

ILLINOIS e-Plans

TECHNOLOGY INTEGRATION PLAN TEMPLATE

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

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

District Name	Fox River Grove School District 3		
District address	401 Orchard St.		
City/State/Zip	Fox River Grove Illinois 60021	RCDT Number	440630030030000
Superintendent Name	Jacqueline Krause	Superintendent e-mail address	krausej@dist3.org
District Phone Number	847-516-5100	District Fax Number	847-516-9169
TIP Contact Name	Brian Sawyer	TIP Contact e-mail address	sawyerb@dist3.org
TIP Contact Phone Number	847-516-7094	TIP Contact Fax Number	847-516-9169

2. Check appropriate line:

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

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

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

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

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

Mid course correction was needed yes no

VISION:

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

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

District 3 Mission Statement- Educational Excellence is the Pathway to a Successful Future

District 3 Vision Statement- All students will meet or exceed state and national standards.

District 3 Vision Statement for Technology-

The vision of District 3 is to continuously enhance the role of technology and telecommunications as a means of promoting educational excellence. Our mission is to optimize the educational opportunities of all students by advancing their communication and critical thinking skills. The district will provide informational technology resources that will support challenging and authentic learning experiences in all areas. Each building will have access to Internet resources and have the ability to communicate with students, staff, parents and the community using voice and data technologies. We are committed to maintaining a highly qualified staff by providing ongoing professional development opportunities. Our goal is to enable parents, students, teachers, and community members to adapt to future needs so they may excel in a global society. The implementation of technology supports the success of our mission.

Technology Forecast-The district has a very stable student population so there are no growth challenges we will face in the near future. Line capacity (bandwidth) may become an issue as more of our programs for instructional technology are online delivery based; funding may also pose a problem since we do not experience growth as other districts do. District 3 must continually explore, acquire, and implement innovative technologies to support teaching and learning.

SECTION 1: DATA AND ANALYSIS:

Part A - Data Collection and Information

A.1 District Report Card Located at <http://www.dist3.org/district/State%20Report/report.html>

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

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

Fox River Grove School District #3 Report Card was used to collect and analyze data. A hard copy of the district report cards can also be found in the Appendix. Demographic data can be found on our district report card included in the appendix.

Assessments used include:

- Illinois Standards Achievement Tests (ISAT 2006-07) administered in March (Grades 3-8)
- Iowa Test of Basic Skills (ITBS 2007) the national norm test administered in October (Grades 3-8)
- Interactive Illinois Report Card (1999-2006)
- Illinois District Report Card (2006 and 2007)
- Zipskinny (Census Data)

Summary- Fox River Grove School District serves approx. 560 students with a total population of 5877. Approximately 89% are white with a growing Hispanic population of 3.7%. We currently have a 9.3% low income rate which is also starting to rise. Reading and mathematics were selected as the key areas for analysis based on the Interactive Illinois Report Card from 1999-2006. ISAT data shows current math at 92% and reading currently at 85.7%. ISAT scores seem to be going up every year with the lowest scores in reading with 7.5% of students testing are below meets and exceeds. Yearly longitudinal data will be developed based on ITBS scores to measure annual growth.

Analysis-

- Our upper middle-class community spends less than the state average per student. For both operating and instructional expenditures we are far below state averages. Even with these limited funds, we strive to keep single-grade classrooms.
- More than 77% of our certified staff has over 11 years of teaching experience and 100% are highly qualified.
- Small class sizes allow individual tests to swing percentage values more dramatically than is possible in a larger district, and may be a contributing factor in scores. Students at all grade levels made AYP in both reading and math.
- We currently meet and exceed state standards in Math at 92% and Reading at 85.7% as measured by our ISAT scores, so there is room for improvement in reading.

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

Since our district student enrollment is mostly stable year to year it does not give us opportunity to receive additional funds to keep up with some assessment software purchases to let the students practice math, writing and reading . Our experienced staff, supportive community, and strong student body, enable us to set high standards for academic and social success.

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

Due to the low performance on extended response questions in both math and reading, test scores were below district expectations. Student performance in math and reading will improve as a result of implementing reading, writing and math programs to instruct and assess student achievement since reading and math scores show there is room for improvement. These programs will include: an electronic math instructional and assessment program; keyboarding programs; United Streaming; Study Island math, reading, and writing modules; Accelerated Reader; Vision 6 by Geneva Logic; and EBSCO.

