

## ILLINOIS e-Plans

### TECHNOLOGY INTEGRATION PLAN TEMPLATE

#### **DISTRICT INFORMATION:**

District Name	Pekin Public School District 108		
RCDT Number	530901080020000		
District address	501 Washington Street		
City/State/Zip	Pekin, IL 61554		
Superintendent Name	Dr. Don White	Superintendent e-mail address	<a href="mailto:dwhite@pekin.net">dwhite@pekin.net</a>
District Phone Number	309-477-4700	District Fax Number	309-477-4701
Name of person to contact regarding this plan	Angela Arnold	Contact e-mail address	<a href="mailto:aarnold@pekin.net">aarnold@pekin.net</a>
Contact Phone number	309-477-4746	Contact Fax Number	309-477-4702
Unapproved Technology Plan Submission Date(s)	April 14, 2007	Expiration Date of Currently Approved Technology Plan	June 30, 2007

2. Check appropriate line:

Original Submission

Amended Submission

3. (Only for Annual Evaluation) The plan was reviewed and evaluated on \_\_\_\_\_  
(month/day/year)

4. (Only if Amended Submission) Mid course correction was needed yes no

## **VISION:**

### **District 108 Vision Statement:**

Let us show you the learning!

### **District 108 Technology Vision Statement:**

Pekin Public School District 108 is committed to the ideal that a technologically integrated working environment will exist for all students and staff. The environment must include:

- Appropriate technological tools and skills used in an active and enriching, restructured environment to enhance learning, teaching and their management. (**Instructional Technology and Informational Technology**)
- Easily accessible and continuous support, training and time for the using the tools of technology to enhance teaching and learning. (**Instructional Technology and Informational Technology**)
- Efficient infrastructure, including **telecommunications**, to connect the home, the classroom, the school, and agencies of the community to resources available across the world.
- Continuous monitoring, evaluation and updating of district's technology plan.

In the above areas our district continues to look for and explore solutions beyond the life of the plan. Pekin Public School District 108 will continue to expand and support the technological resources needed to have the greatest impact on student achievement.

## **DATA AND ANALYSIS:**

### **Part A - Data Collection and Information**

#### **A.1 District Report Card**

[http://www.pekin.net/pekin108/assistant\\_superintendent/improvement/report\\_cards/district/2005.pdf](http://www.pekin.net/pekin108/assistant_superintendent/improvement/report_cards/district/2005.pdf)

#### District Report Card **Summarize the Data:**

District 108 is a school district serving PreK- 8<sup>th</sup> grade students. The students are housed in 11 buildings and consist of the following: (1) PreK site, (6) K-3, (2) 4-6, and (2) 7-8 with a total enrollment of 3,541. (Illinois School Report Card 2006) 10 of the schools are Title I schools. The enrollment of the school district is expected to remain constant based on the Projected Enrollment Report. Low income percentages (based on free and reduced lunch count) are as follows:

Dirksen 47%  
Jefferson 64%  
Smith 50%  
Starke 50%  
Sunset 30%  
Willow 54%  
Washington 39%  
Wilson 52%  
Broadmoor 44%  
Edison 43%  
Preschool Family Education Center 61%

In looking at our poverty rate for the past three years, it has steadily increased from 42.4% in 2004 to 46.8% in 2006. (School Report Card data)

Chronic truancy is .3% and the mobility rate is 13.6%. The chronic truancy rate and mobility rate are both lower than the state average. Pekin 108 has an attendance rate of 94.6%, slightly above the state average. According to the 2006 School Report Card – 95.5% of the students are white.

The average teaching experience in the district is 15.3 years with 50.1% of the teachers holding Bachelor's Degrees and 49.9% holding a Master's or above. 100% of District 108 teachers meet highly qualified criteria. Across the district we have a staff-to-student ration of 18.5 to 1.

Our overall performance on all state tests, according to the 2006 Illinois State Report Card, meets or exceeds state AYP minimum targets, with the exception of our students with disabilities population. This sub-group does not meet state standards in reading. Therefore, our district did not make AYP in reading. We have not been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act

District Report Card **Key Factors:**

- Increasing poverty rate.
- Students with Disabilities Population achievement on state tests in reading.

District Report Card **Conclusions:**

- School Improvement Plans should focus on reading, with an emphasis on special needs populations.

