

# ILLINOIS e-Plans

## TECHNOLOGY INTEGRATION PLAN TEMPLATE

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

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

District Name	Pinckneyville Community High School District No. 101		
District address	600 E. Water St.		
City/State/Zip	Pinckneyville, IL 62274	RCDT Number	300731010160000
Superintendent Name	Brent Kreid	Superintendent e-mail address	<a href="mailto:cbkreid@pchs.perry.k12.il.us">cbkreid@pchs.perry.k12.il.us</a>
District Phone Number	(618) 357-5013	District Fax Number	(618) 357-6045
TIP Contact Name	Brent Kreid	TIP Contact e-mail address	<a href="mailto:cbkreid@pchs.perry.k12.il.us">cbkreid@pchs.perry.k12.il.us</a>
TIP Contact Phone Number	(618) 357-5013 x. 101	TIP Contact Fax Number	(618) 357-6045

2. Check appropriate line:

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

(*original submission – 4/15/2007*) - 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:**

The vision of the communities served by the Pinckneyville and Tamaroa school systems is one in which all individuals will embrace education as a lifelong endeavor. Through access to and efficient use of current telecommunications, instructional technology, and information technology, students and community members will enhance their basic academic skills, improve communication, and be more active in their roles as informed citizens. To be forward thinking, such telecommunications and technologies will provide opportunities for bridging the school-to-home gap, transcending learning outside the four walls of the classroom, and expediting access to and use of exponential amounts of information within and across all learning domains. All of these accomplishments will enable students in the District to be better equipped to compete in an increasingly global marketplace.

Furthermore, Pinckneyville Community High School District No. 101's ideal future incorporates this vision of teaching and learning supported using telecommunications, instructional technology, and information technology in the following ways:

- Enhancing communications among administration, faculty, staff, students, parents, and the community
- Providing access to cutting edge instructional resources
- Enabling new and innovative means of realizing instruction that address current issues
- Providing opportunities for more individualized instruction
- Providing assistance for assessment and data-driven decision making
- Enhancing data preparation, location and management tasks

## SECTION 1: DATA AND ANALYSIS:

### Part A - Data Collection and Information

#### A.1 District Report Card

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

Summarize the Data - [http://webprod.isbe.net/ereportcard/publicsite/getReport.aspx?year=2006&code=3007310100001\\_e.pdf](http://webprod.isbe.net/ereportcard/publicsite/getReport.aspx?year=2006&code=3007310100001_e.pdf)

Pinckneyville Community High School remains primarily homogeneous in the racial/ethnic background of its student body. Slightly more than 98% of the student body is white. Average class size within the District is 16.1 students with a ratio of 13.1 pupils per certified staff members.

Student performance on all state test dropped 8.6% from 2004-05 to 2005-06. Furthermore, student performance on the Prairie State Achievement Exam (PSAE) dropped 8.2% from 2004-05 to 2005-06. During the same time periods, PCHS experienced a significant decrease in the percentage of students that “meets or exceeds” state standards in reading (-6.6%) and science (16.5%). Student performance in math on the PSAE continues to exceed state averages.

Male student performance on PSAE reading indicates 53.6% did not meet state standards while 60.8% did not meet standards in science. Female student performance on PSAE science indicates 63.2% did not meet state standards. Additionally, only 6.3% of students with an IEP met or exceeded state standards in math and science while no student with an IEP met or exceeded standards in math. A similar trend is identified in economically disadvantaged students in which 58.8% did not meet standards in math and 70.6% did not meet standards in science.

PCHS Educators have an average of 11.9 years of experience, with 66.2% holding bachelor’s degree, 33.8% holding Master’s degree or above. The teaching staff is 96.9% White and 3.1% Hispanic. All PCHS classes are taught by highly qualified teachers.

#### Key Factors

Historically, throughout their educational careers, the aforementioned class/group of students has been challenged in making marked improvements in the areas identified. Additionally, Pinckneyville Community High School receives incoming freshman students from four different feeder school districts, with each district having varying curriculum standards.