A.2 Other Data

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

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

Assessments used include:

- Parent Survey – Fall 2007
- School Community Meeting Minutes and Agenda – September 19, 2007
- School Improvement Plan (SIP) – 2006-2007
- District 3 Technology Survey – Spring 2007
- Staff Tech Survey – Fall 2007
- ISBE Technology Budget Analysis
- Zipskinny- (Census Data)
- District Report Card- 2007

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

Summary of District 3 **Attributes.**

Community Demographic Data- These include a smaller student body with enrollment K-8 at 550 students. Also the students benefit from smaller class sizes with an average of approximately 21 students per class. Being a very small district there is a very strong community support from both parents and local community organizations, such as the public library, scouts, recreation council and the PTO. The strong community support is demonstrated through the successful passing of the last three education referendums. Both schools provide extra- curricular activities. The district has a low-student mobility rate of 4.9%.

Technology Curriculum Integration Data- The district has low faculty turnover with at least 77% of our teachers having taught here more than 11 years, 100% of the teachers are highly qualified, and 75.3% of the district's teachers hold a Master's Degree.

Summary of District 3 **Challenges.**

Community Demographic Data- Due to the district's upper-middle class status with a low-income rate of 9.3%, there is limited federal funding available. Because Fox River Grove is a small suburb with limited industry and no room for industrial expansion, the district receives minimal tax dollars from businesses. The district relies mainly on residential tax dollars for funding.

Technology Curriculum Integration Data- One of these is small-school master scheduling: there are a limited number of teachers highly qualified for specific subjects when creating the master schedule. Test scores are dramatically affected by students moving into or out of the district since we are so small. Test results are also impacted as a result of including special education scores. The district's technology budget of \$90,000 makes it an ongoing challenge to stay current and progressive with the ever-changing world of technology.

Analysis of Attributes-

Community Demographics- Small student body with small class sizes; strong support from the community and library; Low student mobility; Low rate of LEP students.

Technology Curriculum Integration- 100% of our teachers are highly qualified with a low faculty turnover rate. 44% of teachers use technology to manage instructional resources and assess student learning.

Analysis of Challenges

Community Demographics- Small community with no growth potential means funding usually does not increase. We are experiencing an increase of low income and LEP students.

Technology Curriculum Integration-Per the technology analysis, in the last 3-5 years, the district has spent \$14,800 on technology initiatives which breaks down to \$27 per student, which seems a little low. As per staff surveys, teachers report using computers for teaching and learning: 41% monthly, 29% weekly, 4% daily 16% less than monthly and 8% never.

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

According to our staff survey only 4% of teachers use technology for teaching and learning daily, and 16% less than monthly. These figures are below our expectations and this is probably due to lack of training and or hardware issues due to limited technology funding.

There has not been that much spent on technology initiatives (\$27 per student) over the last 3-5 years comparative to our student enrollment and also from funding issues.

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

The district needs additional training for teachers to make them feel more comfortable with technology and show them different ways in which they can integrate technology into the curriculum. The district has limited funding but must look at ways to increase the technology budget to keep up with the times and to purchase additional software. District 3 must continually explore, acquire, and implement innovative technologies to support teaching and learning such as an electronic math instructional and assessment program, Accelerated Math/Reader, Study Island, United Streaming, smart boards, projectors, televisions, etc...

Local Assessment Data

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

- Illinois Standards Achievement Tests (ISAT) – administered in March (Grades 3-8)
- Iowa Test of Basic Skills (ITBS) the national norm test administered in October (Grades 3-8)

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

Trend Data. Reading and mathematics were selected as the key areas for analysis based on the Interactive Illinois Report Card from 1999-2006. We would like to increase the number of students who meet and exceed state standards in math (currently 92%) to 95 % as measured by ISAT. In reading, we want to increase the number of students who meet and exceed state standards (currently 85.7%) to 90% as measured by ISAT scores.

Cohort Data. Yearly longitudinal data will be developed based on ITBS scores to measure annual growth.

- Student achievement in reading is relatively low when compared to student performance in other areas.
- Scores on the ITBS math computation subtest were significantly lower than other math subtests.
- Lower extended response scores impacted both math and reading test results.
- Whether we are looking at ISAT or ITBS scores, District 3 students score above the national average.

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

While above average, there are still areas of weakness in reading and mathematics that are cause for concern. We still have room for growth to move more students into the meets and exceeds category in math and reading. Lower extended response scores impacted both math and reading test results. This is probably due to lack of reading and math software programs so students can practice ISAT and ITBS objectives at school and at home.

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

Integration of innovative programs will be used to improve computation skills and extended response writing in both reading and math. These programs may include but are not limited to: an electronic math instructional and assessment program; keyboarding programs; Study Island math, reading, and writing modules; and Accelerated Reader.

Educator qualifications and professional growth and development data

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

District 3 Technology Survey – Spring 2007
Staff Tech Survey – Fall 2007
School Improvement Plan (SIP) – 2006-07

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

Summary - Only 62% of staff surveyed feels comfortable with their level of expertise/education when instructing students on various programs as indicated in the Staff Tech Survey – Fall 2007. 85% of staff surveyed said they had 5 hours or less of staff development in technology during the last two years. Based on staff surveys, teachers report inconsistent technological exit skills among students at each grade level. 100% of our teachers are highly qualified and over 77% have 11 or more years of teaching experience.