## A.2 Other Data

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

#### Attributes and challenges – **Description:**

Census Data Website - <http://factfinder.census.gov>

2006 School Report Card

Budget Analysis Data

Special Education Data Analysis by Elaine Stien (Special Education Coordinator) - March 8, 2007 Superintendent's Sentences

Curriculum Integration Plan – NETS

[http://www.pekin.net/pekin108/assistant\\_superintendent/standards/technology/index.html](http://www.pekin.net/pekin108/assistant_superintendent/standards/technology/index.html)

Technology Survey for Teachers (Spring 2007)

District Resources Survey for Teachers (Spring 2006)

#### Attributes and challenges - **Summarize the Data:**

##### *2000 Census Data*

Pekin Public School District 108 is located in Tazewell County in the Illinois River Basin approximately 165 miles southwest of Chicago and 165 miles northeast of St. Louis. Pekin is the home to nearly 35,000 residents with a total K-8 enrollment of 3,541 (Illinois District Report Card 2006) The educational level of community members over 25 years of age varies (2000 census):

Grade school graduate only 5.6%

High school graduate 38.71%

Some college, no degree 24.58%

Associates degree 6.01%

Bachelor's degree 8.35%

Graduate degree 5.07%

According to the 2000 Census, there are 13,380 households in Pekin with an average household income of \$47,094. The median travel time to work is 18 minutes and 60.9% of the population is in the work force (age 16 or older). 96.9% of the population is white.

##### *Budget Information*

As is the case in most school districts, dollars to support increased budget demands is a critical challenge. Funding of technology has to be viewed as an ongoing expense in order to continue to upgrade and expand opportunities for teachers

and students. As technology is expanded costs for staff development must also be expanded. At this time, it is difficult to meet these needs with the shrinking dollars from the State of Illinois. For two of the past three years, the district technology budget has seen significant reductions. One result of the budget cuts was the loss of funding for new technology purchases during the 2004-2005 and 2005-2006 school years. The 2006-2007 school year was the first year we were able to resume our technology purchases. We are hoping to avoid additional budget cuts in the coming years.

*Special Education Coordinator Data Analysis (Combines Fall Housing Report, Nonpublic Registration, Enrollment and Staff Report, and FACTS)*

District 108's overall special education eligibility rate was 21.66% for 2005-2006 and has been consistently in this range over the past 4 years. This is about 5-6% higher than the state average of 15.32%. Our rates are slightly lower than state rates in the categories of emotional disorder and learning disability, slightly higher than state rates in speech/language and developmental delay and very close to state rates in the other 8 categories.

*Poverty – Trend Data*

In looking at Illinois School Report Card data for the past 5 years, our poverty rate has gradually increased each year from 40.4% in 2002 to 46.8 in 2006.

*Teacher Technology Survey Data Summary*

Frequency of use data

Weekly/daily basis of technology use with students (top 5):

- Have alternative activities when regular class work is finished (45%)
- Learn internet skills (logging on, search engines, bookmarks) (35%)
- Increase student performance on state test (32%)
- Practice skills or concepts not yet learned (drill/practice software, tutorials, is ILS)(28%)
- Create visual support for idea sharing (mind mapping, transparencies, electronic presentations)(26%)

Technology use has allowed me (teacher) to do even more of the following (top 5):

- Increase my time to work with individuals/small groups (57%)
- Provide more complex, challenging tasks (50%)
- Increase hands-on/mind problem solving (48%)
- Increase time for students to work independently on topics of their choice, without direction (46%)
- Expand the time students have to learn beyond the classroom (43%)

Other interesting facts:

Teacher confidence

- 85% of teachers feel confident of their tech skills and/or are capable of teaching others
- 70% feel confident in their ability to design and assess lessons supported with technology resources for students

### Technology Use

- 86% use technology daily/weekly for professional use
- 60% use technology daily/weekly with students

### Tech Support

- 90% rank response time to technology needs as satisfactory or better

### Student Uses of Technology

- 34% report that students are encouraged to construct and produce knowledge beyond material from teachers and textbooks on a daily/week basis
- 72% agree that they have experienced significant changes in instructional strategies for teaching content when using technology.

### Administrator Support and Encouragement

- 73% agree that their building principal expects, supports, and assesses their learning and effective use of technology with students.

