

ILLINOIS e-Plans

TECHNOLOGY INTEGRATION PLAN

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	Oak Lawn Hometown School District 123		
District address	4201 W. 93 rd St.		
City/State/Zip	Oak Lawn, IL 60453	RCDT Number	14016123002
Superintendent Name	Kathleen McCord	Superintendent e-mail address	kmccord@d123.org
District Phone Number	708 423-0150	District Fax Number	708 423-0160
TIP Contact Name	Denise Woloszyn	TIP Contact e-mail address	dwoloszyn@d123.org
TIP Contact Phone Number	708 423-0150 ext. 128	TIP Contact Fax Number	708 423-0160

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:

District 123 will provide a technology rich environment, which fosters the development of technology literate learners. All students in District 123 will have the opportunity to develop into flexible, independent, global thinkers who take an active role in their educations, using technology as a tool. They will work with knowledgeable teachers and administrators committed to fostering student independence while engaging them in the learning process.

Telecommunications: District 123 will provide a district website with up-to-date district information. A parent portal will be used to provide OLHMS parents with access to grades. District 123 will maintain and improve various forms of electronic communication to better support communication between staff and community members.

Instructional Technology: District 123 will continue to provide all necessary equipment, training, and technical support to enhance student learning through the use of technology.

Information Technology: District 123 will provide support and management of all computer-based information systems, including software application and computer hardware.

As we move **forward into the future**, District 123 will **continue to investigate new technologies** in order to ensure that we provide the best possible learning environment for our students.

SECTION 1: DATA AND ANALYSIS

PART A - District Report Card

Summary:

As the State Report Card for 2007 shows, Oak Lawn-Hometown School District #123 tested a total of 2,964 students in 2007 and successfully met AYP. The student body remains predominately White (70.7%). However, our district has seen significant growth in our Hispanic population (20.9% from 18%). Oak Lawn – Hometown remains a middle-class community as reflected in the percentage of low-income families in our district (18.3%). The student mobility rate for the district remains low at 7.5% in comparison to previous years. While district enrollment continues to rise (2,964 in 2007 from 2,885 in 2006), class size continues to decrease at feeder schools. However, it is still higher than the state average at our new middle school (26.8). The district is meeting Annual Measurable Achievement Objectives (AMOA).

Reading scores from the Illinois Standards Achievement Test show 80.6 % of students meeting or exceeding standards. Only 65.3% of low income students and 38.9% of IEP students were reported as meeting or exceeding standards in reading.

Math scores from the ISAT show 89.6% of students meeting or exceeding standards. Scores for low income (87.7%) and IEP students (82.0%) were very close to the district ISAT average.

Analysis:

ISAT scores show the need for improvement in reading and math. With the increase in our low income and special needs populations, there is a definite need for differentiation of instruction to meet student needs.

Key Factors:

In light of meeting AYP for the school year, our forward-thinking district is concerned with three factors that affect student achievement.

- First, our Hispanic population is on the rise. 78.2% of our Hispanic students met AYP in the 2006-2007 school year.
- Second, the average class size in grades 5 – 8 is well above the state average due to increasing population of the district.
- According to the school report card, students with disabilities need improvement in reading (38.9%)

Conclusions:

- The district will continue its proactive approach to learning by continuing to focus professional development sessions on literacy instruction and differentiated instruction to address the academic strengths and weaknesses of its students.
- The district will continue to work to increase student achievement in regards to reading and math using research-based standard-aligned technology resources.

PART B - Local Assessment Data

Description of Data Collection Tools:

ITBS, Fall 2006 and 2007

Data Summary:

According to ITBS data from 2007, reading and math scores can be improved. Data shows that of all six schools, the median reading score for the district is 51, while the median math score is 50. Results from 2006 ITBS data fall into the same range.

Analysis:

- Supplementary data concludes that reading and math are areas that need improvement district-wide.
- ITBS testing has only been used for the last 2 years.
- Data shows no significant improvement in reading and math scores from 2006 to 2007.

Key Factors:

- Because data from ITBS has not been useful in the development of differentiated instructional plans, the district needs to move to another method of measuring student achievement.
- The middle school has successfully made the transition from a junior high to a middle school philosophy, giving more attention to the concept of teaming and addressing individual student academic needs.
- The elementary schools are in the early stages of development in planning and delivering differentiated instruction.