Analysis - Staff indicates the need for training and development to keep current and progressive with technological programs and integration of technology into teaching and learning. Students are not progressing through the grades with consistent technological skills. Teachers integrate technology in their lesson plans but there are no formal exit assessments to monitor progress.

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

Some teachers do not feel comfortable with their level of expertise/education when instructing students on various programs since they have not been adequately trained. No regular training sessions have been established so there are inconsistencies on technology literacy and teaching between teachers.

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

The district needs to provide staff development in the use of on-line services such as Study Island, United Streaming and HomeLogic so they can effectively use these programs. Teachers need on-going training for newly purchased and updated software products to ensure students are instructed properly. The district will provide training and development to keep teachers current and progressive with regards to technological programs.

Parent / Community Involvement Data

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

Parent Survey – 2007
School Community Meeting Minutes and Agenda – September 19, 2007
School Improvement Plan (SIP) – 2006-2007
Board Meeting Minutes

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

Summary - 91% of parents surveyed feel it is important to have on-line access to their child's grades. Many parents feel technology instruction is crucial to their child's future, but focus needs to be on safe, responsible computer and Internet usage. 78% of the district staff indicates they use e-mail on a daily or weekly basis to communicate with parents not including communication by phone or voicemail. 11% of parents/students use our homework hotline once a week and 40% visit our website once a week.

Analysis -

- Currently parents do not have on-line access to their child's grades, attendance, etc...
- Presently we do not have a computer teacher at the elementary level to insure a consistent progression in the technology curriculum that also includes safe and responsible use.
- Would like to purchase more textbooks with digital media for home or off- school use
- Parents would like students to access school programs from home for additional practice via textbook CD or online access.
- Parents don't seem to be accessing our website and homework hotlines that frequently for information.

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

Parents would like student academic information available online so that parents can view their progress since 91% of parents surveyed believe that this is important. The district has not been purchasing enough textbooks with online access or digital media to enable student access to the material at home to practice. Parents may not know about resources and information available on our website and our homework hotline numbers since they are not used that frequently by parents. Parents are worried about safe and responsible computer use since we do not have a dedicated technology instructor.

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

HomeLogic, an on-line grading program, will be purchased and maintained at the middle school level and possibly implemented in the lower grades for parents to access their child's academic progress and better communicate with teachers. The district needs to purchase more textbooks with online access or digital media to enable student access to the material at home. Parents and Students will have on-line access to resources such as Study Island, library resources and grade level web pages, available through the district's website for off-site use. We need to train staff better on using email and voicemail to communicate with parents more frequently and effectively.

A.3 Technology Deployment Data

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

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

ISBE Technology Budget Analysis
Infrastructure Design-2007
Software Inventory –2006
Hardware Inventory-2007
Telecommunications and Services bills (E-rate)
ISBE Inventory Spreadsheet

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

Summary- District 3 is composed of two buildings connected by two T1 lines bonded together for a speed of 3 Mbps connection. The entire district is connected to the Internet via a fixed wireless 1.5Mbps connection. The district currently has 275 workstations and 9 servers. There are phones in every classroom and every extension has a voicemail box. Replacement of computers has been averaging a 6.5 year cycle; new computers always are deployed in the labs first to ensure uptime and warranty services. There is currently one Network Specialist for the entire district.

Analysis- District 3 currently has a majority of desktop computers that are 2-5 years old and running Windows XP. Per the hardware technology inventory, we have inkjet printers in every classroom and laser jets in the computer labs. Presently all classrooms at the elementary school and one-third of middle school classrooms are equipped with televisions. Many of the district's software packages, referenced in the software inventory, are incompatible with current operating systems. A majority of our desktops are older and will not be compatible with new software. Inkjet printers in classrooms are not cost-efficient. The district needs more televisions and or projectors at the middle school in order to utilize instructional technologies.

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

As a result of our technology budget being insufficient we have been slow to update classroom software and hardware so that it is more current. The district may also not be able to afford a faster Internet connection to better serve the students as more and more students are using the Internet for applications and more computers are deployed. There is no consistency in teaching technical skills and tools in the elementary building since we currently do not have a technology instructor to monitor progress through the curriculum and to also assist teachers in ways to implement technology in their classroom.