### Attributes and challenges - **Key Factors:**

- Increasing poverty rate
- Special education population
- NETS for students, teachers, and administrators – Technology Integration Training

### Attributes and challenges – **Conclusions:**

- In reviewing student achievement data and analysis of the results of various subgroups, we have determined that further review of technology use for students with special needs, needs to be undertaken
- We recognize the need to address NETS standards for students, teachers, and administrators for effective use of technology to support curriculum decisions

**Local Assessment Data**

Local assessment data – **Description:**

DISTRICT 108 COMMON ASSESSMENTS			
Grade	Fall (Pretest)	Mid-Year	Spring (Posttest)
K	Letter Naming Fluency SAI Math or alternative assessment	Pretest Letter Sound Fluency SAI Math or alternative assessment	Letter Naming Fluency Letter Sound Fluency SAI Math or alternative assessment
1	Non-sense Word Fluency SAI Math or alternative assessment	Posttest Non-sense Word Fluency Pretest Oral Reading Fluency SAI Math or alternative assessment	Oral Reading Fluency SAI Math or alternative assessment
2 - 3	Oral Reading Fluency SAI Math or alternative assessment	SAI Math or alternative assessment	Oral Reading Fluency SAI Math or alternative assessment
4 - 8	EdPerformance reading and math		EdPerformance reading and math

ICDI – I CAN DO IT! Objectives Summary Information  
 Student Artifact Analysis  
 Building Walk Through  
 Teacher Survey 2007

Local assessment data - **Summarize the Data:**

Alignment of the curriculum with the Illinois Learning Standards has been completed and implemented in the district through our SAI (Standards, Assessment, and Instruction) curriculum initiative – our model for continuous student achievement. The SAI model is based upon research in the field of cognitive psychology, which studies how people learn and retain knowledge.

SAI also relies heavily upon classroom research studies that have identified "Instructional Best Practices" in each subject area. Finally, SAI takes some of its structure from the book Understanding by Design by Wiggins & McTighe, which combines cognitive and classroom research into a comprehensive way of thinking about curriculum. Much of the jargon heard in District 108 relates to SAI. All grade levels have adopted I Can Do It! Objectives related to the Illinois Learning Standards.

The SAI model divides the school year into three cycles. Each cycle begins with a pretest that informs the teacher and student what objectives need work. They use the results to plan where to focus each student's learning during the cycle.

During the 2006-2007 school year we adopted 2 district wide common assessments. At the K-3 level we are using AIMSWeb and at 4 – 8, Scantron's EdPerformance. All students are tested with the district common assessment tools, as well as assessments developed at the building level. These assessments are all directly tied to the School Improvement Plan for each building.

**AIMSWeb** is a scientifically based, formative assessment system that informs the teaching and learning process by providing continuous student performance data and reporting improvement to parents, students, teachers, and administrators. It enables us to have evidence based evaluation and data-driven instruction. AIMSWeb reports CBM or DIBELS student progress in a 3-Tier Problem Solving model, including Response-to-Intervention (RTI), through web-based data management and reporting. Through AIMSWeb we are able to do universal screening and progress monitoring for general education, remedial programs or at risk, and intensive progress monitoring for student with severe achievement problems.

**EdPerformance – Performance Series** is a web-based computer-adaptive diagnostic test that is standards based. It allows us to determine proficiency levels instantly, place students in appropriate programs, report progress, and predict performance on high-stakes tests. Parents, students, teachers, and administrators get the test results they need. We are able to do universal screening and identify which students need additional help in identified areas. Since this test is an adaptive diagnostic tool, we are able to use it with general education students, remedial or at risk students, and students with severe achievement problems.

### **I Can Do It Results**

As part of our SAI curriculum initiative, our district has developed objectives for each grade level. The ICDI process centers around 3 core values: everyone (students, parents, and teachers) knows the curriculum, everyone takes responsibility for student learning, everyone uses data to make instruction decisions.

### **Technology Instructional Practices**

Instructional practices primarily focus on tech literacy skills or adapting skills with limited transforming uses. 60% of the artifacts displayed in buildings were "cookie cutter" rather than individual/unique. Teachers report that the primary use of computers is for alternative activities when regular class work is finished, to have students use internet skills, and to increase student performance on state tests.

Local assessment data - **Key Factors:**

- Increasing poverty rate
- Special education population
- NETS for students, teachers, and administrators – Technology Integration Training

Local assessment data – **Conclusions:**

- Develop strategies that will move teachers from literacy uses to adapting/transforming uses to give all students opportunities to experience high level learning/real world learning
- Continue to explore technology as a tool for learning and its potential for new learning experiences that go beyond the classroom walls
- Continue to offer students the opportunities to use a variety of tools in their learning

## ***Educator qualifications and professional growth and development data***

Educator qualifications and professional growth and development - **Description:**

Illinois School Report Card 2006

Teacher Survey 2007, 2004

Interview with Linda Harris, Director of Human Resources District 108 (March 29, 2007)

Professional Development Academy Course Offerings Brochure (Spring 2007)

Agendas and Minutes from Teacher Institute and School Improvement Planning Days (2007)

Educator qualifications and professional growth and development - Summarize **the Data:**

According to the Illinois School Report Card 2006, 100% of District 108 teachers are highly qualified.

