                 | 11 | 58          | 74 | 38                | 16 |
| Language         | 6                 | 11 | 63          | 74 | 31                | 16 |

| Grade 2             |                   |    |             |    |                   |    |
|---------------------|-------------------|----|-------------|----|-------------------|----|
| <u>Content</u>      | <u>Below Avg.</u> |    | <u>Avg.</u> |    | <u>Above Avg.</u> |    |
| Sounds and Print    | 11                | 10 | 56          | 67 | 33                | 24 |
| Reading Vocab.      | 9                 | 5  | 69          | 52 | 22                | 43 |
| Reading Comp.       | 19                | 10 | 67          | 67 | 14                | 24 |
| Concepts/Prb. Solv. | 19                | 25 | 57          | 60 | 24                | 15 |
| Computation         | 17                | 10 | 62          | 55 | 21                | 35 |
| Language            | 22                | 14 | 59          | 76 | 19                | 10 |
| Spelling            | 7                 | 10 | 64          | 60 | 29                | 30 |
| Science             | 9                 | 19 | 58          | 67 | 33                | 14 |
| Social Studies      | 10                | 5  | 64          | 70 | 26                | 25 |

| Grade 3             |                   |    |             |    |                   |    |
|---------------------|-------------------|----|-------------|----|-------------------|----|
| <u>Content</u>      | <u>Below Avg.</u> |    | <u>Avg.</u> |    | <u>Above Avg.</u> |    |
| Sounds and Print    | 26                | 14 | 53          | 47 | 21                | 39 |
| Reading Vocab.      | 11                | 6  | 73          | 36 | 16                | 58 |
| Reading Comp.       | 13                | 6  | 68          | 64 | 18                | 31 |
| Concepts/Prb. Solv. | 29                | 14 | 53          | 67 | 18                | 19 |
| Computation         | 29                | 25 | 53          | 67 | 18                | 8  |
| Language            | 16                | 8  | 68          | 42 | 16                | 50 |
| Spelling            | 13                | 11 | 71          | 56 | 16                | 33 |
| Science             | 5                 | 8  | 66          | 53 | 29                | 39 |
| Social Studies      | 16                | 8  | 53          | 47 | 32                | 44 |

| Grade 4             |                   |    |             |    |                   |    |
|---------------------|-------------------|----|-------------|----|-------------------|----|
| <u>Content</u>      | <u>Below Avg.</u> |    | <u>Avg.</u> |    | <u>Above Avg.</u> |    |
| Sounds and Print    | 15                | 13 | 54          | 50 | 31                | 38 |
| Reading Vocab.      | 18                | 4  | 56          | 58 | 26                | 38 |
| Reading Comp.       | 15                | 4  | 62          | 67 | 23                | 29 |
| Concepts/Prb. Solv. | 23                | 4  | 59          | 54 | 18                | 42 |
| Computation         | 18                | 13 | 72          | 61 | 10                | 26 |
| Language            | 13                | 4  | 64          | 54 | 23                | 42 |
| Spelling            | 23                | 13 | 62          | 58 | 15                | 29 |
| Science             | 15                | 0  | 59          | 71 | 26                | 29 |
| Social Studies      | 8                 | 4  | 67          | 58 | 26                | 38 |
| Research Skills     | 13                | 4  | 51          | 50 | 36                | 46 |
| Thinking Skills     | 15                | 4  | 59          | 61 | 26                | 35 |

| Grade 5             |                   |    |             |    |                   |    |
|---------------------|-------------------|----|-------------|----|-------------------|----|
| <u>Content</u>      | <u>Below Avg.</u> |    | <u>Avg.</u> |    | <u>Above Avg.</u> |    |
| Reading Vocab.      | 13                | 14 | 61          | 55 | 26                | 32 |
| Reading Comp.       | 3                 | 23 | 78          | 45 | 19                | 32 |
| Concepts/Prb. Solv. | 13                | 18 | 66          | 45 | 22                | 36 |
| Computation         | 22                | 36 | 63          | 50 | 16                | 14 |
| Language            | 16                | 14 | 56          | 55 | 28                | 32 |
| Spelling            | 9                 | 14 | 69          | 55 | 22                | 32 |
| Science             | 19                | 9  | 38          | 45 | 44                | 45 |
| Social Studies      | 3                 | 14 | 59          | 50 | 38                | 36 |
| Research Skills     | 19                | 9  | 47          | 55 | 34                | 36 |
| Thinking Skills     | 13                | 18 | 56          | 55 | 31                | 27 |

| Grade 6             |                   |    |             |    |                   |    |
|---------------------|-------------------|----|-------------|----|-------------------|----|
| <u>Content</u>      | <u>Below Avg.</u> |    | <u>Avg.</u> |    | <u>Above Avg.</u> |    |
| Reading Vocab.      | 8                 | 25 | 63          | 45 | 29                | 39 |
| Reading Comp.       | 10                | 20 | 58          | 50 | 33                | 30 |
| Concepts/Prb. Solv. | 13                | 10 | 65          | 65 | 21                | 35 |
| Computation         | 17                | 45 | 60          | 50 | 23                | 5  |
| Language            | 10                | 5  | 67          | 70 | 23                | 25 |
| Spelling            | 12                | 25 | 56          | 65 | 33                | 10 |
| Science             | 10                | 15 | 65          | 45 | 25                | 40 |
| Social Studies      | 6                 | 5  | 65          | 70 | 29                | 25 |
| Research Skills     | 12                | 10 | 60          | 75 | 29                | 15 |
| Thinking Skills     | 10                | 5  | 63          | 75 | 27                | 20 |

| Grade 7             |                   |    |             |    |                   |    |
|---------------------|-------------------|----|-------------|----|-------------------|----|
| <u>Content</u>      | <u>Below Avg.</u> |    | <u>Avg.</u> |    | <u>Above Avg.</u> |    |
| Reading Vocab.      | 7                 | 0  | 49          | 64 | 44                | 36 |
| Reading Comp.       | 11                | 8  | 44          | 60 | 44                | 32 |
| Concepts/Prb. Solv. | 20                | 8  | 47          | 48 | 33                | 44 |
| Computation         | 29                | 28 | 58          | 60 | 13                | 12 |
| Language            | 4                 | 0  | 69          | 76 | 27                | 24 |
| Spelling            | 13                | 12 | 51          | 56 | 36                | 32 |
| Science             | 4                 | 0  | 56          | 64 | 40                | 36 |
| Social Studies      | 11                | 12 | 60          | 48 | 29                | 40 |
| Research Skills     | 9                 | 4  | 51          | 64 | 40                | 36 |
| Thinking Skills     | 11                | 4  | 44          | 56 | 44                | 40 |

| <u>Content</u>             | <b>Grade 8</b>    |           |             |           |                   |           |
|----------------------------|-------------------|-----------|-------------|-----------|-------------------|-----------|
|                            | <u>Below Avg.</u> |           | <u>Avg.</u> |           | <u>Above Avg.</u> |           |
| <b>Reading Vocab.</b>      | <b>13</b>         | <b>10</b> | <b>66</b>   | <b>55</b> | <b>21</b>         | <b>35</b> |
| <b>Reading Comp.</b>       | <b>11</b>         | <b>25</b> | <b>53</b>   | <b>50</b> | <b>37</b>         | <b>25</b> |
| <b>Concepts/Prb. Solv.</b> | <b>8</b>          | <b>5</b>  | <b>71</b>   | <b>75</b> | <b>21</b>         | <b>20</b> |
| <b>Computation</b>         | <b>37</b>         | <b>30</b> | <b>53</b>   | <b>60</b> | <b>11</b>         | <b>10</b> |
| <b>Language</b>            | <b>16</b>         | <b>5</b>  | <b>55</b>   | <b>65</b> | <b>29</b>         | <b>30</b> |
| <b>Spelling</b>            | <b>16</b>         | <b>20</b> | <b>53</b>   | <b>65</b> | <b>32</b>         | <b>15</b> |
| <b>Science</b>             | <b>8</b>          | <b>5</b>  | <b>74</b>   | <b>70</b> | <b>18</b>         | <b>25</b> |
| <b>Social Studies</b>      | <b>8</b>          | <b>5</b>  | <b>71</b>   | <b>70</b> | <b>21</b>         | <b>25</b> |
| <b>Research Skills</b>     | <b>11</b>         | <b>0</b>  | <b>71</b>   | <b>70</b> | <b>18</b>         | <b>30</b> |
| <b>Thinking Skills</b>     | <b>8</b>          | <b>5</b>  | <b>66</b>   | <b>75</b> | <b>26</b>         | <b>20</b> |