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

As per the inventory spreadsheet, a majority of desktop computers will need to be replaced in order to use current and future programs and/or operating systems. The district needs twelve more televisions and or projectors at the middle school to effectively use multimedia instructional programs such as United Streaming, teacher instruction/demonstrations, Power Point presentations, etc... The district must take into consideration maintaining current and future media display technology at both schools. The district needs to update and replace outdated and obsolete software programs. District 3 Network Specialist will provide support as needed to insure optimum performance. Our Internet connection is almost used to capacity so we may have to look into a faster connection to support multimedia integration. The network specialist will monitor network activity and enforce the AUP. The district will hire an elementary computer teacher to insure a consistent curriculum for all students and technology is implemented more into the classroom and curriculum. Computers will continue to be replaced and maintained on a six-year cycle to ensure all key factors can be successfully achieved.

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

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

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

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

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

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

A.1 Report Card Data-Due to the low performance on extended response questions in both math and reading, test scores were below district expectations. Student performance in math and reading will improve as a result of implementing reading, writing and math programs to instruct and assess student achievement since reading and math scores show there is room for improvement. These programs will include: an electronic math instructional and assessment program; keyboarding programs; United Streaming; Study Island math, reading, and writing modules; Accelerated Reader; Vision 6 by Geneva Logic; and EBSCO.

A.2 Attributes & Challenges- The district needs additional training for teachers to make them feel more comfortable with technology and show them different ways in which they can integrate technology into the curriculum. The district has limited funding but must look at ways to increase the technology budget to keep up with the times and to purchase additional software. District 3 must continually explore, acquire, and implement innovative technologies to support teaching and learning such as an electronic math instructional and assessment program, Accelerated Math/Reader, Study Island, United Streaming, smart boards, projectors, televisions, etc...

A.2 Local Assessment Data- Integration of innovative programs will be used to improve computation skills and extended response writing in both reading and math. These programs may include but are not limited to: an electronic math instructional and assessment program; keyboarding programs; Study Island math, reading, and writing modules; and Accelerated Reader.

A.2 Educator Qualifications- The district needs to provide staff development in the use of on-line services such as Study Island, United Streaming and HomeLogic so they can effectively use these programs. Teachers need on-going training for newly purchased and updated software products to ensure students are instructed properly. The district will provide training and development to keep teachers current and progressive with regards to technological programs.

A.2 Parent & Community Involvement - HomeLogic, an on-line grading program, will be purchased and maintained at the middle school level and possibly implemented in the lower grades for parents to access their child's academic progress and better communicate with teachers. The district needs to purchase more textbooks with online access or digital media to enable student access to the material at home. Parents and Students will have on-line access to resources such as Study Island, library resources and grade level web pages, available through the district's website for off-site use. We need to train staff better on using email and voicemail to communicate with parents more frequently and effectively.

A.3 Technology Deployment- As per the inventory spreadsheet, a majority of desktop computers will need to be replaced in order to use current and future programs and/or operating systems. The district needs twelve more televisions and or projectors at the middle school to effectively use multimedia instructional programs such as United Streaming, teacher instruction/demonstrations, Power Point presentations, etc... The district must take into consideration maintaining current and future media display technology at both schools. The district needs to update and replace outdated and obsolete software programs. District 3 Network Specialist will provide support as needed to insure optimum performance. Our Internet connection is almost used to capacity so we may have to look into a faster connection to support multimedia integration. The network specialist will monitor network activity and enforce the AUP. The district will hire an elementary computer teacher to insure a consistent curriculum for all students and technology is implemented more into the classroom and curriculum. Computers will continue to be replaced and maintained on a six-year cycle to ensure all key factors can be successfully achieved.

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

District 3 will increase the number of students who meet and exceed state standards in math (currently 92%) to 95% as measured by ISAT scores supported by instructional technology resources.

District 3 will increase the number of students who meet and exceed state standards in reading (currently 85.7%) to 90% as measured by ISAT scores supported by instructional technology resources.

SECTION II: ACTION PLAN

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

C.1.3	Utilize our network specialist to maximize technology integration into the curriculum through workshops and training	7/1/2008	6/30/2009	\$0								
C.1.4												
C.1.5												

Part D: Parental/Community Involvement

Phase I: 2008-2009

Strategy D.1	<i>The parental community will have an opportunity for input and have accessibility to programs to aid students' math achievement</i>	Date		Budget & Funding Sources							
	Activities	Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.1.1	Provide on-line access, such as Study Island, Fact Dash, and grade level web pages, are available through the district's website for off-site use	7/1/2008	6/30/2009	\$0							
D.1.2	Provide text books with digital media for home use	7/1/2008	6/30/2009	\$0							
D.1.3	Parents have access to academic assignments and progress for middle school students off site through HomeLogic	7/1/2008	6/30/2009	\$0							
D.1.4	Investigate and evaluate HomeLogic at the elementary level	7/1/2008	6/30/2009	\$0							
D.1.5											