## Conclusions

Student improvement in reading, math, and science will improve with the use of a unified approach to instruction with a focus upon state standards and assessment. This approach will emphasize differentiated instruction using instructional and technological strategies including audio, visual, and tactile components needed to meet the diverse learning needs of students.

Increased articulation with feeder school districts relative to curriculum alignment is necessary.

## A.2 Other Data

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

#### Tools

- **Demographics and Trend Data**
  - District Report Card
  - Census Data for Pinckneyville and Tamaroa
- **Budget Analysis Data**
  - District Report Card
  - District Budget (2004-2007)
- **Curriculum Integration Data**
  - NETS Survey Results (March 2007)
    - Students
    - Teachers (Data summary reflected in Professional Development section below)

#### Description

Pinckneyville Community High School District 101 is located 90 miles southeast of St. Louis, Missouri, and 30 miles north of Carbondale, Illinois. The school district's boundaries encompass 289 square miles in Perry and Washington Counties. Pinckneyville Community High School serves the communities of Pinckneyville with a population of 5,500 and Tamaroa with a population of 800, along with the surrounding rural areas. The high school has several K-8 feeder schools, including Pinckneyville District 50, District 204, Tamaroa District 5, and St. Bruno Catholic School. The 2000 Census revealed an increase in the older population in Perry County, with 13.9% aged 65 or older. Less than 13% of households reported having children under 18. The County's population is not diverse, as 71.2% reported themselves as Caucasian. The Pinckneyville area is severely depressed economically. The area was originally a farming community that later welcomed a thriving coal mining industry. However, the local mining industry has suffered severe setbacks in past decades with the implementation of the Clean Air Act. Perry County has led the state in unemployment at times due to the wholesale closing of mining corporations. In recent years new industrial growth and the adding of a state prison have assisted in increasing employment opportunities within the community. The largest employers within the immediate area are listed below:

- Illinois Department of Corrections
- GS Metals
- Contempri Homes
- Pinckneyville School Districts
- Pinckneyville Community Hospital

Few other prospects for increased employment exist despite the efforts of the Chamber of Commerce and other prominent leaders in the local business community. Job openings and opportunities remain limited, and the competition for available positions is keen. PCHS continues to try to prepare students not only to attend colleges and universities but also to possess entry-level work skills. Instruction in technology applications; reading, writing, speaking, and communications skills; mathematics/science concepts and applications; workplace skills; and cultural awareness will be required to render our students more marketable in an ever-changing, global work environment. The area is served by the Rend Lake College district. A new annex constructed in Pinckneyville has increased the opportunities for community residents to attend junior college classes during both day and evening hours. The community college also participates as a partner in distance learning classes at the high school, providing both equipment and instructors.

## Budget Data

PCHS contracts with a third-party vendor, Quality Network Solutions (QNS), for technical support and technology maintenance. The three-year average cost for such services is approximately \$31,500. Federal REAP funds are used for such services.

During the last three years technology related expenditures have come from the following sources:

- Federal – 58%
- State – 17%
- District, Grants and Other – 25%

## Curriculum Integration Data

Pursuant to the NETS Student Survey results, the following was revealed:

- 80% of PCHS have been using computers for more than 5 years
- Students use technology at least 3-4 times per year in the following subjects:
  - Art – 16%
  - Business Ed – 26%
  - Computer Lab Classes – 68%
  - Foreign Language – 2%
  - Health & PE – 19%
  - History/Social Studies – 54%
  - Industrial Tech – 11%
  - Language Arts – 41%
  - Mathematics – 13%
  - Music – 28%
  - Reading – 13%
  - Science – 45%
  - Special Education – 2%
  - Other – 31%
- Number of hours students use a computer at school:
  - 1 hour or less – 52%
  - 2-3 hours – 19%
  - 4-6 hours – 22%
  - 7+ hours – 3%

## Summarize the Data

Pinckneyville High School and the wider community face a number of challenges common to small rural communities and neighborhood schools. First, the economic climate in the community is bleak. The jobless rate for Perry County is always among the highest in the state. New businesses and industry are not locating or expanding in the immediate area. Many parents who work must drive great distances, eroding the time they have for family activities and school functions as Pinckneyville evolves into a quasi “bedroom” community.