A study of the data shown above reveals some negative factors in the learning that is taking place within the districts. United students in grades 1-8 falling in the below average (MAT8)/below standards-academic warning (ISAT) is higher than the district would like to see. The main area of concern is that the meets/exceeds percentages were below the state average in 3 of the 8 grade levels in mathematics. While Yorkwood's ISAT scores were high in the met/exceeds categories, scoring higher than the state average, and their below standards/academic warning categories were lower than those of the state, the MAT 8 scores had high numbers in the below average category in a number of subjects at a variety of grade levels.

**Needs/Gaps pertaining to local data:**

- MAT 8 below average percentages in mathematics (concepts and problem solving, and computation) averaged around 20% at almost every grade level
- MAT 8 below average percentages in language were significant, especially in grades 1-5
- MAT 8 below average percentages in reading comprehension were significant in grades 5, 6 and 8
- ISAT below standards/academic warning percentages were significant in reading at United in grades 3, 4, 5, and 7

**Key Factors :**

- **Academic subject matter/ current instructional methods are not meeting the needs of all students in mathematics, language, and reading**

**Conclusions:**

**Significant drops in student achievement in the academic area of mathematics in grades 1-11 need to be addressed**

## EDUCATOR QUALIFICATIONS AND PROFESSIONAL GROWTH AND DEVELOPMENT DATA

### Description Box:

#### Tools Used:

- Teachers Surveys (2/06) (Zoomerang Survey)
- School Improvement Plans (2005-2007)
- Channel One Survey (3/07)
- Platform Survey (3/07)
- District Report Cards (2005)
- Individual Teacher Professional Development Plans (2006-2007)

### Summary Box:

The data on in this section was collected to formulate conclusions in the following areas: Educator qualifications, Professional Growth, and Professional Development. While all of the data included reveals insight into these areas, specific factors were recognized, and are specifically listed in the 3 heading below:

#### Educator Qualifications:

- According to the Report Card of both the United and Yorkwood Districts, 100% of the teachers are considered highly qualified
- Also according to the Report Card, 21.9% of United teachers and 32.3% of Yorkwood teachers have Master's level and above status
- Both districts have high teacher experience (approximately 16 years average)

#### Professional Growth:

- While 50% of the teachers have participated in a variety of professional growth activities most including technology, the majority of the trainings have been in-house trainings
- Professional Growth: 81% of the teachers have supported/ expanded technology knowledge by taking 0-50 hours of training within the last 5 years

#### Professional Development:

- Most teachers are involved with some form of professional development, to include technology skills, Master's classes, classes that increase knowledge in their curricular area, and student behavior/discipline strategies
- Teachers learn technology primarily through in-house workshops (66%), one-to-one learning with colleague/coach (63%), and through workshops (61%)

## Area 1: Teachers' Capacity to Integrate Technology into Curriculum/Instruction

### Summary of teacher capacity to integrate technology into curriculum and instruction

- Workshops/trainings have been offered in the following areas
  - STI classroom web—teacher grade book program
  - Zimbra Web mail-introduction
  - Creating a Presentation for use in the classroom
  - United Streaming
- Yorkwood teachers have an awareness of NETS, while United teachers have not been exposed to NETS
- Teacher Readiness
  - **48% of the teachers in the survey rated themselves more comfortable using technology professionally as opposed to for classroom learning/projects**
  - 72% of the teachers indicated that they use technology professionally on a daily basis; while 18% use it weekly and 3% use technology monthly or seldom/never
  - 31% of teachers indicated they use technology in the classroom daily; 29% weekly; 31% monthly; 5% seldom/never
  - The top 3 professional tasks used with technology include:
    - generate worksheets, reports, letters 95%
    - print out grades and/or progress reports 76%
    - communicate with parents/guardians 72%
  - Length of time teachers have been using technology
    - 73% 5 + years; 14% 3-5 years; 12% 1-2 years
- Top 3 personal tools teachers have mastered
  - word processing 98%
  - e-mail 93%
  - Internet tools 90%

### Needs/Gaps pertaining to teacher's capacity to integrate technology into curriculum/ instruction

- Need to expose United faculty to NETS guidelines and qualifications
- Need for teachers to move away from using technology at the basic level and into more proficient and advanced levels on a personal and instructional basis

## Area 2: Staff's Capacity to Use/Develop Innovative Technologies

### Summary of staff's capacity to use/develop innovative technologies that will increase access to rigorous/specialized courses or curricula

- Over the past 3 years, release time has been used for teachers to meet and coordinate efforts for the new district. This year, teacher in-services have been aligned with Yorkwood's, allowing teachers to get to know each other and align the curriculum. This is documented by the agendas given out to the teachers prior to the in-service trainings
- Workshops in technology are offered on an as-need basis after school for teachers; the computer lab is open for teachers before and after school and on weekends/holidays for use in taking on-line classes through various universities, on-line workshop sites, as documented through workshop evaluations and technology coordinator's calendar

- Technology tools that teachers use in instruction include

|                      |                     |
|----------------------|---------------------|
| -computers           | -GPS units          |
| -digital cameras     | -scanners           |
| -SMART boards        | -printers           |
| -overhead projectors | -digital projectors |

- **Amount of training teachers and administrators have had in**

- **Standards -- 59% have had less than 10 hours, while 22% have had 10-30, and 19% 31-71+ hours**
- **Technical Trainings – 61% 0-30 hours, 20% 31-50 hours, 19% 31-71+ hours**
- **Design/Assess Curriculum using technology – 63% less than 10 hours, 16% 10-30 hours, and 22% 31-71+ hours**

**Needs/Gaps pertaining to district staff's capacity to use/develop innovative technologies**

- there is a need for teachers to not only align textbooks, but to also identify and align technology strategies being used within classroom instruction, and strive to avoid repetition, but rather, to complement each other's strategies
- a need for innovative technologies to be used/developed in relation to the curriculum must be promoted and required by administration

**Key Factors:**

- **Students' movement beyond basic technology usage is dependent upon teacher's knowledge, comfort level and usage with more sophisticated technologies and the teacher's movement from basic technology use into more proficient and advanced technology use. Professional development in technology must be addressed**
- **Technology alignment within the grade levels is needed to ensure students are receiving technology knowledge and skills needed for success. These need to be aligned with NETS-S for students**

**Conclusions :**

**Mandatory training and time must be provided to district personnel to allow for an increase in teachers' capacity of knowledge and skills in relation to technology, which will increase comfort level and motivate teachers to integrate innovative technology into the curriculum.**