District 108 is in the midst of a professional development redesign and is working on a three year plan. Our current professional development offerings center on our Teacher Induction Program. All teachers new to District 108 are required to complete 4 courses over the first 4 years of their employment. Professional Development Academy (PDA) is currently set up to be an integrated program focusing on district initiatives with the technology component built in. All teachers are offered the opportunity to participate in engaging experiences with one another, and at the same time, incorporate new ideas and strategies in to their classrooms. All professional development will be aligned to the NSDC standards. A process will be put in to place that will allow us to address district needs and building needs.

Current Offerings Include:

- National Board Certification (Pre-Candidacy Class and Architecture of Teaching)
- Proactive Leadership Through Mentoring
- Teaching with Primary Sources – partnership with ISU course offering
- Technology as a Tool for Teaching and Learning
- Literacy – Guided Reading study
- Administrators Literacy Study
- Language Arts Curriculum Study and roll out – 2007-2008 (professional development for all)
- Building training as needed to address technology skills
- Administrator Training – monthly focus topic meetings
- Individual help when requested

An area of particular interest for us is mentoring. We are working on a universal mentoring system that will be centered on coaching. This coaching model will apply not only to student teachers and new teachers, but to groups of teachers within a building, grade level, or whatever groupings need dictates.

We are fortunate to have a partnership relationship with Illinois State University, centered on our Professional Development School (PDS). Through this partnership we have been able to offer university courses on our campus for teachers in our district. In our professional development redesign we plan to continue to cultivate our relationship with ISU and the Area III Learning Technology Hub and plan to begin to foster partnerships with CEC (Consortium for Educational Change) and Mid-Illini.

Professional growth in District 108 will incorporate the 4 domains outlined by Charlotte Danielson.

- Planning and preparation
- Classroom environment
- Instruction
- Professional responsibilities

Teachers will be gathering evidence in the form of a portfolio and/or student data.

When asked to rank themselves as technology users

- 25% felt capable of teaching others
- 60% were confident on their own (85% are confident or capable of teaching others)
- 14% are beginners who need support
- 1% not a user

2004 survey results indicated that 80% were confident or capable of teaching others and 20% were beginners. Teachers are gaining confidence in their technology skills.

Educator qualifications and professional growth and development - Key **Factors**:

- Professional development is constantly evolving to meet the changing needs of our staff
- Partnerships are maintained and cultivated
- Professional development centers around professional growth and district initiatives

Educator qualifications and professional growth and development - **Conclusions:**

- Continue to meet the needs of teachers, support personnel, and administrators who are at different levels of readiness
- Address needed changes in instructional practices with a sustained effort focused on measureable student results

## ***Parent/Community Involvement***

Parent/Community Involvement - Description:

2006 School Report Card

Parent Survey Data- Fall 2007, Spring 2007

Adult Literacy Component – email correspondence with Nancy Waxler, principal of PFEC (March 27, 2007)

Parent/Community Involvement - Summarize **the Data**:

According to the 2006 School Report Card, District 108 reports parental contact of 100%. This includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations and writing correspondence.

Email capabilities exist between parents, teachers and administrators and are being utilized on a more regular basis than before with 90% of classroom teachers reporting electronic communication with parents (Teacher Survey 2007).

Administrators on-line surveys (2007) indicate that 100% of administrators who responded communicate daily with parents either by email/web/voice system. The following methods of communication are also used as a means to communicate district efforts:

- Monthly newsletters (all schools and most classrooms)
- News articles
- Parent organizations
- Open House
- Grandparent's Day
- Flyers
- Website (district and teacher)
- Voice Mail/Announcements
- Parent Handbook/District Calendar
- E-mail communications
- Celebrate 108! Event at the Dragon's Dome (yearly)

According to Parent Survey (Fall and Spring 2007) data, parents continue to look for more ways to get information about and provide feedback to schools regarding student progress.