PCHS students use technology in nearly all discipline areas. However, some disciplines integrate more than others do. A vast majority of students have been using technology for more than five years and feel confident in using technology to accomplish school related tasks and projects.

Most technology funding comes from Federal sources.

## Key Factors

The local economic picture reflects to a degree what is happening at the state level. Illinois is suffering from the economic setback and thus resources available for public schools are shrinking. A raise in the per pupil state aid allotment did not result in any appreciable increase in revenues due to reductions which offset the additional funding. Reduced revenues affect the school in every quarter, including attracting and retaining quality teachers and administrators, providing up-to-date resources, including technology, and securing competitive grant money. Many of the grants traditionally secured are no longer available. Federal funding has increased somewhat, but meeting the mandates of No Child Left Behind is far more costly than the dollars garnered from that source. Additionally, the requirement for highly qualified teachers prevents small districts’ traditional flexibility in teacher assignment.

## Conclusions

- While local support for PCHS and all of its programs remains strong, the local tax base is insufficient to provide for all educational needs and expansion of technical equipment and infrastructure.
- PCHS relies heavily on General State Aid for funding. In comparison to the overall PCHS budget, very little funds are obligated solely for technology.
- Due to the student demand for technology resources, the challenge remains to acquire adequate resources to provide the technological infrastructure, hardware, software, and training necessary to facilitate successful technology integration into the district that is progressive enough to meet current and future needs.

## Local Assessment Data

### Description

The Iowa Test of Educational Development (ITED) is administered to nearly all 9 – 11 grade students in November of each school year. Special education students that do not have a regular education English course are not given the ITED. Below is an historical overview.

Year	# Pupils	Grade Level	Reading	Language	Math	CORE TOTAL	Social Studies	Science	COMPOSITE	Benchmark GE	Test Date
2006-07	109	9	9.6	10.8	11.3	10.7	9.2	10.2	9.9	9.3	Nov-06
2005-06	113	9	10.3	10.6	12.4	11.3	10.1	11.3	10.8	9.3	Nov-05
2004-05	127	9	10.1	10.3	11.1	10.7	9.7	10.7	10.4	9.4	Dec-04
2003-04	123	9	9.6	10.6	11.3	10.6	9.9	10.9	10.4	9.4	Dec-03
2002-03	100	9	10.5	11.0	12.0	11.3	11.0	10.8	11.0	9.4	Dec-02
2001-02	101	9	10.2	11.5	11.7	11.2	10.9	11.0	10.8	9.6	Feb-02
2006-07	113	10	10.5	11.4	12.1	11.4	9.6	10.5	10.8	10.3	Nov-06
2005-06	121	10	11.2	11.4	12.9	12.0	11.3	11.9	11.6	10.3	Nov-05
2004-05	118	10	11.1	11.9	12.6	11.9	11.8	12.1	11.6	10.4	Dec-04
2003-04	103	10	11.5	11.4	12.4	11.8	11.9	11.5	11.7	10.4	Dec-03
2002-03	101	10	11.1	11.7	12.1	11.7	11.5	11.9	11.5	10.4	Dec-02
2001-02	108	10	12.0	12.7	12.7	12.5	12.7	12.4	12.4	10.6	Feb-02
2006-07	117	11	12.2	12.4	13.1	12.5	11.8	12.3	12.2	11.3	Nov-06
2005-06	111	11	12.1	12.4	13.1	12.6	11.8	11.8	12.1	11.3	Nov-05
2004-05	94	11	12.4	12.6	13.0	12.7	12.4	12.6	12.5	11.4	Dec-04
2003-04	97	11	12.1	12.4	12.7	12.5	12.2	12.6	12.2	11.4	Dec-03
2002-03	101	11	12.4	13.0	12.8	12.7	12.5	12.2	12.6	11.4	Dec-02
2001-02	90	11	12.9	13.5	13.7	13.5	13.2	13.5	13.2	11.6	Feb-02

## Summarize the Data

PCHS students performed exceptionally well on the ITED in November 2006. Scores are reported in grade-level equivalency (GE) in which the score corresponds to the grade and the month of such grade. This is a norm-referenced exam meaning student scores are compared or “normed” to all students across the country that takes this test. Progressively tracked grades from one year to the next indicate PCHS students continue to significantly score above grade-level in core total and composite scores.