## PARENT / COMMUNITY INVOLVEMENT DATA

### Description Box :

#### Tools administered:

- Parent survey (10/06) (NextSteps Tool)
- Teacher survey (12/06) (Zoomerang Survey)
- Artifacts (School Newsletters, district web pages, Memorial Day brochures, community signs, shirts) (2005-2007)
- Community partnership—Prairie Tech Center (2006-2007)

### Summary Box:

#### Parental/Community Involvement

##### Summary of parental involvement

- Parents are active in school initiatives
  - Elementary parents often visit classrooms, as documented in the school newsletter
  - Junior/senior high parents attend various sporting events, as evidenced through gate money
  - Sales are high in school fund raisers; as can be documented through item sales
  - Parent attendance of fall conferences is over **50%**, as documented by teacher's lists of parents who attend
- Parent/Community volunteer programs consist of a Parent Teacher Organization (PTO)
- Technology training offered to the community
  - In the past, community computer classes have been offered at the former Alexis High School building and Yorkwood facilities
  - Classes for parents completing the FASFA are offered each year in January
  - Local businesses offer classes using Yorkwood facility involving many parents/community members
  - Training nights are offered to local service organizations involving many parents/community members
  - Technology Open Houses are offered
- Support of community members to school initiatives is high
  - High percentage of community members who do not have students currently in school attend a number of athletic events; FFA banquet is represented by a large portion of the community
  - A large number of community members donated plants to the United Community gardens that were planted in Cameron and Alexis parks, as documented in the State Farm Good Neighbors grant
  - Paid advertising by community members in the athletic programs and district newspaper is always full
  - High percentage of community members purchase items sold in school fund raisers
  - Adult Literacy Providers and area Library have always been supportive of district

##### Needs/Gaps pertaining to parent/community involvement

- while parental support is high, it occurs in selective areas of education, mainly in the elementary years and athletic events in the junior/senior high. There is a need for parents and the community to recognize the importance of involvement in the area of academics, especially in relation to technology integration



## **Current Communication with Parents**

### **Summary of current communication with parents**

- Communications that currently exist between home and school include:
  - STI homePlus—allowing parents on-line access to student's grades
  - E-mails by teachers and administrator to parents
  - ALERT Now phone notification service
  - district newsletter
  - The Storm Tracker-- district newspaper created and mailed out by journalism class
- Communications are effective based upon parent/teacher comments

### **Needs/Gaps pertaining to how parents are involved of how technology is being used**

- While a number of communication tools are being implemented, most of the communication is one-way; from district to the parent

### **Key Factors :**

- **Parents are interested in what their students are doing in school-related issues/activities**
- **Home/school communications are being accomplished via technology on a basic level**

### **Conclusions :**

**Involve parents in regards to technology and academics beyond the generally acceptable forms of communication usage to include collaborative strategies with teachers and students.**

## **A.3 TECHNOLOGY DEPLOYMENT DATA--(A copy of the District Technology Inventory Spreadsheet is attached)**

### **Description Box :**

#### **Sources Include:**

- **District Technology Inventory spreadsheet (2007)**
- **Infrastructure designs (2007)**
- **Student Handbook (2007)**
- **District AUP for students/district personnel (2007)**
- **CIPA compliant documents (2007)**
- **Previous technology plans (2005-2007)**
- **Documentation of bills (2005-2007)**
- **NextSteps Tool 16: Technology Budget Analysis (2007)**

## Summary Box:

Both districts inventoried their technology per building. These inventories were assessed, and strengths/weaknesses in technology at each building were identified. Significant data is listed below.

### Infrastructure Design

- Infrastructure design has been assessed at each building. Buildings are equipped to handle the present technology, as well as any additions that may be purchased over the next several years. Copies of building infrastructures are on file
- Electrical capacities are capable to handle present and future technology increases
- Buildings are mostly connected with switches; the junior high building needs to purchase a couple of switches to replace some hubs still in the building
- District infrastructure is built on 10/100 based T, capable of handling future upgrades
- Each United building has a Novell server that runs a LAN; a WAN is created between buildings via a VPN
- Yorkwood Jr/Sr. High has a Windows 2003 server

### Software Inventory

- Computers in Yorkwood Elementary consists of 30 new Macs, while the remaining Macs consist of a collection of a variety of OS versions; United Elementary Macs also have a variety of OS versions, the newest being OSX
- The Jr/Sr High at Yorkwood is running Window XP for the OS on their newer machines, while a number of older machines are running Windows 98; the Jr/Sr High at United are running Windows 2000 Professional OS
- Both districts use an electronic Student Management System (STI) and an automated library system
- District Network software consists of Novell 6.5, Symantec Enterprise 10, Windows Server 2003, and Centos 5
- Software inventories at all buildings have been assessed, and are maintained at each building kept on file
- Software inventory is included in spreadsheet inventory that is attached

### Hardware Inventory

- Hardware Inventory is maintained at all buildings and is included in the spreadsheet inventory that is attached
- In both districts, the elementary buildings are Mac-based, while the Jr/Sr High buildings are PC-based
- Computers in both Jr/Sr High buildings are mainly composed of current technologies
- Computers in both districts consist mainly of workstation computers; few laptops are owned/available
- The elementary student to computer ratio in the Yorkwood district is approximately 2:1; in the United district it is currently 8:1
- The United Jr/Sr High student to computer ratio is approximately 3:1; Yorkwood's is 2:1
- 10 out of 28 (36%) of the regular classrooms at United Jr/Sr High are multimedia classrooms, with ceiling mounted projector, multimedia PC, television, VCR/DVD player and white or SMART board

### Telecommunications Equipment and Services (e-Rate)

- United's Centos (Linux) web/email server supports the email service and stores the district web pages
- The United district owns 1 Polycom Camera that can be used for distance learning opportunities
- E-rate funds are used when awarded to supplement costs for telecommunications, including phone, cell phone, Internet

## Internet Access

- Internet capabilities at all buildings are T1 or equivalent
- The high school and future junior high building receive wireless Internet through EduNet; the north elementary building uses MediaComm as its ISP
- The west elementary building has a wireless connection to the junior high building, providing it with Internet services

## Additional Information

- A backup plan's currently in place and being practiced at United's Jr/Sr High building; Yorkwood also has a backup plan in place
- Teachers will be moving to different buildings; many have their data saved to a local server and will need to be able to access it in their new building
- Aging Computer Inventory has been established and is currently in use by both districts
- A plan for technology deployment is in place and is utilized
- **In the past, specific line items have not been identified in either district budget**

As is often the case when school districts combine together into one, a number of differences and discrepancies can be seen in technology per building. Such is the case with the United/Yorkwood annexation. The technology varies in a number of ways, including: platforms, operating systems, and building infrastructure. The major gaps/ needs that have become apparent through the collection of data

## Needs/Gaps pertaining to technology deployment

- There is a need to move towards a uniform platform, operating system, and hardware of technology in the district. This will allow for down time to be minimal, as machines can easily be reloaded and ready for use
- There is a need to develop a WAN throughout the new district in order for teacher to be able to access their data at whatever building they are in
- Student to computer ratio in United North Elementary is not in line with the rest of the district
- While both districts have an electronic student management system and automated library system, Yorkwood's software for both is outdated and must be updated to be compatible within the district

## Key Factors:

- **Differences in technology hardware and technology philosophies within districts have made for differences in technology deployment software versions and types, and strategies.**
- **Changes in buildings for teachers will require technology adjustments to be made at each building to accommodate their needs**
- **The forming of a new district provides a perfect opportunity to develop a systematic technology dispersion method on a rotational basis**

### **Conclusions:**

**A plan must be implemented that will unify the technology within the district in order to provide teachers and students with consistent technology tools and procedures that will positively effect student achievement**

