

PALOS CCSD 118

Technology Integration Plan

District Information

District Name:	PALOS CCSD 118	District Address:	8800 W 119TH ST
City/State/Zip:	PALOS PARK,IL,60464 1099	RCDT Number:	140161180040000
Superintendent:	DR JOSEPH M DUBEC	Superintendent Email*:	jdubec@palos118.org
District Phone:	7084484800	District Fax:	7084484880
TIP Contact Name*:	Deborah Balayti	TIP Contact Email*:	dbalayti@palos118.org
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Original Submission: True

Ammended Submission: False

Annual Review

The plan was reviewed and evaluated on:

Mid Course Correction:

Mid course correction was needed? False

Vision Statement

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 actions 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 vision.

The vision of Palos Community Consolidated District 118 is to use technology tools, current and future, to augment our schools' curricula, create technologically advanced classrooms, and provide a solid foundation for the development of productive members of society.

The Vision is supported by:

Telecommunications- The district will equip staff and students with the most current infrastructure to support the use of video, voice, and data transport services. The district currently has a viable network in place.

Instructional Technology- The district will provide students with necessary 21st century skills through the increased use of technology within the curriculum to support instruction and learning.

Informational Technology- The district will make available those tools and systems for students and staff needed to access, process, and distribute accurate information in both digital and other forms.

Palos Community Consolidated District 118 will continue to investigate and acquire innovative technologies and services to support teaching and learning for all its stakeholders. The district will explore funding sources and address bandwidth needs for future media initiatives as they become available.

Section I B. Data & Analysis — 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.

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Local assessment data consists of:

Assessment

Scantron Performance Achievement Testing - September, 2007 and January, 2008 in the subjects of reading and math for grades 2-8.

Tools

Parent/Community Survey (district created)- November, 2007

Staff Survey (district created) - November, 2007

Student Survey (Project Tomorrow www.tomorrow.org) - December, 2007

Summarize the Data - *This box should include a summary and analysis of the significant data.*

Summary

In Grades 2-8 all students have participated in Scantron online assessments for reading and math posting gains in student achievement for the district. Surveys were completed by parents, community members, staff and students. Results showed that most teachers integrate technology to increase student achievement. Most parents recognize the importance of technology by providing the same technology tools at home. Student surveys show that district students recognize the important role of technology in their present and future.

Analysis

More significant gains are reported in student achievement in the lower grades, though gains were indicated throughout grade levels in reading and math. Technology is valued by the community, the students and the staff.

Key Factors - *The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the objectives and strategies in this plan.*

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Needs/Gaps

Technology rich curriculum and instruction goals need to be developed in all core subjects.
Teacher and students need current digital tools to support achievement and self-directed learning.

Probable Causes

The district's limited budget and resources reduce access to some digital tools.

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.*

The district is committed to pursuing all available avenues in order to provide the necessary digital tools to maintain a high level of reading and math achievement.

Section I C. Data & Analysis – Other Data Item 1 – 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 this plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United State Department of Education, the Universal Services Administrative Company, and the local community upon request.*

Tools:

Parent/Community Survey (district created)- November, 2007
Staff Survey (district created) - November, 2007
Student Survey (Project Tomorrow www.tomorrow.org) - December, 2007

Data Sources also analyzed:

2000 Census Bureau Demographic data
Technology Budget Analysis data
School Improvement Plan
Curriculum Maps
Study Island - online test preparation tool
Friday FYI - The district's weekly newsletter on technology integration

Summarize the Data - *This box should include a summary and analysis of the significant data concerning attributes and challenges of the district.*

Budget Analysis

Summary

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Technology has always been supported in our budget.

Analysis

Increased demand and more technology-dependant students require more funding.

Limited local resources have forced creativity in supplementing the local budget. We do more with less.

Curriculum Integration Data

Summary

Online resources are used by students at all grade levels.
FYI provides valuable "just in time" online resources for district staff.

Analysis

Exposure to online resources for students and staff encourages integration of technology. These supplemental resources play a part in promoting student achievement.

Community

Summary

All groups ranked technology as a high priority.

Analysis

As evidenced by our survey results, community, staff and students all share high expectations of academic performance.