Conclusions:

- In order to provide differentiated instructional plans, the district will move to MAP testing to gain more comprehensive data on the academic strengths and weaknesses of all students.
- AIMSweb will be implemented in order to provide student with opportunities for their reading progress to be closely monitored.

PART C - Other Data**Item 1 - Attributes and challenges of the district and community that have affected student learning****Description of Data Collection Tools:**

- **Attributes and Challenges:** United States Census Data, 2000; School Report Card, 2007.
- **Budget:** District Technology Budget, 2006-2007 and 2007-2008; Budget Analysis Tool, 2007; District Hardware and Software Inventories, Fall 2007
- **Curriculum Integration Data:** Teacher Survey-November 2007; Parent/Community Survey, December 2007

Data Summary:**Attributes and Challenges:**

Oak Lawn-Hometown School District 123 is a neighborhood school system with six elementary school buildings, a science center, and one middle school. Over the last 5 years, the communities of Oak Lawn and Hometown have evolved into more culturally diversified suburbs. Most notable is the growth in the Hispanic population from 8.4 % in 2002 to 20.9 % in 2007. This change has necessitated additional programs and modified instructional strategies to meet the needs of our incoming students.

Student population has increased from 2,722 in 2002 to 2,964 in 2007. Attendance rate is 95.1 %. The student mobility rate is 7.5%. Low income population has increased from 6.6% in 2002, to 18.3% in 2007. Many parents choose Oak Lawn-Hometown School District 123 because of the various program opportunities it offers students with disabilities, especially in the area of autism. For this reason, the district's population of students with disabilities is above the state average. Class sizes in the district schools range from 18 to 29, with the larger classes located at the middle school.

The district is allocating time and resources to improve its educational programs. Professional development programs are currently in place to assist the teachers with differentiation of instruction, as well as instructional strategies for reading and math instruction.

Analysis:

- Cultural diversity of the student population has increased 12.5% over the last 5 years.
- Low income population has increased by 11,7%
- Increasing number of students with special needs
- Differentiation of instruction in reading and math is critical to student success.

Budget:

District Technology Budget funds for 2007-2008 were allocated as follows:

- 2% professional development
- 15% telecommunications
- 15% infrastructure
- 15% hardware and supplies
- 10% software
- 19% assessment
- 24% maintenance and support

Personnel are not budgeted into the technology budget.

Budget Analysis:

A minimal amount is spent on technology professional development.

The current technology budget is not sufficient to accommodate the need to replace aging equipment and acquire additional bandwidth.

Curriculum Integration:

Survey Data indicate the following:

- 91% of parents feel that their students have regular and adequate access to technology in school.
- 55% of parents state that their students are encourage to use technology at school for school projects.
- 78% of parents feel that their students have strong technology skills
- 50% of staff reports that their students use technology more than once a year to research and investigate information for school projects
- 19% ask their students to make presentations with electronic tools more than once a year.

Curriculum Integration Analysis:

- Students have strong basic technology skills, but use of electronic presentation tools and other multi-media tools needs to be increased.
- Curriculum-based technology activities are not aligned with the NETS-S.

Key Factors:

- Increasing cultural diversity in the student population.
- Increasing number of students with disabilities
- Need for differentiation of instructional programs
- Limited technology professional development
- Curriculum-based technology activities are not being aligned with the **NETS-S**.
- Limited funding to provide for future technology needs

Conclusions:

- NWEA MAP testing will be implemented to facilitate differentiation of instructional programs based on individual student strengths and weaknesses.
- AIMSweb will be implemented to help teachers develop individualized programs of reading instruction for at-risk students.
- Time and additional funding need to be provided for technology professional development.
- A collection of grade level curriculum-based technology activities aligned with the NETS-S needs to be developed.