## Key Factors

- The ITED form being administered contains 1996 norms. Beginning in November 2007, PCHS will administer the ITED with the latest norms (2000).
- PCHS curriculum prepares students for success on this exam.
- Feeder school districts also administer the Iowa Test of Basic Skills to elementary and junior high school students.

## Conclusions

- Triangulation of data between ITED, PSAE, and student classroom performance data must continue to occur.
- Upon transitioning to the 2000 norms in November 2007, historical data will be analyzed to determine possible new trends created by administering a different form of ITED. Modifications in instruction and use of instructional technologies will be made as necessary as
- Curriculum alignment and technological integration will be adjusted accordingly to meet the diverse learning needs of students relative to the Illinois Learning Standards.

## Educator qualifications and professional growth and development data

### Description

The annual PCHS School Improvement Plan identifies annual professional development opportunities. Additionally the following have also been used: district professional development sign-in sheets (March 2007), meeting agendas, out-of-district professional development logs (March 2007), teacher technology survey (March 2007).

### Summarize the Data

- Identified teachers are trained in areas that support data-driven school improvement goals.
- Nearly 100% of teachers engage in professional development at the district level relative to the school improvement plan during regularly scheduled school improvement during the school year.
- On-going in-service time is dedicated to the accomplishment of school improvement goals each year.
- Responsible parties report annually on school improvement progress.
- Professional development funds are/will be spent with priority given to meeting school improvement goals.
- Present State funding concerns have resulted in decreased funding in this area.
- The teacher technology survey revealed the following:
  - Approximately 92% of PCHS teachers have taken 30 class hours or less within the last five years relating to curriculum design and assessment using technology.
  - Professional development needs include hardware/software (26%), designing learning projects using technology (37%), managing learning projects that use technology (19%), and developing assessment strategies for technology uses (18%).
  - Effective technology training occurred in the following ways: workshops (82%), conferences (39%), one-to-one mentoring/reflection with mentor or coach (61%), self-paced instruction materials and software (18%), study teams to support mutual effort (4%), university or college courses (57%), virtual on-line courses (4%), none (4%).
  - Teachers experienced significant changes in instructional strategies for teaching content using technology: strongly agree (18%), agree (50%), disagree (25%), strongly disagree (7%).

## Key Factors

- Time and funds (limited) are available for professional development that is aimed at alignment of curriculum with Illinois Learning Standards.
- Teachers have become more comfortable and familiar with technology thereby decreasing the “perceived” need for training.
- Teachers are primarily receiving technology related professional development outside of the district thereby limiting teacher-to-teacher networking of information and best-practice strategies.

## Conclusions

- Professional development activities and school improvement days serve as a sufficient means to assist in making necessary adjustments in the curriculum and instructional program.
- However, Additional professional development time is necessary for complete alignment and integration of new curriculum and *technological initiatives*. Technology integration professional development opportunities within district need to increase to create cohesiveness understanding and applying such strategies in district classrooms.
- All teachers need to participate in significant technology integration training to facilitate new practices that increase student achievement.

## Parent / Community Involvement Data

### Description

#### **Tools**

- Website site report log (ongoing)
- Parent Contact Logs (ongoing)
- Open House Sign-in Sheets (November 2006)

Every classroom is equipped with a telephone and all faculty members have an extension and voicemail feature in which school-to-home communications occur.

Parent contact logs are documented by teachers each time a parent communicates with the teacher by any means – phone call, email, face-to-face, letter, etc.