### ***Adult Literacy***

Our present system to provide Adult Literacy is in collaboration with Illinois Central College (ICC). We partner with ICC to hold GED classes here at the Preschool Family Education Center on both Tuesday and Thursday mornings. Anyone who is at least 16 years of age, lives within the Pekin Public School District #108 boundaries, and has not completed their high school education is

eligible for the class. We also team with Tazewell County Health Department to provide these services to teen mothers. We help with child care services so parents with children under the age of 3 will be cared for during class time. The adults are given a placement test to find their level of need and then each adult works at their pace with the teacher to learn the required knowledge. We also encourage them to work with the Pekin Library in case they feel they could use extra help from a volunteer tutor. The other system that we have to help with Adult Literacy is to provide parent education workshops throughout the year. Some of the topics are: How to Read to your Child, Good Nutrition, Helping Your Child be Good, Safety for All, and How You Can Help Your Family's Budget. Though these workshops we help parents become well rounded parents and adults so they can succeed in life.

Parent/Community Involvement - Key **Factors**:

- Parent surveys indicate that 86% of respondents have access to the internet at home
- District 108 has contact with 100% of parents
- District 108 has a phone system with a menu structure, announcement and voice mail capabilities for all staff
- Parents continue to express a desire for more information and opportunities to provide feedback

Parent/Community Involvement - **Conclusions**:

- Continue to implement and expand electronic communication efforts between the school/home/community
- Pursue avenues to include wider community involvement in planning, implementation, and evaluation processes to gain additional support

## A.3 Technology Deployment

### Technology Deployment - **Description:**

ISBE District Technology Survey – March 2007  
District 108 Deployment Plan – updated March 2006  
Infrastructure Map and Summary – March 2007  
Telecommunications Equipment and Services (erate) – Spring 2007  
Electrical Capacity Report

### Technology Deployment - **Summarize the Data:**

#### ***Infrastructure Summary***

Our network is an Ethernet network, with Gigabit Ethernet (1000Mbps) on the backbone, and Fast Ethernet (100Mbps) within each location. We have eight locations connected together via single-mode fiber in a star topology, with Washington School as the center node. Where a location has one or more IDFs (secondary wiring closet) multi-mode fiber connects each IDF with the MDF (main wiring closet). All end devices (workstations, printers, etc..) connect via Cat5 copper.

***Telecommunications Equipment and Services Summary*** – see *Inventory Document*

#### ***Hardware Deployment***

The original District 108 Hardware Deployment Plan was a result of the TILE Project. This project was funded by a \$192,000 grant from the Illinois State Board of Education in December of 1994.

The four main goals of the T.I.L.E. project were:

- To identify research-based teaching/ learning strategies that when combined with technology increase achievement.
- To develop a blueprint for effective classroom design and instructional tools to support the strategies identified.
- To develop a process to assist to assist classroom teachers integrate the strategies and tools into content areas.
- To establish a professional development program to provide staff with necessary skills for implementation.

The TILE design envisioned each regular division classroom equipped with a teacher station, overhead monitor, printer and 5 student stations, and programming supported with teacher training in the “One Computer Classroom” for use of the overhead monitor and “Tech Integration” for use of the student computers. Beginning in 1996, TILE classrooms were deployed across a 5 year period, equipping 20% of each school’s classrooms each year. Each year’s computer purchases were of a single make and model, based upon bid. The combination of the 5-year phase-in at each school and the pace of technological change combined in causing each school’s computer collection to include 5 different makes and models. Experience demonstrated the inefficiency of providing technical support to that

deployment. In summer 2001, student computers were shuffled across the district so that each building housed only one make and model, improving the speed and efficiency of Tech Support. The current deployment strategy of replacing all of a school's computers at the same time, evolved from this reorganization.

Due to budget cuts, we changed our deployment numbers in the last purchase during the summer of 2003. Each regular division, self-contained classroom was set up with 4 student computers – each self-contained special education classroom was set up with 1 student computer.

FY04 and 05 brought deeper budget cuts and we were not able to make technology purchases for two years. That put us two years behind in our previous deployment play.

Fortunately, during FY06 we were able to fund technology purchases again. At that time we looked at our previous deployment plan and asked the question....do we want to continue to do what we have been doing? The answer was no.

### **Restructured Deployment Plan and Policies:**

2006 – Broadmoor and Edison student, teacher and clerical stations

2007 - Washington and Dirksen student, teacher, and clerical stations

2008 - Wilson and Sunset student, teacher, and clerical stations

2009 - Jefferson and Willow student, teacher, and clerical stations

2010 – Smith and Starke student, teacher and clerical stations

Repeating cycle

The restructured deployment plan expands upon the strategy of standardizing all computers in each building. It goes beyond purchase of student and regular teacher equipment to also include computers used by clerical staff, resource special education teachers, and specialist teachers, with purchases funded from either from building line items or from district regular or special education line items.