Item 2 - Educator qualifications and professional growth and development data

Description of Data Collection Tools:

- Illinois District Report Card 2007
- Teacher Technology Survey, November 2007
- Teacher Collaboration Interviews, Fall 2007
- District Improvement Plan, 2008-2011
- Teacher contract policy on course reimbursement and salary lanes, 2005-2008

Data Summary:

- All teachers in District 123 are highly qualified. Average teaching experience is 11 years. Sixty-four percent of the teachers have Master's degrees and above.
- Teachers were surveyed in November 2007.
 - 26% of teachers classify themselves as beginners in the use of technology
 - 94% are very comfortable using technology for generating worksheets, reports, and/or letters
 - 70 % are comfortable developing lessons with technology
 - 63% can create presentations using electronic tools
 - 76% of teachers state that their students use computers most often to play instructional games
 - 19% of teachers ask their students to create presentations with electronic tools more than once a year
- During collaboration interviews teachers expressed the following concerns:

- Need for additional training in technology integration
- Need for some standard grade-level technology integration activities
- Need for assistance managing technology projects in the classroom
- Professional development is provided in several forms. In-service workshops have been focused on literacy and differentiation. Quarterly grade level meetings focus on literacy and incorporation of technology to support literacy initiatives.
- Professional development/support during grade level collaboration time is provided by the following:
 - Gerry Krull, K-2 Literacy Facilitator
 - Mary Giovanazzi, Curriculum Differentiation Support Facilitator
 - Shelia Lettiere, K-8 Math Facilitator
 - Denise Woloszyn, Technology Coordinator
- All new teachers participate in the state approved District Mentoring Program.
- The District is an authorized provider for CPDUs for professional development activities.
- The teachers' contract has provisions for tuition reimbursement for graduate courses, as well as salary increases for teachers who earn graduate credits.

Analysis:

- The number of teachers with a Masters degree has increased from 52% in 2004 to 66 % in 2007.
- Teachers' comfort level in developing lessons with effective use of technology has increased from 55% in 2004 to 70% in 2007, but many still need assistance with curriculum integration activities.
- Students use computers more frequently to play electronic games than to create electronic presentations.
- A variety of professional development opportunities are provided by the District.

Key Factors:

- Technology professional development activities are not sufficient to meet staff needs.
- Teachers need assistance planning and implementing technology-enhanced curriculum activities.
- Teachers need training in the use of multi-media tools, so they can incorporate them into student curriculum activities.

Conclusions:

- Technology professional development activities for teachers should focus on technology-enhanced curriculum activities, as well as the use multi-media tools
- There is need for a collection of grade level technology-enhanced reading and math activities that are linked to the District curriculum documents.

Item 3 - Parent / Community Involvement Data

Description of Data Collection Tools:

- District Report Card, 2007
- Parent/Community Survey, December 2007

Data Summary:

- Parental Involvement as stated in the District Report Card is 97.4%
- Results of the Parent/Community survey indicate the following:

80% of parents have accessed the District website

Parents would like to see website updated more frequently.

24% were not aware that the District offered technology classes for parents and community.

91 % feel that their students have regular and adequate access to technology in school.

14% feel that the school does make good use of technology for communicating with home and family.

Analysis:

Parental involvement is high, but still shows a slight decrease of 2% since 2004.

Number of parents accessing the District website has increased by 33%, but most still only visit once a month.

Information on the website is not always current.

Awareness of availability of technology classes for community members has increased by 30% since 2004, but communication of class schedules still needs to be improved.

The District is just beginning to use its technology resources for communication.

Key Factors:

- While parental involvement is still high, it has decreased slightly from 99.6% in 2002 to 97.4 % in 2007
- Parent/community use of the website has increased; however, the website still needs to provide more current information.
- Parent/community classes are not advertised on the website.
- Paper is still the most widely used communication tool in the district.

Conclusions:

- The District website needs to be updated on a regular basis to include current information on all district activities.
- Community classes and recommended technology resources need to be posted on the website.
- The District needs to increase its use of technology for communication with all stakeholders.

Description of Data Collection Tools:

- Technology Hardware Inventory, Fall 2007
- Software Inventory, Fall 2007

Data Summary:**Infrastructure:**

District 123 consists of 7 instructional buildings and a District Office. Each instructional building has a T-1 line connecting it to the District Office. All WAN equipment is housed at the District Office. There are 3 T-1 lines that connect the District Office to Illinois Century Network. Each classroom accesses the Internet by a 10-100mb Ethernet connection.

Infrastructure Analysis: Bandwidth is not sufficient for current usage.