The previous PCHS Technology plan serves as the basis for data relating to Parent / Community Involvement. The District has involved stakeholders from the inception of the first technology planning document. An open invitation to the community has led to the selection of a cadre of volunteers interested in assisting the technology committee sees its efforts come to fruition. The influx of ideas from broad-based segments of our populations led to our original vision of the future that gives overarching direction to our efforts. However, during the course of the last year limited parent/community involvement has occurred in technology planning.

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

The PCHS phone system serves as a significant medium in which parent/community involvement occurs.

Each November, an Open House is conducted in which parents and community members are welcomed into the school to meet with faculty, staff, and administration. Participation, as evidenced by sign-in sheets, remains at approximately 50%.

The PCHS website receives hundreds of “hits” per day.

Parent contact logs from the 2006-2007 school year reflected the following:

<b>TYPE OF CONTACT</b>	<b>1<sup>st</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Nine Weeks</b>	<b>3<sup>rd</sup> Nine Weeks</b>	<b>4<sup>th</sup> Nine Weeks</b>
Parent Teacher Conference	20%	55%	22%	36%
Telephone Conversation	47%	63%	36%	58%
Letter/Note	100%	100%	100%	100%
Parent Visit	28%	33%	23%	41%
Email	38%	36%	27%	33%
Other	7%	4%	6%	6%

Key Factors

Faculty, staff, and administration understand the importance of effective communication with parents. Data indicate that telephone conversations and letter/notes represent the most common means of communication.

Faculty, staff, and administration have embraced using the Open House concept to enhance home-to-school communications.

A new superintendent was hired prior to the 2006-07 school year. As a natural progression in the change of leadership, the new superintendent was inundated with learning the tasks and processes of a new district.

Parent surveys were not used as a tool. Providing such would enhance future planning.

## Conclusions

- Faculty, staff, and administration understand the importance of establishing and maintaining consistent communication with parents and the community at-large. However, increasing its effectiveness should be continually emphasized and sought after.
- The district website serves as significant communication portal to parents and community members.
- Parent/community involvement in technological planning and integration must see an increased emphasis. Furthermore, through the community's submersion in the planning and progress of our technology expansion, they will come to serve as positive liaisons between the school and its broader constituencies. Moreover, by being a vital part of efforts to infuse technology innovations into the curriculum, they will feel they have a stake in the success of these efforts.

### A.3 Technology Deployment Data

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

#### Description

PCHS maintains an inventory of hardware, software, and network cabling. PCHS utilizes the services of Quality Network Solutions, Inc. to assist in technological maintenance and related issues.

#### Summarize the Data

Through two network servers and a T1 line, PCHS provides high speed internet access to each classroom and administrative office in addition to supporting four computer labs featuring between 10 and 25 computers, network printers, Smartboards, and InFocus projectors. PCHS hosts a school website that is maintained by staff and students. Additionally, following software is used at PCHS: Accelerated Math, Accelerated Reader, CMAP, Follett, Geometer's Sketchpad, ImPacT, Office 2000, Office XP, Office 2003, Office 2007, NetOp, Star Math, Star Reading, STI, Virtual Business- Sport, Adobe Reader 8, Adobe Acrobat Professional 8, FrontPage, Macromedia Dreamweaver MX, Macromedia Flash MX, Macromedia Fireworks MX, MicroType, Visual Basic, Microsoft Publisher 2002, QuarkXPress, Adobe Illustrator 10, Adobe Photoshop Elements, Adobe Photoshop 7, Adobe Creative Suite 3 Design Premium, Adobe PageMaker 7, The Print Shop Ensemble, Automated Accounting 8, Corel Wordperfect 8, AutoCad 2002, and Smartboard Software.

Classroom phones are available in each room to promote home-school communications.

## Key Factors

- Budget restrictions have limited the updating of some of the technological equipment.
- Replacing aging technology equipment is challenging.

## Conclusions

- Budget restrictions have limited the updating of some of the technological equipment. However, curricular programs provide many opportunities for students to engage in research, authoring and editing written documents and creating graphic designs. Therefore, current technology is rigorously used.
- A schedule of technological replacement and/or redeployment needs to be established.
- Further staff training in successful integration of current technologies into the curriculum is also necessary.