The purpose of the changed procedure is to standardize all student, teacher, and clerical computers in each building at each deployment cycle

### **Proposed School Choice of Equipment**

Across the years, schools have chaffed at the TILE standardized model. Some want centralized instructional labs, while others want mobile laptop wireless labs, and still others want to retain the TILE design. To accommodate these varied needs, schools will be allowed to choose hardware and software from an approved list of items. The list will be developed and schools will make selections within the following parameters:

- Approved hardware and software.
  - Purchases and contracts for the use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and interconnect equipment will be made in accordance with 105 ILCS 5/10-20.21 so as to provide cost savings for maintenance and repair.
  - District 108 Tech Center must confirm that any hardware, infrastructure, and software installed in District 108 meets the following criteria:

- Compatibility with the District 108 infrastructure
  - Compatibility with District 108 maintenance and repair procedures
  - Offered by district-approved vendors
- All purchases must include vendor warranties and/or support for the expected life of the deployment, even at additional cost.
- Schools must obtain Tech Center confirmation *before purchasing any hardware or software*.
- Purchase procedures.
  - District 108 Tech Center will negotiate with vendors and arrange all purchase of technological equipment and/or services installed within the District, whether purchased with district or school line items.
- Deployment allocations.
  - When each school's deployment year arrives, its total deployment allocation will be based upon Table 1, as modified to reflect the projected staffing and pricing of desktop computers.
  - After the Tech Center determines the cost of employee desktop computers and software, schools will determine how to expend the remaining allocation.
  - Except for the specified teachers and staff, all hardware and software purchased with deployment funds must be for student use, whether in classrooms, computer labs, mobile wireless labs, or other technology on the approved list.
  - Wiring, infrastructure, furniture, supplies, etc., needed to support school selections other than desktop computers must be purchased from school funds.
- School Decision Making.
  - School staff must be included in the decision making process with the understanding that the decision determines the district technology deployment for at least five years. Building SILTs will make the final decisions, which will be communicated to the Tech Center.
  - Schools are encouraged to consider the following in their decisions:
    - A minimum of five-years between deployment cycles.
    - Predictable staffing changes.
    - The availability of space, drops, etc., needed for planned labs.
    - The cost of purchasing and maintaining furniture and additional equipment necessitated by building deployment selections.

## Clarifications

- In each school's deployment year, all teachers and secretaries will receive new computers, as will Learning Center Paraprofessionals, Attendance and Health Clerks, and other staff specifically identified.
- All classrooms must be equipped with a teacher station, overhead monitor, and printer.
- The district is responsible for choosing the exact models of computers that are purchased and will make all necessary purchases. The district will also make all arrangements for necessary installations that may be needed, including those funded by the buildings.
- All computers will be financially supported by the district as long as they remain under warranty—five years for desktop computers and three years for laptops. If the building decides to purchase laptop computers, financial support after the warranty expires will be a building responsibility.

- All computers purchased with deployment funds remain district property and will revert to district use with each school's next deployment cycle.
- Buildings must assure that there are space and necessary ports available to support a lab, if they choose to create one.
- Added and removed sections will not impact the deployment, except for the teachers' equipment. The district will assure the proper number of teacher stations, but will neither purchase nor remove student equipment between deployments in any building. If sections are added, the affected school may elect to purchase student stations from the "Overflow Student" account provided by the District.

### **Technology Tie-In to School Improvement Planning**

All new technology purchases must be directly tied to school improvement efforts. As a tool for continuous improvement, District 108 uses the Plan, Do, Study, Act process. When new equipment purchasing decisions are made, buildings must address the following questions:

- What are the needs to be addressed with technology?
- Develop a hypothesis for using technology to address the root cause underlying the identified need.
- Develop an implementation plan that includes some way of assuring fidelity to the design.
- Develop an evaluation place that will provide data to inform a continuous improvement process.

### **Technology Deployment - Key Factors:**

- Access to technology is readily available
- Response time to tech support needs is satisfactory
- Ratio of computers to students is optimal
- Acceptable use policies and copyright and ethics policies have been written and implemented
- Filter/server installation in place
- District participates in erate
- Network can support instructional practices and more advanced levels of use
- Funding for technology purchases has been restored to district budget

### **Technology Deployment - Conclusions:**

- Continue to maintain technology support to ensure successful instruction/learning practices
- Continue to train teachers to use technology available in instructional practice
- Continue to provide access to up to date technology

## **Part B - Data Analysis**

### **Conclusions from Data Collection**

#### **A.1 School Report Card Data**

- School Improvement Plans should focus on reading, with an emphasis on special needs populations.