Hardware Summary:

- The server closet at the District Office houses our WAN. There are 7 servers running Windows Server 2003. These servers handle the webserver, the domain controllers, Exchange Server for email, Open District (SIS), and Websense (filter). There is an additional Windows 2003 server at the middle school, which handles the cafeteria database, the Synergistics lab database, and the McAfee Protection Pilot. We are currently using an ASA5520 firewall. Each building has an Apple G4 tower with OS 10 server software as a file server. There are 2 file servers at the middle school.
- The majority of the District computers are Apples, running system OS 10.3 - 10.4. Each classroom has an iMac teacher computer. Two to four student iMacs are in the classrooms at the middle school. These iMacs range in age from 5 to 7 years old.
- The 6 elementary buildings each have a dedicated computer lab equipped with 25 eMac computers running OS 10.3. The computers at Covington, Hannum, Hometown, Kolmar and Sward are 3 years old. The eMacs in the lab at Brandt are one year old. Each elementary building has 2 wireless mini-labs with 5 iBook laptops each. These laptops are 1 year old.
- There are 5 eMac computer labs at the Middle School. These computers are two-years-old and they all run OS 10.4. The Synergistics lab has 32 Windows XP computers, which are also 2 years old. Two wireless laptop carts with 20 iBooks each are available for classroom checkout.

Hardware Analysis: Staff computers are very old. Hard drive space is limited and RAM is not sufficient for current use. We need to begin replacing staff computers.

Software Summary:

- The main software applications used by staff are Microsoft Office 2004, AppleWorks, and MacSchool. The District has yearly subscriptions to NetTrekker, Atomic Learning, and World Book Online. In our Apple computer labs, the primary applications are Firefox, Kidspiration, Inspiration, Kid Pix 4, All the Right Type, Kid Keys, iLife '04, AppleWorks, and mPower. An assortment of curriculum related CDs are available in each building for classroom checkout.

- The eMac labs at the middle school have the following software available: Microsoft Office 2004; AppleWorks; iLife '05; Photoshop Elements 4; eZedia; Firefox;, and Macromedia Studio MX 2004. The Synergistics lab has an assortment of modules that were purchased to enhance the curriculum and promote higher level thinking skills. The mobile labs use Firefox, Microsoft Office 2004, AppleWorks, and iLife '04.
- There is in increasing demand for additional wireless mobile labs for classroom use.
- Online achievement testing, a web-based student management system, and an online data warehouse for analysis of testing data are being considered for district use.

Software Analysis:

- Because many of our computers are older models, we cannot use some of the newest software versions. Lab computers are generally using more current software versions than classroom computers. As we work to upgrade computers, we will need to look into standardizing software versions in the labs and the classrooms.
- Additional wireless laptops are needed in order to improve technology integration for all students.
- The district is investigating the use of several new web-based applications that will require additional bandwidth in the future.

Other Technology Equipment:

- Each K-5 building has 2 digital cameras and 1 camcorder available for checkout. The middle school has 8 digital cameras and 10 camcorders.
- Each K-5 building has 3 LCD projectors. The middle school has 19 projectors.
- Each K-5 building has 1 scanner. The middle school has 7 scanners.

Other Technology Equipment Analysis:

- There is a need for additional LCD projectors in each location.
- Additional cameras and camcorders have been requested for staff use.

Telecommunications:

The district has 8 PBX telephone systems with multiple lines at each location. All classrooms and offices have telephones available for staff use.

Telecommunications Analysis: Currently our system is sufficient to meet district communication needs. In the future, as the district grows and expands, this system will need to be improved/expanded.

Internet access:

Each instructional building has a T-1 line connecting it to the District Office. There are 3 T-1 lines that connect the District Office to Illinois Century Network. All classrooms and office have high speed Internet access.

Internet Access Analysis: Bandwidth is not sufficient for current usage.

Key Factors:

Infrastructure, Hardware, and Internet Access:

- Many of the computers in the district are 5-7 years old.
- The number of wireless laptop labs is not sufficient to allow reasonable use by all staff.
- The increased use of web-based applications is causing a need for increased bandwidth.

Software:

- Because updated software versions cannot be used on older computers, there are differences between versions available in the classrooms and in the labs.

Other Technology Equipment:

- There are not enough LCD projectors for staff use.
- As the number of multimedia projects increases, there is a need for additional digital cameras, camcorders, and other peripherals for staff and student use.