**A technology budget must be created that will provide for technology hardware and software to remain current in all buildings. The majority of technology upgrades will be accomplished through a systematic technological dispersion method on a rotational basis. Immediate technology needs will be addressed on an 'as need' basis.**

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

### **B. 1**

**The conclusions that have been drawn from all of the data collected, and the examination of the key factors that has affected the challenges and attributes are listed in the box below:**

#### **A.1:**

- **Efforts must be made to allow for a successful transition for faculty and students in the area of technology usage to ensure continued educational success for all students in the district**

#### **A.2:**

- **Technology and methods must be integrated into the curriculum to provide students with needed tools/access/learning situations (use) to apply in all learning environments.**
- **Significant drops in student achievement in the academic area of mathematics in grades 1-11 need to be addressed**
- **Mandatory training and time must be provided to district personnel to allow for an increase in teachers' capacity of knowledge and skills in relation to technology, which will increase comfort level and motivate teachers to integrate innovative technology into the curriculum.**
- **Involve parents in regards to technology and academics beyond the generally acceptable forms of communication usage to include collaborative strategies with teachers and students.**

#### **A.3:**

- **A plan must be implemented that will unify the technology within the district in order to provide teachers and students with consistent technology tools and procedures that will positively effect student achievement**
- **A technology budget must be created that will provide for technology hardware and software to remain current in all buildings. The majority of technology upgrades will be accomplished through a systematic technological dispersion method on a rotational basis. Immediate technology needs will be addressed on an 'as need' basis.**

## **B. 2 Objectives:**

From the conclusions listed above, a patterns and trends in student achievement and key factors that relate to student achievement have been identified. These are listed below

### **Identified Patterns and Trends in Student Achievement:**

- There has been a decline in student achievement in relation to MAT8 (United, Yorkwood) scores and ISAT scores
- Technology is not being implemented in the curriculum to the degree it needs to be in order to affect student achievement

### **Key Factors Related to Student Achievement:**

- Student achievement must increase in order to provide students with the tools they need to succeed
- Technology integration must be increased in order to positively affect student achievement
- While many teachers are receiving technology training, there is not much evidence to show that the training received is being integrated into classroom teaching
  - This may be due to the time lag of the training (summer) and the time for implementation to occur (school year). If teachers, administrators, media personnel, and staff, do not use and thus reinforce the training they received, they will lose the knowledge gained.
  - Another factor that may be affecting technology integration into classroom curricula is the fact that follow-up for teachers from the training is not consistent, due to the fact that the training teachers are receiving is performed by an outside summer trainer

Combining the identified pattern/trends in and key factors that relate to student achievement , the district has determined the following conclusions that will make needed changes/improvements/implementation in technology and student achievement.

### **Conclusions:**

- 1) The district must look at ways to integrate technology in such a way that it will improve student achievement in mathematics.
- 2) All district personnel and students must receive the knowledge/skills necessary to allow for seamless integration of technology into all aspects of the district's curricula, so that opportunities for innovative technology practices can naturally evolve.
- 3) Technology tools and policies must be provided in an equitable and uniform manner throughout the district, so that all stakeholders will have ultimate opportunities to enhance their life long learning skills.

From these conclusions, the following S.M.A.R.T. Objective was developed for the district:

#### **District Technology Objective:**

**Technology will be used to enhance learning in such a way that ISAT/PSAE mathematics scores in grades 1-11 will show an 11% increase from our lowest meets/exceeds percentage of 69% , to 80% by year 2010.**

**SECTION II: ACTION PLAN** – Please see UnitedDist\_304\_FY08\_actionplan. pdf

## Part F: Monitoring Process

The following pages list how the United district personnel will monitor the effectiveness of the strategies and activities of the district technology plan in relation to progress made toward the specified objective. The description addresses:

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

### Ongoing Measurable Process for monitoring Strategy B.1: *Students will participate in inquiry-based, technology enhanced math activities to improve their mathematical skills.*

If the strategy is successfully met, an increase in technology integration into curriculum and instruction will be evidenced by the tools used to evaluate each activity.

**Activity B.1.1:** Students will use technology tools as a means of checking their work after completing math assignments. Phases I, II, III

-and-

**Activity B.1.3:** Students will access mathematical web resources that go along with their textbooks at school and at home.

**A Math Resource Sheet** will be created and given to each student, to be included as part of their weekly assignment. Students will turn in the sheet indicating technology tools they used to check their homework. Technology tools will include, but not be limited to—calculators, computer spreadsheets, web page link sites, pda's. Additionally, students will indicate whether they accessed mathematics web sites that go along with their textbooks during the week.

**Tools used to monitor Process:** Math Resource Sheet

**Indicators that show progress towards objective:** Phase 1, 60% of students will indicate on their technology use form that they used technology to check their work and accessed the textbook related web sites ; this will increase to 70% in Phase II and 80% in Phase III

**Frequency of Evaluation:** weekly

| Person(s) responsible for monitoring activity: | Role in district:                           |
|--|---|
| J.Eyler  | HS Technology Coordinator                   |
| G. Eyler, L. Schrock                           | JH Technology Coordinators                  |
| A. McKenna                                     | N. Campus Elementary Technology Coordinator |
| B. Leng  | W. Campus Elementary Technology Coordinator |

**Activity B.1.2:** Students will use the web-based mathematics program purchased by the district, or the on-line math activities chosen by the district at school and home. Phases I, II, III

One of the criteria in the selection process of the mathematics program will be that a tracking system that will keep individual progress of student performance. This will be used to monitor student progress.

**Tools used to monitor Process:** Mathematics Program student progress data

**Indicators that show progress towards objective:** Phase I will be used to establish a baseline for each student, which will vary from individual to individual. The district plans to see a 10% increase in student progress during Phase II and an additional 10% increase in Phase III. Additionally, in Phase II and III, ISAT scores will be used to indicate progress towards the objective

**Frequency of Evaluation:** Student progress data will be evaluated monthly

| Person(s) responsible for monitoring activity: | Role in district:              |
|--|--------------------------------|
| A. Schmitz                                     | HS Principal                   |
| K. Nelson                                      | JH Principal                   |
| T. Gilliland                                   | N. Campus Elementary Principal |
| D. Renwick                                     | W. Campus Elementary Principal |

**Activity B.1.4:** Students will have before and/or after school access to the computer lab, to ensure that all students, including low-income students who do not have home access, have access to technology. Phases I, II, III

**Tools used to monitor Process:** Student Check-In Sheet in computer labs

**Indicators that show progress towards objective:** Phases I, II, and III will show a minimum of 25 students monthly accessing computers as indicated on the Student Check-In Sheets.