Part E: Technology Deployment

Phase I: 2008-2009

Strategy E.1	<i>Ensure continuous operation of district computers and on-line access</i>	Date		Budget & Funding Sources							
	Activities	Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other

Part D: Parental/Community Involvement

Phase I: 2008-2009

Strategy D.1	<i>The parental community will have an opportunity for input and have accessibility to programs to aid students' reading/literature achievement</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
		Activities									
D.1.1	Parents have on-line access to resources such as Study Island, library resources and grade level web pages, are available through the district's website for off-site use	7/1/2008	6/30/2009	\$0							
D.1.2	Provide text books with digital media for home use at grade levels 6-8	7/1/2008	6/30/2009	\$0							
D.1.3	Academic assignments and progress for middle school students can be monitored through HomeLogic off-site	7/1/2008	6/30/2009	\$0							
D.1.4											
D.1.5											

Part E: Technology Deployment

Phase I: 2008-2009

Strategy E.1	<i>Ensure continuous operation of district computers and on-line access</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
		Activities									
E.1.1	Maintain current six-year replacement cycle for computers	7/1/2008	6/30/2009	\$30,000							
E.1.2	Hire a technology instructor to teach K-4 technology curriculum to ensure consistent skill levels	7/1/2008	6/30/2009	\$35,000							

E.1.3	TVs and DVDs mounted in middle school classrooms to view United Streaming	7/1/2008	6/30/2009	\$5,000							
E.1.4	Maintain Accelerated Reader program with updated tests at the middle school	7/1/2008	6/30/2009	\$350							
E.1.5	Implement Study Island writing module to improve extended response scores	7/1/2008	6/30/2009	\$936							
E.1.6	Maintain Study Island Reading module	7/1/2008	6/30/2009	\$1,378							
E.1.7	Maintain the upkeep of EBSCO on our library website for research purposes	7/1/2008	6/30/2009	\$1,500							
Totals for Objective 2--Phase I		Budget Totals		\$75,164	\$0	\$0	\$0	\$0	\$0	\$0	\$0
				District	e-Rate	EETT	Title I	Other			
Phase I Budget Totals	Bring Down Totals for Objective 1--Phase 1			\$30,479	\$9,450	\$0	\$0	\$0			
	Total Budget for Phase I			\$105,643	\$9,450	\$0	\$0	\$0			

Part F: Monitoring Process for Objective

Monitoring Process & Activities	Frequency	Person(s) Responsible	
	of Monitoring	Persons Name	Role in District

C.1.2	Provide staff development in the use of on-line services	7/1/2009	6/30/2010	\$500							
C.1.3	Utilize our network specialist to maximize technology integration into the curriculum through workshops and training	7/1/2009	6/30/2010	\$0							
C.1.4											
C.1.5											

Part D: Parental/Community Involvement

Phase II: 2009-2010

Strategy D.1	<i>The parental community will have an opportunity for input and have accessibility to programs to aid students' math achievement</i>	Date		Budget & Funding Sources							
	Activities	Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
	D.1.1	Provide on-line access, such as Study Island, Fact Dash, and grade level web pages, are available through the district's website for off-site use	7/1/2009	6/30/2010	\$0						
D.1.2	Provide text books with digital media for home use	7/1/2009	6/30/2010	\$0							
D.1.3	Parents have access to academic assignments and progress for middle and elementary school students from off site through HomeLogic	7/1/2009	6/30/2010	\$0							
D.1.4											
D.1.5											

Part E: Technology Deployment

Phase II: 2009-2010

Strategy E.1	Ensure continuous operation of district computers and on-line access	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
E.1.1	Maintain licensing for software on all district computers	7/1/2009	6/30/2010	\$5,000							
E.1.2	Maintain content filters for internet and e-mail for all users	7/1/2009	6/30/2010	\$3,600							
E.1.3	Maintain local PRI and long distance phone service	7/1/2009	6/30/2010	\$10,357		\$6,903	40%	R			
E.1.4	Maintain internal T1 communication lines and Internet connection. Look at increasing Internet bandwidth if needed.	7/1/2009	6/30/2010	\$5,404		\$2,547	40%	R			
E.1.5	Purchase and implement an electronic math instructional and assessment program at the elementary level.	7/1/2009	6/30/2010	\$3,800							
E.1.6	Maintain United Streaming subscription	7/1/2009	6/30/2010	\$2,990							
E.1.7	Maintain Study Island modules subscription	7/1/2009	6/30/2010	\$3,692							
Totals for Objective 1--Phase II		Budget Totals		\$35,843		\$9,450			\$0	\$0	\$0
				District		e-Rate			EETT	Title I	Other

Part F: Monitoring Process for Objective

Monitoring Process & Activities	Frequency of Monitoring	Person(s) Resonsible	
		Persons Name	Role in District

OBJECTIVE 2: Increase the number of students who meet and exceed state standards in reading (currently 85.7%) to 90% as measured by ISAT scores supported by instructional technology resources.