Conclusions:

- The district needs to replace aging staff computers and to acquire additional wireless laptop labs for student use.
- All computers need to be updated on a regular replacement cycle of 4-5 years to avoid the overabundance of aging equipment.
- Bandwidth needs to be increased to allow for the increased use of web-based applications.
- As computers are updated, software versions need to be standardized.
- Additional LCD projectors, digital cameras, camcorders, and other peripherals need to be purchased to facilitate technology integration in the classrooms.

PART E - Data Analysis—(Meta-Analysis Section)**B.1 Conclusions from parts A, B, C, and D**

- The district will continue its proactive approach to learning by continuing to focus professional development trainings on differentiated instruction to recognize its weaknesses.
- The district will continue to work to increase student achievement in regards to reading and math using research-based standard-aligned technology resources.
- In order to provide differentiated instructional plans, the district will move to MAP testing in order to gain more comprehensive data on the academic strengths and weaknesses of all students.
- AIMSweb will be implemented in order to provide student specific reading intervention strategies.
- NWEA MAP testing will be implemented to facilitate differentiation of instructional program based on individual student strengths and weaknesses.

- AIMSweb will be implemented to help teachers develop individualized programs of reading instruction for at-risk students.
- Time and additional funding need to be provided for technology professional development.
- A collection of grade level curriculum-based technology activities aligned with the NETS-S needs to be developed.
- Technology professional development activities for teachers should focus on technology-enhanced curriculum activities, as well as the use multi-media tools
- There is need for a collection of grade level technology-enhanced reading and math activities that are linked to the District curriculum documents.
- The District website needs to be updated on a regular basis to include current information on all district activities.
- Community classes and recommended technology resources need to be posted on the website.
- The District needs to increase its use of technology for communication with all stakeholders.
- The district needs to replace aging staff computers and to acquire additional wireless laptop labs for student use.
- All computers need to be updated on a regular replacement cycle of 4-5 years to avoid the overabundance of aging equipment.
- Bandwidth needs to be increased to allow for the increased use of web-based applications.
- As computers are updated, software versions need to be standardized.
- Additional LCD projectors, digital cameras, camcorders, and other peripherals need to be purchased to facilitate technology integration in the classrooms.

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).

Student test scores clearly show progress over the last 5 years. However, improvement is needed with respect to reading skills, especially among special education and low-income students. An increase in math achievement will also be targeted. In order to improve achievement in reading and math, the district is committed to the development of differentiated instructional plans for all students. On-going staff development will be focused on differentiation strategies and integrating technology across the curriculum to raise **student achievement**.

With this in mind, our academic goal for the next three years is as follows:

By the end of 2011, District-wide, the number of students in grades 3 through 8 meeting or exceeding standards will increase from 80% to 90% in reading, and from 88% to 95% in mathematics, as measured by the Illinois Standards Achievement Test.

SECTION II - ACTION PLAN

Part F: Progress Monitoring

The goal of Oak Lawn-Hometown School District 123 is the use of to enhance student achievement, communication, and information access for all stakeholders. The following steps will be taken to ensure the success of this goal:

- Staff and community members will be surveyed each year, and will be involved through meetings in the monitoring process of the plan
- Student achievement data will be collected and analyzed by district staff and administrators.
- The Technology Planning Committee members will meet annually to review the plan and make any adjustments necessary to meet the changing needs of the district.
- An annual report will be presented to the Board of Education and community members, detailing the progress of the plan implementation, as well as any revisions or future activities recommended by the committee.