Our diverse population encompasses three different municipalities different in both economic and educational characteristics.

Key Factors - *The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the objectives and strategies in this plan.*

Need

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Additional funding to support more technology integration.
Provide technology tools to assist students in meeting or exceeding learning goals.
Competency and effectiveness of teacher technology use needs continued supported.

Probable Cause

Budgeted funds have not increased with the demand for technology.
Funding and personnel limit s the opportunities for advanced training.

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.*

Planned and guided teacher articulation time to share and develop effective and proven technology rich curriculum lessons for students.

More new sources of revenue need to be explored to increase technological opportunities for students.
The distict needs to host parent/community information nights that focus on newly acquire technology.

Section I C. Data & Analysis – Other Data Item 2 – 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.*

Educator Qualifications

University Cohort

St. Francis University 2006-2008
Concordia University Winter 2008-ongoing

University Partnerships

Governor's State 2004-ongoing

Teachers in District 118 have an average teaching experience of 11.9 years
66.3% of teachers in the district have a Masters Degree or above.

Professional Development

Professional Development Plan Fall 2005-ongoing
Mentoring Fall 2006-ongoing
District created technology survey Fall 2007
University of Illinois extension - Math To Go! Fall 2007-ongloing

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Summarize the Data - *This box should include a summary and analysis of the significant data.*

Summary

Analysis

Needs/Gaps

All District 118 teachers are highly qualified as defined by No Child Left Behind.

The district provides opportunities for teachers to integrate technology for best practice through local cohorts and university partnerships.

The district will encourage university cohorts to provide ongoing training for continued professional growth and the attainment of advanced degrees.

92% of teachers surveyed view professional development in the area of technology as critical.

Teachers should use technology to improve student engagement and interest in learning challenging content.

The district will continue to seek professional development opportunities for teachers to encourage professional growth in the area of technology.

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30% of teachers have not experienced significant changes in their instructional strategies for teaching content when using technology.

There is a significant difference on the surveys between how teachers view the importance of technology and integration of technology.

Teachers need training opportunities to support new methodologies that integrate technology.

Opportunities for professional development are given in different subject areas.

Teacher surveys reflected that professional development in designing and managing technology projects would be beneficial.

Training opportunities utilizing technology need to be ongoing.

Key Factors - *The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the objectives and strategies in this plan.*

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Key Factors

Needs/Gaps

30% of teachers have not experienced significant changes in their instructional strategies for teaching content when using technology.

Training opportunities utilizing technology need to be ongoing.

100% of K-5 teachers have access to the computer labs on a weekly basis.

Teachers need training opportunities to support new methodologies that integrate technology.

A new intranet encouraging online collaboration to further professional growth was introduced to 100% of staff.

More teacher training is needed to utilize all of the different attributes of the intranet.

50% of inservice days are planned by The Professional Development Committee and focus on training activities.

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More inservice days should focus on training opportunities that are technology related.

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.*

Palos School District 118 must recognize the ongoing need for professional development and instructional opportunities for teachers to integrate technology to improve student achievement. Focusing on continuity of instruction across grade levels and buildings through the use of technology integrated curriculum will increase student achievement.

Section I C. Data & Analysis – Other Data
Item 3 – Parent/Community Involvement Data

(such as adult literacy providers, public library services and district emergency crisis planning)

Description - *Provide a description of data concerning parent/community involvement 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/Community Survey Fall 2007
Palos Educational Foundation - quarterly
District Technology Committee - quarterly
Adult Literacy Provider

Palos Park Public Library - Fall 2007

EConnect News - quarterly
University Partnerships

Governors State University - ongoing
University of Illinois Extension - ongoing

District email
District webpage
Automated Calling System - ongoing
Student Survey - December 2007 (Project Tomorrow)
Parental Involvement
Ongoing fundraisers for technology

Summarize the Data - This box should include a summary and analysis of the significant data concerning parent/community involvement.

Summary

Analysis

Needs/Gaps

98% of parents responding to the online survey are satisfied with the phone notification system during emergency situations.

The phone notification system used by the district is effective.

The district must maintain the current phone notification system.

80% of parents responding to the online survey do not regularly access their child's classroom/grade level/team website for information.