Part B: Curriculum and Instruction

Phase II: 2009-2010

Strategy B.1	<i>Integrate technology into the curriculum by providing resources for students.</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
	Activities										
B.1.1	Students use Accelerated Reader at the 3-4 grade level	7/1/2009	6/30/2010	\$0							
B.1.2	Students continue to use grade level appropriate keyboarding programs to ensure familiarity with the keyboard for all students	7/1/2009	6/30/2010	\$0							
B.1.3	Students continue to use EBSCO on our library website for research purposes	7/1/2009	6/30/2010	\$0							
B.1.4	Students continue to use Study Island reading module and writing modules	7/1/2009	6/30/2010	\$0							
B.1.5	Evaluate writing module by analyzing students ISAT scores	7/1/2009	6/30/2010	\$0							
B.1.6	Assess the Vision 6 by Geneva Logic program at elementary building on how well students benefit from it and consider installing in the north lab at middle school building	7/1/2009	6/30/2010	\$0							

Part C: Professional Development

Phase II: 2009-2010

Strategy C.1	<i>Integrate technology into the curriculum by providing resources for teachers</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
	Activities										
C.1.1	Provide ongoing training for teachers on various software products-more specific to data analysis	7/1/2009	6/30/2010	\$500							
C.1.2	Provide staff development in the use of on-line services	7/1/2009	6/30/2010	\$500							

C.1.3	Utilize our network specialist to maximize technology integration into the curriculum through workshops and training	7/1/2009	6/30/2010	\$0							
C.1.4											
C.1.5											

**Part D: Parental/Community Involvement
Phase II: 2009-2010**

Strategy D.1	<i>The parental community will have an opportunity for input and have accessibility to programs to aid students' reading/literature achievement</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.1.1	Parents have access to on-line access, such as Study Island, library resources and grade level web pages, are available through the district's website for off-site use	7/1/2009	6/30/2010	\$0							
D.1.2	Provide text books with digital media for home use at grade levels 6-8	7/1/2009	6/30/2010	\$0							
D.1.3	Parents have access to academic assignments and progress for middle and elementary school students from off site through HomeLogic	7/1/2009	6/30/2010	\$0							
D.1.4											
D.1.5											

**Part E: Technology Deployment
Phase II: 2009-2010**

Strategy E.1	<i>Ensure continuous operation of district computers and on-line access</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other

E.1.1	Maintain current six-year replacement cycle for computers	7/1/2009	6/30/2010	\$30,000							
E.1.2	Retain technology instructor to teach K-4 technology curriculum to ensure consistant skill levels	7/1/2009	6/30/2010	\$35,000							
E.1.3	New digital formats for instruction will be purchased to replace obsolete audio visual materials.	7/1/2009	6/30/2010	\$2,500							
E.1.4	Implement HomeLogic at the elementary level	7/1/2009	6/30/2010	\$2,500							
E.1.5	Implement Accelerated Reader at 3-4 grade level	7/1/2009	6/30/2010	\$2,000							
E.1.6	Maintain EBSCO subscription	7/1/2009	6/30/2010	\$1,500							
E.1.7	Maintain Homelogic license subscription	7/1/2009	6/30/2010	\$1,500							
E.1.8	Purchase Vision 6 for middle school north lab	7/1/2009	6/30/2010	\$1,000							
E.1.9	Maintain Accelerated Reader program with updated tests at the middle school	7/1/2009	6/30/2010	\$350							
Totals for Objective 2--Phase II		Budget Totals		\$77,350	\$0	\$0	\$0	\$0	\$0	\$0	\$0
				District	e-Rate	EETT	Title I	Other			
Phase II		Bring Down Totals for Objective 1--Phase II		\$35,843	\$9,450	\$0	\$0	\$0	\$0	\$0	\$0
Budget Totals	Total Budget for Phase II			\$113,193	\$9,450	\$0	\$0	\$0	\$0	\$0	\$0

Part F: Monitoring Process for Objective

Monitoring Process & Activities	Frequency of Monitoring	Person(s) Resonsible	
		Persons Name	Role in District

Action Plan

OBJECTIVE 1: Increase the number of students who meet and exceed state standards in math (currently 92%) to 95% as measured by ISAT scores supported by instructional technology resources.