**Frequency of Evaluation:** Student computer use will be evaluated monthly

| Person(s) responsible for monitoring activity: | Role in district:                           |
|--|---|
| J.Eyler  | HS Technology Coordinator                   |
| G. Eyler. L. Schrock                           | JH Technology Coordinators                  |
| A. McKenna                                     | N. Campus Elementary Technology Coordinator |
| B. Leng  | W. Campus Elementary Technology Coordinator |

**Activity B.1.5:** Students and their parents will read/sign AUP forms when they register for classes at registration. Phase I, II, III

**Tools used to monitor Process:** Signed AUP forms by students and parents on file

**Indicators that show progress towards objective:** 100% of the parents and students in the district will have read and signed AUP

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                           |
|--|---|
| J.Eyler  | HS Technology Coordinator                   |
| G. Eyler                                       | JH Technology Coordinator                   |
| A. McKenna                                     | N. Campus Elementary Technology Coordinator |
| B. Leng  | W. Campus Elementary Technology Coordinator |

**Activity B.1.6:** Students will begin working on math lessons that are technology enhanced and incorporate NETS-S based technology skills from district technology curriculum. Phase II, III

**Tools used to monitor Process:** Copies of Teachers' lesson plans

**Indicators that show progress towards objective:** 60% of teachers will have 3 lesson plans that are technology enhanced and incorporate NETS-S based technology skills from district technology curriculum in Phase II; increasing to 75% of teachers and 4 lesson plans in Phase III

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                           |
|--|---|
| J.Eyler  | HS Technology Coordinator                   |
| G. Eyler, L. Schrock                           | JH Technology Coordinators                  |
| A. McKenna                                     | N. Campus Elementary Technology Coordinator |
| B. Leng  | W. Campus Elementary Technology Coordinator |



**Activity B.1.7:** Jr High students begin using *Channel One* capabilities to broadcast a 'Math Question of the Day'; students submit answers for chance at a monthly drawing. Phase II, III

**Tools used to monitor Process:** List of monthly drawing winners

**Indicators that show progress towards objective:** The *Math Question of the Day* will correspond to the type of mathematics questions on the ISAT tests. ISAT scores will be used to indicate progress towards the objective, as an 11% increase at the conclusion of 2010 in grades 3-11 ISAT mathematics scores will be seen.

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:         |
|--|---------------------------|
| J.Eyler  | HS Technology Coordinator |
| G. Eyler, L. Schrock                           | JH Technology Coordinator |

**Activity B.1.8:** Students will take mathematics classes via distance learning. Phase II, III

**Tools used to monitor Process:** List of students'schedules; course description of class

**Indicators that show progress towards objective:** Students will begin taking distance learning classes. The baseline data will be established in Phase II; an increase in the number of students taking a distance learning class will increase by 10% in Phase III.

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:         |
|--|---------------------------|
| K. Shaver                                      | HS Guidance Counselor     |
| A. Schmitz                                     | HS Principal              |
| J.Eyler  | HS Technology Coordinator |
| Distance Learning Committee                    | TBD                       |

**Activity B.1.9:** Grades 1-8 students will begin receiving mentoring from high school students in mathematics via distance learning.

**Tools used to monitor Process:** Jr High and High School students sign-up for tutoring/teaching time during the school day. Sign-Up sheet will serve as monitoring tool.

**Indicators that show progress towards objective:** Students will begin to perform better on mathematics homework assignments.

**Frequency of Evaluation:** monthly

| Person(s) responsible for monitoring activity: | Role in district:          |
|--|----------------------------|
| J.Eyler  | HS Technology Coordinator  |
| G.Eyler, L. Schrock                            | JH Technology Coordinators |

**Ongoing Measurable Process for monitoring Strategy C.1:** *Teachers will research and choose on-line or district mathematics software to improve student math skills.*

If the strategy is successfully met, teacher knowledge and comfort level in mathematics and technology will increase; students use of technology in relation to mathematics will increase.

**Activity C.1.1:** A committee of teachers in the district representing grades 1-11 will look at various software/on-line programs that will aid in mathematics instruction. Phase I

-and-

**Activity C.1.2:** The committee will recommend 3 programs to teachers at a meeting in Jan. Teachers will rank preferences and submit choice to building principal, who will decide upon software program or on-line program to implement. Phase I

**Tools used to monitor Process:** Meeting minutes; list of proposed mathematics software or on-line resources

**Indicators that show progress towards objective:** A mathematics software or on-line program will be chosen that will reinforce student mathematics skills

**Frequency of Evaluation:** monthly

| Person(s) responsible for monitoring activity: | Role in district:              |
|--|--------------------------------|
| A. Schmitz                                     | HS Principal                   |
| K. Nelson                                      | JH Principal                   |
| T. Gilliland                                   | N. Campus Elementary Principal |
| D. Renwick                                     | W. Campus Elementary Principal |

**Activity C.1.3:** Teachers will check to see if mathematics textbooks have on-line resources. Phase I

-and-

**Activity C.1.1:** Teachers will investigate a number of additional mathematics web sites to use with their students as an alternative to the sites they have been using. Phase III

**Tools used to monitor Process:** Teacher list of on-line resources/links that correlate with mathematics textbooks and skills taught.

**Indicators that show progress towards objective:** An increase in the number of mathematics resources will help to support student learning in mathematics.

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:              |
|--|--------------------------------|
| A. Schmitz                                     | HS Principal                   |
| K. Nelson                                      | JH Principal                   |
| T. Gilliland                                   | N. Campus Elementary Principal |
| D. Renwick                                     | W. Campus Elementary Principal |

**Activity C.1.1:** Student mathematics grades will be randomly monitored by the teacher committee from Phase I to see if programs are improving math skills. Phase II

-and-

**Activity C.1.2:** committee will review ISAT scores to see if students have made gains in math scores. If no gains are shown, committee will begin looking at alternative programs or activities to implement in Phase III. Phase II

**Tools used to monitor Process:** List of random students and their classroom math scores; meeting minutes

**Indicators that show progress towards objective:** Increase in the math scores of a samples will indicate that objective is being met.

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:              |
|--|--------------------------------|
| A. Schmitz                                     | HS Principal                   |
| K. Nelson                                      | JH Principal                   |
| T. Gilliland                                   | N. Campus Elementary Principal |
| D. Renwick                                     | W. Campus Elementary Principal |

**Ongoing Measurable Process for monitoring Strategy C.2: Implement professional development focusing on instructional practices utilizing technology to support math.**

If the strategy is successfully met, teacher knowledge and comfort level in mathematics and technology will increase; students use of technology in relation to mathematics will increase.

**Activity C.2.1:** Train all teachers on how to access and implement the mathematics software or on-line program that has been adopted by the building. Phase I, II; If alternative programs or activities need to be implemented into the mathematics program, the teachers receive training on how to integrate these activities in their mathematics classes. Phase III

-and-

**Activity C.2.2:** Teachers will review /refresh their training on the math program that was adopted by the building. Phase I, II, III

**Tools used to monitor Process:** Copy of training handout; Teacher attendance of training (sign-in sheet)

**Indicators that show progress towards objective:** Teachers will begin using mathematics program, which in turn will increase student knowledge in mathematics

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring: | Role in district:                           |
|---------------------------------------|---|
| J.Eyler                               | HS Technology Coordinator                   |
| G. Eyler, L. Schrock                  | JH Technology Coordinators                  |
| A. McKenna                            | N. Campus Elementary Technology Coordinator |
| B. Leng                               | W. Campus Elementary Technology Coordinator |

**Activity C.2.3:** Technology Coordinators will meet with each teacher once every two weeks to see if there are issues or questions in regards to the mathematics program. Phase I, II, III

**Tools used to monitor Process:** List of dates and names of teachers met with

**Indicators that show progress towards objective:** Teachers comfort level with technology will increase, leading to a higher integration of technology into the math curriculum

**Frequency of Evaluation:** monthly

| Person(s) responsible for monitoring: | Role in district:                           |
|---------------------------------------|---|
| J.Eyler                               | HS Technology Coordinator                   |
| G. Eyler                              | JH Technology Coordinator                   |
| A. McKenna                            | N. Campus Elementary Technology Coordinator |
| B. Leng                               | W. Campus Elementary Technology Coordinator |

**Activity C.2.4:** Teachers will establish/maintain web pages with math links students can access to reinforce skills. Phase II, III

**Tools used to monitor Process:** Hard copies of teacher web pages

**Indicators that show progress towards objective:** Teachers will be providing students with additional mathematics resources in an easy-to-access format.