Parents are underutilizing the online resources available.

There is a need to promote the availability of the rich resources we have available online.

95% of parents responding to the online survey would like to gain information about their

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child's academic progress via the internet.

The parents have identified a need for an online report of student academic progress.

The district should investigate and explore programs that would be appropriate for secure access to academic records.

According to the online survey 84% of our students do not regularly access district funded online resources from home.

Students are underutilizing the online resources available.

There is a need to promote the availability of the rich resources we have available online.

The school report card reports that 100% of parents are contacted by school personnel in regard to student achievement.

Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations and written correspondence.

The district must maintain the current level of parental contact.

The Palos Educational Foundation helps to fund unfunded needs in the district.

The foundation works through fundraisers to solicit corporate and private contributions and state and governmental support to raise funds for technology, equipment and other education needs.

The foundation is not able to fully fund a new state-of-the art applied technology lab.

Key Factors - *The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the objectives and*

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strategies in this plan.

Key Factors

Needs/Gaps

Palos District 118 has high parent involvement.

The district must maintain the high level of parent involvement.

The parents conveyed through the survey the need to have access to student academic information online.

The district must acquire technology to inform parents about student academic achievement.

Parents do not regularly access their child's classroom/grade level/team website for information.

The district must better inform parents of the rich resources currently available online.

Students do not regularly access district funded online resources from home.

The district must better inform students of the rich resources currently available online.

Conclusions -

It is important that parents' access to student/school data be addressed. Accessibility to useful online information requires additional communication and training so that parents/community can best utilize available information and resources.

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Stakeholder Involvement

A technology committee composed of teachers and certified staff from all school buildings, administrators, both at the building and district level, community members and parents met to interpret state and local data and create a vision statement. Community members and the local librarian were invited. The vision statement evolved from a recently revised district mission statement and school improvement goals.

The committee included representatives from all elementary and middle school buildings; teachers, media specialists, webmasters, and tech managers were part of the committee. District administrators and parents were members of the committee. During the winter of 2007, a local librarian for adult literacy was contacted to become a member of the committee, but declined. A sub-committee of webmasters completed the other components of the Technology Plan.

The committee created online surveys to gather data from parents, community members, and staff members. The staff included all paraprofessionals, tech managers, teachers, and district and building administrators. The parent and staff surveys were completed in November, 2007. The students participated in a national survey (Project Tomorrow: www.tomorrow.org) during December, 2007.

The information gathered through the surveys provided valuable feedback in regards to the future technology needs and expectations of our district. All conclusions are reflected in this plan.

Section III Plan Development, Review and Implementation

B. District Internet Safety Policy

Please provide the district's policy pursuant to the Children's Internet Protection Act of 2000(CIPA) and the number of your board-adopted policy in the text box below. The CIPA information must include the following:

Technology Protection Measure (Filter)

Schools must certify that they are in CIPA compliance by having an Internet Safety Policy adopted and implemented at the start of the given funding year. This policy must include a Technology Protection Measure that blocks or filters internet access to visual depictions that:

- (a) are obscene,*
- (b) are child pornography, or*
- (c) are harmful to minors.*

Internet Safety Policy

Schools subject to CIPA are required to adopt a policy that addresses:

- 1. Access by minors to inappropriate matter on the internet*
- 2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications*
- 3. Unauthorized access including "hacking" and other unlawful activities by minors online*
- 4. Unauthorized disclosure, use, and dissemination of personal information regarding minors*
- 5. Restricting minors' access to materials harmful to minors.*

Acceptable Use

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All use of the District's electronic network must be in support of education and/or research, and be in furtherance of the School Board's stated goal, or for a legitimate school business purpose. Use is a privilege, not a right. The District's electronic network and computers, including all software and equipment, is the property of the District. The District may monitor any and all computers to determine, among other things, the websites that any user has visited or attempted to visit, e-mail communications made or received, data or material stored in any computer, or for any other purpose. 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 attached as an Exhibit to this Policy and made a part of this Policy contains the appropriate uses, ethics, and protocol. Electronic communications, files, data and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials at any time, with or without cause and with or without notice.

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. 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;