Phase I 2008-2009

Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Curriculum and Instruction			
Software/resource purchases: Purchase order records, invoice, inventories	Software will be purchased and loaded. Subscriptions will be renewed	Yearly	Asst. Superintendent for Student Learning and Instructional Leadership; Technology Coordinator
Student Use: Teacher Lesson Plans	Teachers will keep records of technology activities in their lesson plans	Monthly	Building Principals:
Differentiation of Instruction: Teacher Lesson Plans, Results of Reading Fluency Tests and MAP testing, ISAT scores	Lesson plans will indicate differentiated instruction. Reading fluency tests, MAP tests, and ISAT scores will show academic progress.	Twice yearly	Asst. Superintendent for Student Learning and Instructional Leadership; Building Principals
Professional Development			
All activities: Attendance records of technology training sessions. Online staff surveys. Atomic Learning usage logs. Teacher Lesson Plans	Attendance at training sessions. Results of online surveys and usage levels for Atomic Learning will be analyzed. Lesson plans will include technology integration activities and differentiation of instructional plans.	Yearly	Asst. Superintendent for Student Learning and Instructional Leadership; Technology Coordinator
Parental/ Community Involvement			
Website: site pages, site visit counters	Pages are posted on website. Counters show increase in site visits.	Yearly	Technology Coordinator

Parent/Community Classes: class attendance lists	Increase in class attendance	Yearly	Technology Coordinator
Technology Nights: attendance lists, survey comments	Attendance counts increase. Hit counts on website increase	Yearly	Technology Coordinator
Technology Deployment			
Hardware purchases: Purchase orders, lease agreements, inventories	Records will show that equipment has been purchased and deployed.	Yearly	Technology Coordinator; District Hardware Manager
Telecommunications and Interconnectivity: Invoices, ICN documentation, network downtime reports, staff surveys	Records will show improvement to telecommunications and network performance. Staff surveys will indicate improved connectivity.	Yearly	Technology Coordinator; District Hardware Manager
License renewals and upgrades: License agreements, contracts, invoices.	Records will show that all necessary renewals and/or upgrades have been made.	Yearly	Technology Coordinator; District Hardware Manager; Data Systems Manager
Phase II 2009-2010			
Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Curriculum and Instruction			
Software/resource purchases: Purchase order records, invoice, inventories	Software will be purchased and loaded. Subscriptions will be renewed	Yearly	Asst. Superintendent for Student Learning and Instructional Leadership; Technology Coordinator
Student Use: Teacher Lesson Plans	Teachers will keep records of technology activities in their lesson plans	Monthly	Building Principals
Differentiation of Instruction: Teacher Lesson Plans, Results of Reading Fluency Tests and MAP testing, ISAT scores	Lesson plans will indicate differentiated instruction. Reading fluency tests, MAP tests, and ISAT scores will show academic progress.	Twice yearly	Asst. Superintendent for Student Learning and Instructional Leadership; Building Principals
Professional Development			
All activities: Attendance records of technology training sessions. Online staff surveys. Atomic Learning usage logs. Teacher Lesson Plans	Attendance at training sessions. Results of online surveys and usage levels for Atomic Learning will be analyzed. Lesson plans will include technology integration activities and differentiation of instructional plans.	Yearly	Asst. Superintendent for Student Learning and Instructional Leadership; Technology Coordinator
Parent/Community Involvement			
Website: site pages, site visit	Pages are posted on website. Counters	Yearly	Denise Woloszyn, Technology

counters	show increase in site visits.		Coordinator
Parent/Community Classes: class attendance lists	Increase in class attendance	Yearly	Denise Woloszyn, Technology Coordinator
Technology Nights: attendance lists, survey comments	Attendance counts increase. Hit counts on website increase	Yearly	Denise Woloszyn, Technology Coordinator
Technology Deployment			
Hardware purchases: Purchase orders, lease agreements, inventories	Records will show that equipment has been purchased and deployed.	Yearly	Technology Coordinator; District Hardware Manager
Telecommunications and Interconnectivity: Invoices, ICN documentation, network downtime reports, staff surveys	Records will show improvement to telecommunications and network performance. Staff surveys will indicate improved connectivity.	Yearly	Technology Coordinator; District Hardware Manager
License renewals and upgrades: License agreements, contracts, invoices.	Records will show that all necessary renewals and/or upgrades have been made.	Yearly	Technology Coordinator; District Hardware Manager; Data Systems Manager
Phase III 2010-2011			
Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Curriculum and Instruction			
Software/resource purchases: Purchase order records, invoice, inventories	Software will be purchased and loaded. Subscriptions will be renewed	Yearly	Asst. Superintendent for Student Learning and Instructional Leadership; Technology Coordinator
Student Use: Teacher Lesson Plans	Teachers will keep records of technology activities in their lesson plans	Monthly	Building Principals
Differentiation of Instruction: Teacher Lesson Plans, Results of Reading Fluency Tests and MAP testing, ISAT scores	Lesson plans will indicate differentiated instruction. Reading fluency tests, MAP tests, and ISAT scores will show academic progress.	Twice yearly	Asst. Superintendent for Student Learning and Instructional Leadership; Building Principals
Professional Development			
All activities: Attendance records of technology training sessions. Online staff surveys. Atomic Learning usage logs. Teacher Lesson Plans	Attendance at training sessions. Results of online surveys and usage levels for Atomic Learning will be analyzed. Lesson plans will include technology integration activities and differentiation of instructional plans.	Yearly	Asst. Superintendent for Student Learning and Instructional Leadership; Technology Coordinator