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                           |
|--|---|
| J.Eyler  | HS Technology Coordinator                   |
| G. Eyler                                       | JH Technology Coordinator                   |
| A. McKenna                                     | N. Campus Elementary Technology Coordinator |
| B. Leng  | W. Campus Elementary Technology Coordinator |

**Activity C.2.5:** Teachers will begin creating math lessons that seamlessly incorporate technology skills students need to know based on the district technology curriculum checklist. Phase II, III

**Tools used to monitor Process:** Hard copies of teacher lesson plans, computer lab sign-up

**Indicators that show progress towards objective:** Teachers will be providing students with lessons that enhance mathematics through the use of technology

**Frequency of Evaluation:** monthly

| Person(s) responsible for monitoring activity: | Role in district:              |
|--|--------------------------------|
| A. Schmitz                                     | HS Principal                   |
| K. Nelson                                      | JH Principal                   |
| T. Gilliland                                   | N. Campus Elementary Principal |
| D. Renwick                                     | W. Campus Elementary Principal |

**Ongoing Measurable Process for monitoring Strategy C.3: *Begin to pursue innovative technology strategies to use in mathematics education.***

If the strategy is successfully met, teacher will begin using innovative technologies to present mathematics lessons; this will challenge students to begin using mathematics and technology at higher skill levels.

**Activity C.3.1:** Form committee (HS tech. coordinator, principal, guidance counselor, community college rep.) to investigate the possibilities of offering distance learning math classes. Phase I; Implement distance learning class Phase II; Re-evaluate distance learning class Phase III

|  |                          |
|--|--------------------------|
| <b>Tools used to monitor Process:</b> Copies of meetings and findings; student schedules in Phase II                     |                          |
| <b>Indicators that show progress towards objective:</b> Students will receive additional mathematic knowledge and skills |                          |
| <b>Frequency of Evaluation:</b> monthly  |                          |
| <b>Person(s) responsible for monitoring activity:</b>  | <b>Role in district:</b> |
| J. Whitsitt  | Superintendent           |

**Activity C.3.2:** Teacher involved with distance learning class will receive Polycom training. Phase II, III

|  |                           |
|--|---------------------------|
| <b>Tools used to monitor Process:</b> Copies of teacher handouts, name of teacher (s) in attendance  |                           |
| <b>Indicators that show progress towards objective:</b> Teachers will begin utilizing innovative technology tools that will enhance students' mathematical pedagogy. |                           |
| <b>Frequency of Evaluation:</b> yearly   |                           |
| <b>Person(s) responsible for monitoring activity:</b>  | <b>Role in district:</b>  |
| J.Eyler  | HS Technology Coordinator |

**Activity C.3.3:** Distance learning committee will begin exploring the possibilities of adding high school tutoring of elementary/junior high students via distance learning in Phase III. Phase II, III

|  |                          |
|--|--------------------------|
| <b>Tools used to monitor Process:</b> Copies of meetings and findings  |                          |
| <b>Indicators that show progress towards objective:</b> Students will receive additional mathematic knowledge and skills |                          |
| <b>Frequency of Evaluation:</b> monthly  |                          |
| <b>Person(s) responsible for monitoring activity:</b>  | <b>Role in district:</b> |
| J. Whitsitt  | Superintendent           |

**Activity C.3.4:** Train all teachers on how to access and implement innovative approaches to teach math using technology. Phase III

**Tools used to monitor Process:** Copies of teacher handouts; names of teachers in attendance

**Indicators that show progress towards objective:** Teachers will be providing students with additional mathematics resources in innovative formats.

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                           |
|--|---|
| J.Eyler  | HS Technology Coordinator                   |
| G. Eyler, L. Schrock                           | JH Technology Coordinators                  |
| A. McKenna                                     | N. Campus Elementary Technology Coordinator |
| B. Leng  | W. Campus Elementary Technology Coordinator |

**Ongoing Measurable Process for monitoring Strategy C.4:** *Support capacity of all district personnel to integrate technology in the curriculum & other school daily operations, resulting in improved instruction.*

If the strategy is successfully met, teachers, principals, administrators, staff, and school media specialist will integrate technology with all forms of school activity, demonstrating the importance and value of technology to students.

**Activity C.4.1:** Offer training for teachers, principals, administrators, and school library media personnel quarterly as part of SIP days to ensure that all staff knows how to use new technologies to improve education. Phase I, II, III

**Tools used to monitor Process:** Copies of handouts; names of those in attendance

**Indicators that show progress towards objective:** All district personnel will become comfortable assisting students in their technology use in regards to math

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                           |
|--|---|
| J.Eyler  | HS Technology Coordinator                   |
| G. Eyler, L. Schrock                           | JH Technology Coordinators                  |
| A. McKenna                                     | N. Campus Elementary Technology Coordinator |
| B. Leng  | W. Campus Elementary Technology Coordinator |

**Activity C.4.2:** Using NET-S as a guideline, technology coordinators will work together to develop a district technology curriculum that will include a skills assessment checklist at each grade level, Phase I; will share technology curriculum and explain checklist assessment, Phase II; will assist teachers in integrating technology curriculum into their math activities, Phase III

**Tools used to monitor Process:** Copies of technology curriculum; meeting names and dates with teachers; copies of teacher lesson plans; record of technology lab use

**Indicators that show progress towards objective:** Teacher and student comfort levels using technology will increase, resulting in students feeling positive about accessing technology tools to assist them in their mathematics

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                           |
|--|---|
| J.Eyler  | HS Technology Coordinator                   |
| G. Eyler, L. Schrock                           | JH Technology Coordinators                  |
| A. McKenna                                     | N. Campus Elementary Technology Coordinator |
| B. Leng  | W. Campus Elementary Technology Coordinator |

**Ongoing Measurable Process for monitoring Strategy D.1: *Make parents and community aware of the adopted mathematics program.***

If the strategy is successfully met, parents will be aware of, and more supportive of the mathematics program that will be implemented.

**Activity D.1.1:** Inform parents/community of adopted mathematics program through district newsletter and newspaper, and web site. Phase I

**Tools used to monitor Process:** Copies of articles in Storm Tracker newspaper, and Red Storm Register newsletter

**Indicators that show progress towards objective:** Parent awareness of the program will result in them providing support/assistance to students as they use the program at home

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                     |
|--|---------------------------------------|
| R. Macek                                       | HS Technology Aide; Newsletter editor |



**Activity D.1.2:** Invite local community members who utilize mathematics in their jobs to speak to the classes on the importance of mathematics for their futures. Phase I, III

| <b>Tools used to monitor Process:</b> List of community members who speak, and classroom they spoke to   |                                |
|--|--------------------------------|
| <b>Indicators that show progress towards objective:</b> Students will begin to appreciate the importance that mathematics plays in their lives |                                |
| <b>Frequency of Evaluation:</b> yearly   |                                |
| Person(s) responsible for monitoring activity:   | Role in district:              |
| A. Schmitz   | HS Principal                   |
| K. Nelson  | JH Principal                   |
| T. Gilliland   | N. Campus Elementary Principal |
| D. Renwick   | W. Campus Elementary Principal |

**Activity D.1.1:** Teachers hold random informal interviews with parents during P/T conferences to get their opinion on the results of the implemented mathematics program. Phase II

| <b>Tools used to monitor Process:</b> Parents comments will be listed anonymously on a comment sheet.   |                                |
|---|--------------------------------|
| <b>Indicators that show progress towards objective:</b> Parents will begin to take ownership of mathematics program, and will be more willing to share it with their students |                                |
| <b>Frequency of Evaluation:</b> yearly  |                                |
| Person(s) responsible for monitoring activity:  | Role in district:              |
| A. Schmitz  | HS Principal                   |
| K. Nelson   | JH Principal                   |
| T. Gilliland  | N. Campus Elementary Principal |
| D. Renwick  | W. Campus Elementary Principal |

**Activity D.1.2:** If MAT8 and ISAT scores show progress, inform parents/ community through school newspaper and newsletter.