Part B: Curriculum and Instruction											
Phase III: 2010-2011											
Strategy B.1	<i>Integrate technology into the curriculum by providing resources for students.</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities											
B.1.1	Students continue to use an electronic math instructional and assessment program at the elementary level.	7/1/2010	6/30/2011	\$0							
B.1.2	Students continue to use grade level appropriate keyboarding programs to insure familiarity with the keyboard/number pad for all students	7/1/2010	6/30/2011	\$0							
B.1.3	Students continue to use United Streaming as an innovative instructional method to enhance learning	7/1/2010	6/30/2011	\$0							
B.1.4	Students will continue to use Study Island math module	7/1/2010	6/30/2011	\$0							
B.1.5											

Part C: Professional Development											
Phase III: 2010-2011											
Strategy C.1	<i>Integrate technology into the curriculum by providing resources for teachers</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities											
C.1.1	Provide ongoing training for teachers on various software products-more specific to data analysis	7/1/2010	6/30/2011	\$500							

C.1.2	Provide staff development in the use of on-line services	7/1/2010	6/30/2011	\$500							
C.1.3	Utilize our network specialist to maximize technology integration into the curriculum through workshops and training	7/1/2010	6/30/2011	\$0							
C.1.4											
C.1.5											

Part D: Parental/Community Involvement

Phase III: 2010-2011

Strategy D.1	<i>The parental community will have an opportunity for input and have accessibility to programs to aid students' math achievement</i>	Date		Budget & Funding Sources							
	Activities	Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
	D.1.1	Provide on-line access, such as Study Island, Fact Dash, and grade level web pages, are available through the district's website for off-site use	7/1/2010	6/30/2011	\$0						
D.1.2	Provide text books with digital media for home use	7/1/2010	6/30/2011	\$0							
D.1.3	Parents have access to academic assignments and progress for middle and elementary school students from off site through HomeLogic	7/1/2010	6/30/2011	\$0							
D.1.4											
D.1.5											

Part E: Technology Deployment

Phase III: 2010-2011

Strategy E.1	Ensure continuous operation of district computers and on-line access	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
E.1.1	Maintain licensing for software on all district computers	7/1/2010	6/30/2011	\$5,000							
E.1.2	Maintain content filters for internet and e-mail for all users	7/1/2010	6/30/2011	\$3,600							
E.1.3	Maintain local PRI and long distance phone service	7/1/2010	6/30/2011	\$10,357		\$6,903	40%	R			
E.1.4	Maintain internal T1 communication lines and Internet connection. Look at increasing Internet bandwidth if needed.	7/1/2010	6/30/2011	\$5,404		\$2,547	40%	R			
E.1.3	Purchase and implement an electronic math instructional and assessment program at the middle school level.	7/1/2010	6/30/2011	\$3,800							
E.1.4	Maintain United Streaming subscription	7/1/2010	6/30/2011	\$2,990							
E.1.5	Maintain Study Island modules subscription	7/1/2010	6/30/2011	\$3,692							
Totals for Objective 1--Phase III		Budget Totals		\$35,843		\$9,450			\$0	\$0	\$0
				District		e-Rate			EETT	Title I	Other

Part F: Monitoring Process for Objective

Monitoring Process & Activities	Frequency	Person(s) Resonsible	
	of Monitoring	Persons Name	Role in District

OBJECTIVE 2: Increase the number of students who meet and exceed state standards in reading (currently 85.7%) to 90% as measured by ISAT scores supported by instructional technology resources.

Part B: Curriculum and Instruction

Phase III: 2010-2011

Strategy B.1	<i>Integrate technology into the curriculum by providing resources for students.</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities											
B.1.1	Students continue to use grade level appropriate keyboarding programs to ensure familiarity with the keyboard for all students	7/1/2010	6/30/2011	\$0							
B.1.2	Students continue to use EBSCO on our library website for research purposes	7/1/2010	6/30/2011	\$0							
B.1.3	Students continue to use Study Island reading module and writing modules	7/1/2010	6/30/2011	\$0							
B.1.4	Students are able to take additional Accelerated Reader tests specific to the 3-4 grade level.	7/1/2010	6/30/2011	\$0							
B.1.5	Assess the Vision 6 by Geneva Logic program at middle school building on how well students benefit from it and consider installing in the south lab at middle school building	7/1/2010	6/30/2011	\$0							

Part C: Professional Development

Phase III: 2010-2011

Strategy C.1	<i>Integrate technology into the curriculum by providing resources for teachers</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities											
C.1.1	Provide ongoing training for teachers on various software products-more specific to data analysis	7/1/2010	6/30/2011	\$500							
C.1.2	Provide staff development in the use of on-line services	7/1/2010	6/30/2011	\$500							

C.1.3	Utilize our network specialist to maximize technology integration into the curriculum through workshops and training	7/1/2010	6/30/2011	\$0								
C.1.4												
C.1.5												