Parent/Community Involvement			
Website: site pages, site visit counters	Pages are posted on website. Counters show increase in site visits.	Yearly	Technology Coordinator
Parent/Community Classes: class attendance lists	Increase in class attendance	Yearly	Technology Coordinator
Technology Nights: attendance lists, survey comments	Attendance counts increase. Hit counts on website increase	Yearly	Technology Coordinator
Technology Deployment			
Hardware purchases: Purchase orders, lease agreements, inventories	Records will show that equipment has been purchased and deployed.	Yearly	Technology Coordinator; District Hardware Manager
Telecommunications and Interconnectivity: Invoices, ICN documentation, network downtime reports, staff surveys	Records will show improvement to telecommunications and network performance. Staff surveys will indicate improved connectivity.	Yearly	Technology Coordinator; District Hardware Manager
License renewals and upgrades: License agreements, contracts, invoices.	Records will show that all necessary renewals and/or upgrades have been made.	Yearly	Technology Coordinator; District Hardware Manager; Data Systems Manager

SECTION III: PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

Part A - Description of Stakeholder Involvement:

Invitations to participate in the technology planning process were sent to parents, community members, and staff. Survey forms were collected from parents, community members, and staff in the fall of 2007 to help guide the planning process. The following stakeholders began meeting in December 2007, to plan the future of the District’s technology program:

District Personnel: Paul Andersen, Director of Buildings and Grounds; Elaine Barlos, Teacher-Oak Lawn Hometown Middle School; Cathy Baumann, District Hardware Manager; Sandy Bogusevic, Data Systems Manager; Lauri Calabrese, Assistant Superintendent Business; Maripat Coughlan, Teacher-Hometown School; Laura Ferrell, Teacher-Oak Lawn Hometown Middle School; Shannon Finn, Teacher-Kolmar School; Susan Haddick, Assistant Superintendent Curriculum and Instruction; Gerry Krull, K-2 Literacy Facilitator; Sheila Lettierre, K-8 Math Facilitator; Debra Lathus, Administrative Assistant; Michelle Marshall, Teacher-Hometown School; Kathleen McCord, Superintendent; Robin McElwee, Technology Assistant-Sward School; Linda Mullner, Teacher-Oak Lawn Hometown Middle School; Marilyn Nowak, Teacher-Kolmar School; Margaret Nugent, Teacher-Kolmar School; Leah Post, Teacher-Kolmar School; Melodye Queen, Technology Assistant-Covington School; Sandy Rizzo, Teacher-Sward School; Jean Roth, Teacher-Sward School; Anna Schultz, Principal-Kolmar School; Kathy Spedale, Library Media Specialist-Oak Lawn Hometown Middle School; Lisa Trabadela, Teacher-Covington School; Pamela Venz, Teacher

Oak Lawn Hometown Middle School; Denise Woloszyn, District Technology Coordinator; Noreen Williams, Teacher-Oak Lawn Hometown Middle School

Community Members: Michelle Cooney, Parent; Jean Day, **Librarian-Oak Lawn Public Library**, Craig Nicholas, Genesis Consulting Group

These committee members worked in small groups to develop goals for each of the four areas addressed in the technology plan. In addition to face-to-face meetings, a tech plan wiki was used to facilitate collaboration. Once completed, the goals were reviewed and revised by the entire committee. The District 123 Technology Integration Plan is a result of their collaborative efforts. Committee members will be invited to review and revise the plan on a yearly basis.

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

Board Policy 6:235 Access to Electronic Networks

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

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

Adopted by the District 123 Board of Education on October 23, 2006