**Tools used to monitor Process:** Copies of articles in Storm Tracker newspaper and Red Storm Register newsletter

**Indicators that show progress towards objective:** Parents will begin to take ownership of mathematics program, and will be more willing to share it with their students

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                             |
|--|---|
| R. Macek                                       | HS Technology Aide; Red Storm Register editor |

**Activity D.1.1:** Inform parents/community of student mathematics accomplishments through a 'Math Student of the Month' in school newspaper/newsletter. Phase III

**Tools used to monitor Process:** Copies of articles in Storm Tracker newspaper and Red Storm Register newsletter

**Indicators that show progress towards objective:** Parents will begin to take ownership of mathematics program, and will be more willing to share it with their students

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                             |
|--|---|
| R. Macek                                       | HS Technology Aide; Red Storm Register editor |

**Ongoing Measurable Process for monitoring Strategy D.2: *Implement parent trainings to assist them in utilizing technology to support mathematics at home.***

If the strategy is successfully met, parents comfort level using technology will increase, causing an increase in student use of the program at home. Also, parents will be able to monitor students grades in mathematics using STI Home+, resulting in more on demand help in math when grades begin to drop.

**Activity D.2.1:** Technology coordinators will offer training to parents during P/T conference days on how to access student grades on-line from home using STI Home+. Phase I, II, III

|   |                            |
|---|----------------------------|
| <b>Tools used to monitor Process:</b> Copies of handouts; List of parents/adults in attendance                      |                            |
| <b>Indicators that show progress towards objective:</b> United community members will gain confidence in technology |                            |
| <b>Frequency of Evaluation:</b> yearly  |                            |
| <b>Person(s) responsible for monitoring activity:</b>   | <b>Role in district:</b>   |
| J.Eyler   | HS Technology Coordinator  |
| G. Eyler, L. Schrock  | JH Technology Coordinators |

**Activity D.2.2:** Offer technology classes to parents / other adults by technology coordinators in the evenings to parents 2 times each semester \*\*Will be coordinated with Mrs. Barb Pearson, Adult Literacy provider, and will be offered to any of her students at no charge. Phases I, II, III

|   |                                |
|---|--------------------------------|
| <b>Tools used to monitor Process:</b> Informal survey to parents to see who is using STI Home+  |                                |
| <b>Indicators that show progress towards objective:</b> Parents and students will begin to take responsibility of the student's mathematics knowledge, and will seek assistance if needed |                                |
| <b>Frequency of Evaluation:</b> yearly  |                                |
| <b>Person(s) responsible for monitoring activity:</b>   | <b>Role in district:</b>       |
| A. Schmitz  | HS Principal                   |
| K. Nelson   | JH Principal                   |
| T. Gilliland  | N. Campus Elementary Principal |
| D. Renwick  | W. Campus Elementary Principal |

**Activity D.2.3:** An overview of the mathematics software/ on-line program will be presented to parents, with initial training being delivered. Phases I, II, III

**Tools used to monitor Process:** Copies of handouts; List of parents in attendance

**Indicators that show progress towards objective:** Parents will begin to take ownership of mathematics program, and will be more willing to share it with their students

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:          |
|--|----------------------------|
| J.Eyler  | HS Technology Coordinator  |
| G. Eyler, L. Schrock                           | JH Technology Coordinators |

**Ongoing Measurable Process for monitoring Strategy D.3:** *Parents and community will be made aware of the mobile lab and additional technology purchases.*

If the strategy is successfully met, parents will feel ownership in the activities and purchases that the district is involved in, creating a sense of responsibility to ensure the success of the mathematics program that will utilize the technology purchased.

**Activity D.3.1:** Articles in the Storm Tracker newspaper, newsletter, and district web pages will inform parents and the community of the mobile technology lab purchase. Phase I, II, III

**Tools used to monitor Process:** Copies of articles in Storm Tracker newspaper and Red Storm Register newsletter

**Indicators that show progress towards objective:** Parents will begin to take recognize the importance of technology, and will share these values with their students

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring activity: | Role in district:                             |
|--|---|
| R. Macek                                       | HS Technology Aide; Red Storm Register editor |

**Activity D.3.2:** Mobile Technology lab/distance learning technologies will be on display at the P/T conferences. Phase I, II, III

**Tools used to monitor Process:** Photos of parents viewing technologies placed in school newspaper and newsletter

**Indicators that show progress towards objective:** Parents will begin to take recognize the importance of technology, and will share these values with their students

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring: | Role in district:  |
|---------------------------------------|--|
| R. Macek                              | HS Technology Aide; Red Storm Register editor, school photographer |

**Ongoing Measurable Process for monitoring Strategy E.1:** *Ensure that a wide range of technology tools are available, with necessary policies, procedures, &resources to support the needs of all students and district personnel, particularly in relation to mathematics.*

If the strategy is successfully met, students will have the necessary technological tools to perform the activities required in the mathematics software program, and will do so in a safe and secure environment.

**Activity E.1.1:** Building Technology coordinators will purchase alternative math software/on-line program if needed, and will make them accessible to all United individuals by having them installed on the network for student, district, home access. Phases I, II, III  
-and-

**Activity E.1.2:** The north elementary (Phase I), and west elementary buildings (Phase II) will purchase a 30 unit rolling lab so that teachers can integrate technology into mathematics curriculum and allow students to develop required technology skills. Three Polycam cameras will be purchased. Phase III  
-and-

**Activity E.1.5:** Purchase tools for student/teacher use to support academic achievement /technology literacy. Phase I, II, III

**Tools used to monitor Process:** Copies of bills; hard copy of web pages with links to program

**Indicators that show progress towards objective:** Students have tools to make math concepts, skills, and activities available

**Frequency of Evaluation:** yearly

| Person(s) responsible for monitoring: | Role in district:                           |
|---------------------------------------|---|
| J.Eyler                               | HS Technology Coordinator                   |
| G. Eyler, L. Schrock                  | JH Technology Coordinator                   |
| A. McKenna                            | N. Campus Elementary Technology Coordinator |
| B. Leng                               | W. Campus Elementary Technology Coordinator |

**Activity E.1.3:** Maintain telecommunication services (local/long distance, etc.) to support learning and day-to-day operations. Phase I, II, III

-and-

**Activity E.1.4:** Maintain T-1 capabilities (LAN line and/or wireless) for Internet access to classrooms, labs, and offices to support daily school operations. Phase I, II, III

|  |   |
|--|---|
| <b>Tools used to monitor Process:</b> Copies of bills; copy of E-Rate forms 470, 471   |   |
| <b>Indicators that show progress towards objective:</b> Students will have Internet access, allowing them to have additional mathematics activities available to them. |   |
| <b>Frequency of Evaluation:</b> yearly   |   |
| <b>Person(s) responsible for monitoring activity:</b>  | <b>Role in district:</b>                    |
| J.Eyler  | HS Technology Coordinator                   |
| A. McKenna   | N. Campus Elementary Technology Coordinator |

**Activity E.1.6:** Maintain technical support to effectively and efficiently support technology and resources. Phase I, II, III

|  |                           |
|--|---------------------------|
| <b>Tools used to monitor Process:</b> Documentation of bills   |                           |
| <b>Indicators that show progress towards objective:</b> Students and district personnel will have working technology, allowing them to access the mathematics software and web sites needed to complete objective. |                           |
| <b>Frequency of Evaluation:</b> yearly   |                           |
| <b>Person(s) responsible for monitoring activity:</b>  | <b>Role in district:</b>  |
| J.Eyler  | HS Technology Coordinator |