#### **A.2**

##### **Attributes and Challenges**

- In reviewing student achievement data and analysis of the results of various subgroups, we have determined that further review of technology use for students with special needs, needs to be undertaken
- We recognize the need to address NETS standards for students, teachers, and administrators for effective use of technology to support curriculum decisions

##### **Local Assessment Data**

- Develop strategies that will move teachers from literacy uses to adapting/transforming uses to give all students opportunities to experience high level learning/real world learning
- Continue to explore technology as a tool for learning and its potential for new learning experiences that go beyond the classroom walls
- Continue to offer students the opportunities to use a variety of tools in their learning

##### **Educator Qualifications and professional growth and development**

- Continue to meet the needs of teachers, support personnel, and administrators who are at different levels of readiness
- Address needed changes in instructional practices with a sustained effort focused on measureable student results

##### **Parent/Community Involvement**

- Continue to implement and expand electronic communication efforts between the school/home/community
- Pursue avenues to include wider community involvement in planning, implementation, and evaluation processes to gain additional support

#### **A.3 Technology Deployment**

- Continue to maintain technology support to ensure successful instruction/learning practices
- Continue to train teachers to use technology available in instructional practice
- Continue to provide access to up to date technology

## **Key Factors:**

### **A1. District Report Card**

- Increasing poverty rate
- Students with Disabilities Population achievement on state tests in reading

### **A.2 Other Data**

#### **Attributes and Challenges**

- Increasing poverty rate
- Special education population
- NETS for students, teachers, and administrators – Technology Integration Training

#### **Local Assessment Data**

- Increasing poverty rate
- Special education population
- NETS for students, teachers, and administrators – Technology Integration Training

#### **Educator Qualifications and Professional Growth and Development Data**

- Professional development is constantly evolving to meet the changing needs of our staff
- Partnerships are maintained and cultivated
- Professional development centers around professional growth and district initiatives

#### **Parent/Community Involvement**

- Parent surveys indicate that 86% of respondents have access to the internet at home
- District 108 has contact with 100% of parents
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- Parents continue to express a desire for more information and opportunities to provide feedback

### **A.3 Technology Deployment**

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- Filter/server installation in place
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- Network can support instructional practices and more advanced levels of use
- Funding for technology purchases has been restored to district budget

## ANALYSIS OF STUDENT ACHIEVEMENT DATA:

### School Improvement Planning

District 108 has developed a **collaborative culture** that is clear on vision, values, mission and goals. The collaborative culture is a professional learning community that completes action plans based on what needs to be done to focus improvement efforts. Data is collected and changes to improve performance are made to reflect analysis of the data. District human and fiscal resources support improvement efforts.

**District improvement efforts** are aligned with **state improvement efforts**. **School** improvement efforts are aligned with **district** improvement efforts. Classroom improvement efforts are aligned with **school** improvement efforts.

The **Plan, Do, Study, Act (PDSA)** or **Standardize, Do, Study, Act (SDSA)** cycle is the process that Pekin School District 108 uses to improve the quality of teaching and learning. The PDSA integrates both theory and practice to systematically create a more effective, data driven approach to show and sustain continuous improvement. Each school has its own School Improvement Planning team that works throughout the year with instructional data to analyze and plan for continuous improvement.

Beginning in the Spring of each school year, teams begin to look at achievement data collected over the year to determine the effectiveness of current improvement efforts. Work done during the summer will help facilitate any changes that need to be made in the fall.

All District 108 School Improvement Plans currently center around literacy, specifically as it relates to reading. All schools have targeted their improvement efforts on reading to help improve ISAT scores. Special emphasis has been placed on special needs populations.

While each school has set an individual improvement goal based on their current performance levels, the district has targeted the following:

**The percent of all District 108 students meeting or exceeding state expectations on the ISAT Reading Test will rise from 75.8 to 82.3%.**

It is expected that this increase will gradually take place over the next three years. It is a pretty ambitious goal, because it keeps the district's annual improvement in that percentage equal with the average annual improvement across the last 4 years.