**Part D: Parental/Community Involvement
Phase III: 2010-2011**

Strategy D.1	<i>The parental community will have an opportunity for input and have accessibility to programs to aid students' reading/literature achievement</i>	Date		Budget & Funding Sources								
	Activities	Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other	
D.1.1	Parents have access to on-line access, such as Study Island, library resources and grade level web pages, are available through the district's website for off-site use	7/1/2010	6/30/2011	\$0								
D.1.2	Provide text books with digital media for home use at grade levels 6-8	7/1/2010	6/30/2011	\$0								
D.1.3	Parents have access to academic assignments and progress for middle and elementary school students from off site through HomeLogic	7/1/2010	6/30/2011	\$0								
D.1.4												
D.1.5												

**Part E: Technology Deployment
Phase III: 2010-2011**

Strategy E.1	<i>Ensure continuous operation of district computers and on-line access</i>	Date		Budget & Funding Sources								
	Activities	Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other	

E.1.1	Maintain current six-year replacement cycle for computers	7/1/2010	6/30/2011	\$30,000							
E.1.2	Retain technology instructor to teach K-4 technology curriculum to ensure consistant skill levels	7/1/2010	6/30/2011	\$35,000							
E.1.3	New digital formats for instruction will be purchased to replace obsolete audio visual materials.	7/1/2010	6/30/2011	\$2,500							
E.1.4	Maintain Homelogic license subscription	7/1/2010	6/30/2011	\$1,500							
E.1.5	Maintain EBSCO subscription	7/1/2010	6/30/2011	\$1,500							
E.1.6	Purchase Vision 6 for middle school south lab	7/1/2010	6/30/2011	\$1,000							
E.1.7	Purchase additional Accelerated Reader tests for the Elementary building	7/1/2010	6/30/2011	\$250							
E.1.8	Maintain Accelerated Reader program with updated tests at middle school	7/1/2010	6/30/2011	\$500							
Totals for Objective 2--Phase III				Budget Totals	\$73,250	\$0	\$0	\$0	\$0	\$0	
					District	e-Rate	EETT	Title I	Other		
Phase III					Bring Down Totals for Objective 1--Phase III	\$35,843	\$9,450	\$0	\$0	\$0	
Budget Totals					Total Budget for Phase III	\$109,093	\$9,450	\$0	\$0	\$0	

Part F: Monitoring Process for Objective

Monitoring Process & Activities	Frequency of Monitoring	Person(s) Resonsible	
		Persons Name	Role in District

Part F. Monitoring Process

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

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

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

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

Information within this section should:

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

Integrating technology into curriculum and instruction -- Instructional technology meetings will be held as needed with the network specialist as new technology is implemented into the district. The technology committee meets bi-yearly to discuss future hardware/software purchases based on the needs of the teachers per staff survey. Faculty will monitor the on-going use of the educational software products and report and discuss results at monthly staff meetings.

Increasing the ability of teachers to teach -- The principal will determine the need for staff development and training based on weekly teacher's lesson plans and yearly classroom observation and teacher evaluations. Teachers will monitor student progress based on student test performance whether yearly on ITBS or on Study Island modules throughout the year.

Enabling students to reach challenging state academic standards – The tools listed in Objective 1, Strategy B will be used by teachers throughout the year to make adjustments in their instructional methodologies to enable students to reach challenging state academic standards.

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

The following will be responsible for monitoring the effectiveness of strategies and activities:

Brian Sawyer-Network Specialist, Technology Committee

Tim Mahaffy-Assistant Superintendent of Curriculum/Principal, FRG Middle School

Karen Machroli-Principal, Algonquin Road School

Laura Richards-Librarian, Media Specialist, Technology Committee

Beth Achey, Jackie Grosse, Shirley Slater, Kathy Wagner, Brian Wetherbee, Jackie Krause -- District 3 Technology Committee

District 3 Certified Staff

The following will be responsible for overseeing the objectives:

Tim Mahaffy-Assistant Superintendent of Curriculum/Principal, FRG Middle School

Karen Machroli-Principal, Algonquin Road School

SECTION III: PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

Part A - Description of Stakeholder Involvement:

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

District 3 Technology Meetings were held quarterly to address the technology needs, issues and concerns. The Administrative Team met regularly to discuss the issues of technology in the district. The District Network Specialist met regularly with the district librarian to coordinate resources and tools for the technology plan. Parents, a representative from the local library and community members were invited to participate in the development of our vision statement and submitted ideas and needs about the technology plan. Staff, parents and students have been surveyed annually on their technology needs and concerns. A representative from our local library is on our technology team and helped coordinate available services that the library has to offer to help students out after school like a summer reading program.

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

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

CIPA Policy adopted at December 18, 2006 District 3 Board Meeting
Policy # 6:235-Access to electronic Networks
Policy and board minutes on file at district office and online at www.dist3.org

CERTIFICATION AND ASSURANCES

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

ASSURANCES

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

Superintendent Signature _____