**Activity E.1.7:** Students will be provided with safe technology tools, as the District board will read/approve AUP that are placed in student handbook.

|  |                          |
|--|--------------------------|
| <b>Tools used to monitor Process:</b> Copy of Board minutes  |                          |
| <b>Indicators that show progress towards objective:</b> Students and district personnel will have a safe working environment, allowing them to access the mathematics software and web sites needed to complete objective safely and securely. |                          |
| <b>Frequency of Evaluation:</b> yearly   |                          |
| <b>Person(s) responsible for monitoring activity:</b>  | <b>Role in district:</b> |
| J.Whitsitt   | District Superintendent  |

**Activity E.1.8:** Set up distance learning classrooms. Phase II, III

|  |                           |
|--|---------------------------|
| <b>Tools used to monitor Process:</b> Copies of bills  |                           |
| <b>Indicators that show progress towards objective:</b> Students will have additional technologies that will make mathematics concepts, skills, and activities available to them |                           |
| <b>Frequency of Evaluation:</b> yearly   |                           |
| <b>Person(s) responsible for monitoring activity:</b>  | <b>Role in district:</b>  |
| J.Eyler  | HS Technology Coordinator |
| G. Eyler   | JH Technology Coordinator |

**Name and Role of Person overseeing that Objective 1 is accomplished:**

|   |                          |
|---|--------------------------|
| <b>Person(s) responsible for monitoring activity:</b> | <b>Role in district:</b> |
| J.Whitsitt  | District Superintendent  |

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

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

It is recognized by the district that input from a variety of individuals within the district community are consulted on the decisions made within this plan, as well as other decisions made within the school district that will enhance and improve student learning. With this in mind, the stakeholders who serve on the creation and annual review of the technology plan are from a variety of areas within the district. The stakeholders listed below have been involved with the creation of this plan, and will meet regularly to review and suggest any changes or revisions that are needed to ensure the success of the plan, and ultimately, the success of all students in the United district. In addition, the local librarian and adult literacy provider have been consulted, and will continue to be consulted, during the life of the plan.

| Person              | Title                                      | Area Represented               |
|---------------------|--|--------------------------------|
| Mr. Jeff Whitsitt   | District Superintendent                    | School District                |
| Mrs. Amy Schmitz    | High School Principal                      | United High School             |
| Mrs. Kris Nelson    | Junior High Principal                      | United Junior High School      |
| Mr. Tom Gilliland   | Elementary Principal                       | United Elementary Schools      |
| Mrs. Judy Eyer      | High School Technology Coordinator         | United High School             |
| Mrs. Lori Schrock   | Junior High Technology Coordinator         | United Junior High School      |
| Mrs. Amy McKenna    | Elementary Technology Coordinator          | United North Elementary School |
| Mrs. Brenda Leng    | Elementary Technology Coordinator          | United West Elementary School  |
| Mrs. Diana Russell  | Elementary Teacher-West                    | Teacher                        |
| Mrs. Deb Kessler    | Junior High Special Education Teachers     | Teacher/Community              |
| Mrs. Tracy Howard   | Elementary Teacher -North                  | Teacher/Community              |
| Mr. Rick Elliott    | Board Member                               | Community                      |
| Mr. Gary Martin     | Community Member                           | Community                      |
| Mrs. Karen Dye      | College Professor/Retired Teacher          | Community                      |
| Dr. Tom Sargent     | College Professor/Parent                   | Parent/Community               |
| Mrs. Shelly Adee    | Dr. in Plant Pathology                     | Parent                         |
| Mrs. Lisa Powell    | Parent                                     | Parents                        |
| Mrs. Shari Campbell | Parent                                     | Parent/Community               |
| Mr. Julian Bruening | Head Librarian, Warren County Library      | Library                        |
| Mrs. Barb Pearson   | Pass Adult Education, Adult Reading Center | Adult Literacy                 |



## Part B – United District's Internet safety policy:

The United district makes every effort to ensure that students and parents in the district are aware of the Acceptable Use Policy (AUP) that is adopted yearly by the school board in the summer prior to the start of the new school year. A copy of the AUP is given to every student each year during registration, with an attached form that must be signed by both a parent/guardian and the student acknowledging that they have read and understand the items that are listed and will abide by them, and returned to the school. Here it is filed and kept in the building where the student is in attendance. Only when the signed form is returned will the student be given Internet access via their school account. Additionally, copies of the AUP are written in the student handbook which each student receives at the start of the new school year, and which also has an attached form that must be returned indicating that they have read and understand the items contained in the handbook and will abide by them and signed by both the parent/guardian and student. These forms are kept on file in the guidance counselor's office. As new students enter the district, they are given an AUP and student handbook, and are required to return the signed forms prior to their receiving Internet access. The district's AUP covers a plethora of guidelines in regards to on-line computer usage, as well as guidelines as to what is deemed appropriate use of the computers and the network within the building. It specifically addresses the following technology protection measures that are required by CIPA. These are listed below, with the original wording of the district's AUP in regards to these matters written below them.

- **Access by minors to inappropriate matter on the Internet**
  - *“The District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive or otherwise inappropriate in the school setting.”*
  - *“The use of the District's electronic network is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.”*
  - *“Unacceptable Use- The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable use are:*
    - *accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, racially offensive, harassing, or illegal material”*
- **Safety and security of minors when using e-mail, chat rooms, and other forms of direct electronic communication (including instant messaging)**
  - *“Unacceptable Use- The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable use are:*
    - *Using Instant Messengers*
    - *Using Chat rooms”*
  - *“Electronic Mail –e-mail*
    - *The District's e-mail system and its constituent software, hardware, and data files are owned and controlled by the United School District. The School District provides e-mail to aid students and staff members in fulfilling their duties and as an educational tool*
    - *The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an e-mail account is strictly prohibited*

➤ *Each person should use the same degree of care in drafting an e-mail message as it would be put into a written memorandum or document. Nothing should be transmitted that would be inappropriate in a letter or memorandum, or that which would reflect negatively on the name and reputation of the United School District*

- *Users will be held personally responsible for the content of any and all e-mail messages transmitted to external recipients*
- *Any message receive from an unknown sender via the Internet should be immediately deleted or forwarded to the system administrator.”*

• **Unauthorized access, including hacking and other unlawful on-line activities by minors**

- *“Unacceptable Use- The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable use are:*
  - *Using the network for any illegal activity;*
  - *Hacking or gaining unauthorized access to files, resources, or entities;*
  - *accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, racially offensive, harassing, or illegal material”*

• **Unauthorized disclosure, use and dissemination of personal information of minors**

- *“Unacceptable Use- The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable use are:*
  - *Invading the privacy of individuals, using any information of a personal nature;*
  - *Using another user's account or password;*
  - *Posting material authorized or created by another without his/her consent;*
- *Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. The include, but are not limited to, the following:*
  - *Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.*
  - *Consider all communications and information accessible via the network to be private property”*

• **Measures (filters) designed to block access to visual depictions deemed obscene, child pornography, or harmful to minors**

- *“Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students. The system administrator and building principals monitor student Internet access”*

In addition to the AUP guidelines, district personnel will be diligent in monitoring student-Internet access when they are using technology in their class-related activities. When lab time is available for students, the technology coordinator and technology aide will monitor student use in regards to technology.

## **CERTIFICATION AND ASSURANCES**

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

### **ASSURANCES**

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