Each school has posted their school improvement plans to the following website:

[http://www.pekin.net/pekin108/assistant\\_superintendent/improvement/SWIP\\_forms/index.html](http://www.pekin.net/pekin108/assistant_superintendent/improvement/SWIP_forms/index.html)

## Part F: Monitoring Process

District 108 has adopted the Plan, Do, Study, Act (PDSA) cycle, the purpose of which is to improve the quality of teaching and learning. The PDSA integrated both theory and practice to systematically create a more effective, data driven approach to show and sustain continuous improvement. This process will be used by various committees to evaluate overall achievement of the technology goals.

Various processes/tools will be used to evaluate growth each year. The district will be utilizing Illinois NextSteps Toolkit as one of the primary resources for data collection, analysis, and evaluation.

The Tech Center webmasters are constantly updating the district website, including the Technology Section. [http://www.pekin.net/pekin108/assistant\\_superintendent/technology/index.html](http://www.pekin.net/pekin108/assistant_superintendent/technology/index.html) All initiatives will be posted there – with progress updates and evaluation results. The findings will be reported to the Board of Education and to the community through various media.

Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
Communication documents sent to parents	Informational documents outlining student achievement progress and reading resources available for use at home.	Monthly	Building Level Administrators - Pam Rosa, Dirksen - Jeff Erickson, Jefferson - AJ Schroff, Smith - Stan Fitzanko, Starke - Cindy Worner, Sunset - Lisa VanNatta, Willow - Bill Link, Washington - Matt Green, Wilson - Marc Fogal, Broadmoor - Len Ealey, Edison - Nancy Waxler, PFEC
ISAT Results and School Report Card Data	Reading Scores - % of students meeting AYP	Yearly	Building Level Administrators (see above)

			<p>District 108 Asst. Superintendant, Chuck Bowen</p> <p>District 108 Tech Center Supervisor, Angela Arnold</p> <p>Classroom Teachers</p>
Local Assessment Results	<p>AIMSWeb</p> <p>EdPerformance</p> <p>I Can Do It Objectives</p>	End of Each Cycle	<p>Classroom Teachers and Students</p> <p>Building administrators (see above)</p> <p>Facilitator for At-Risk Services, Jim Drainer</p> <p>Facilitator of Primary Literacy, Deb Leach</p> <p>Facilitator of Advanced Literacy, Stacey Melloy</p> <p>District 108 Assistant Superintendent, Chuck Bowen</p>
Technology Surveys	Teachers, Administrators, Parent, Students	Yearly – or as needed	District 108 Tech Center Supervisor, Angela Arnold
Other Surveys	As needed	As needed	Related to areas as needed
Student Artifacts	Evidence of moving beyond literacy and adapting uses of technology to more transforming uses	End of Each Cycle	District 108 Tech Center Supervisor, Angela Arnold

Building Walk Through	Evidence of moving beyond literacy and adapting uses of technology to more transforming uses	End of Each Cycle	District 108 Tech Center Supervisor, Angela Arnold
NextSteps Tools as needed	Improvement from year to year	Yearly	District 108 Tech Center Supervisor, Angela Arnold

## **PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION**

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

All stakeholders were identified and informed of the Tech Plan analysis and revisions that took place via email, other electronic and paper communications. It is our goal to have an ongoing process for technology planning that includes review, revision, implementation, and assessment. Our goal to have technology planning be part of our school improvement process will not change. Each year we will continue to examine the use of technology by trying to “organize for measurable student results”.

### **Part B - State the district’s internet safety policy:**

#### **Board Policy 6.235 Access to Electronic Networks**

[http://www.pekin.net/pekin108/superintendents\\_office/board\\_of\\_education/policies/600/6-235.html](http://www.pekin.net/pekin108/superintendents_office/board_of_education/policies/600/6-235.html)

#### Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

#### Curriculum

The use of the District’s electronic networks shall (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum. The District’s electronic network is part of the curriculum and is not a public forum for general use.

#### Acceptable Use

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the School Board's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

### 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. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

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

### Authorization for Electronic Network Access

Each staff member must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use. All users of the District's computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network. The failure of any student or staff member to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: Children's Internet Protection Act, P.L. 106-554.

20 U.S.C 6801 et seq.

47 U.S.C. 254(h) and (l).

720 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright for Publication or Sale of Instructional Materials and Computer Programs Developed by Employees), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Library Resource Center), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Publications)

ADMIN PROC.: 6:235-AP (Administrative Procedure - Acceptable Use of Electronic Networks), 6:235-E2 (Exhibit - Authorization for Electronic Network Access)

## **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).