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

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

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

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

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

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

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

- Student improvement in reading, math, and science will improve with the use of a unified approach to instruction with a focus upon state standards and assessment. This approach will emphasize differentiated instruction through the use of instructional and technological strategies including audio, visual, and tactile components needed to meet the diverse learning needs of students.
- Increased articulation with feeder school districts relative to curriculum alignment is necessary.

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

- While local support for PCHS and all of its programs remains strong, the local tax base is insufficient to provide for all educational needs.
- PCHS relies heavily on General State Aid for funding. In comparison to the overall PCHS budget, very little funds are obligated solely for technology.
- Triangulation of data between ITED, PSAE, and student classroom performance data must continue to occur.
- Upon transitioning to the 2000 norms in November 2007, historical data will need to be analyzed to determine possible new trends created by administering a different form of ITED.
- Curriculum alignment and technological integration will be adjusted accordingly to ultimately meet the diverse learning needs of students relative to the Illinois Learning Standards.
- Professional development activities and school improvement days serve as a sufficient means to assist in making necessary adjustments in the curriculum and instructional program.
- However, Additional professional development time is necessary for complete alignment and integration of new curriculum and *technological initiatives*. Technology integration professional development opportunities within district need to increase to create cohesiveness understanding and applying such strategies in district classrooms.
- All teachers need to participate in significant technology integration training to facilitate new practices that increase student achievement.
- Faculty, staff, and administration understand the importance of establishing and maintaining consistent communication with parents and the community at-large. However, increasing its effectiveness should be continually emphasized and sought after.
- Parent/community involvement in technological planning and integration will see an increased emphasis. Furthermore, through the community's submersion in the planning and progress of our technology expansion, they will come to serve as positive liaisons between the school and its broader constituencies. Moreover, by being a vital part of efforts to infuse technology innovations into the curriculum, they will feel they have a stake in the success of these efforts.
- Due to the student demand for technology resources, the challenge remains to acquire adequate resources to provide the technological infrastructure, hardware, software, and training necessary to facilitate successful technology integration into the district that is progressive enough to meet current and future needs.

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

- Budget restrictions have limited the updating of some of the technological equipment. However, curricular programs provide many opportunities for students to engage in research, authoring and editing written documents and creating graphic designs. Therefore, current technology is rigorously used.
- A schedule of technological replacement and/or redeployment needs to be established.
- Further staff training in successful integration of current technologies into the curriculum is also necessary.

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

1. **Patterns** - Historically, PCHS students perform above norms on the ITED, which is a norm-referenced assessment instrument. Overall, PCHS continues students continue to perform above AYP benchmarks on the PSAE. However, analysis of the data indicates that a significant percentage of male students are underperforming in the specific areas of reading and science while a significant percentage of female students underperforms in science. Furthermore, the data indicates that special education students fail to meet expectations in reading, math, and science. A similar trend is apparent regarding economically disadvantaged students in which their performance is substandard in reading and math.
2. **Key Factors** - PCHS receives incoming freshman from four different feeder schools. While each offers a rigorous K-8 curriculum articulation with PCHS is minimal. Furthermore, the impact of substandard performance of males, females, and the economically disadvantaged may be skewed by the performance of special education students as evidenced by inconsistencies in overall student performance on the ITED and PSAE.
3. **Conclusions** - Increased articulation with feeder school districts is imperative. Additionally, enhancement of differentiated instructional methodologies across the curriculum but specifically in reading, writing, math, and science is necessary to meet the diverse student learning needs of all student demographics.

## **SECTION II: ACTION PLAN**

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

## **Part F. Monitoring Process (This section may be duplicated as often as needed)**

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

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

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

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

Information within this section should:

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

The PCHS Technology Integration Plan is dynamic document that will change as the educational needs of our students change. This Technology Plan will be evaluated in its entirety in detail minimally on a semi-annual basis. The first evaluation will occur mid-year in December and again in May of each year. Additionally the following will also encompass the evaluation and monitoring process:

**Measurement Instruments:** • Annual production/review/ revision of school improvement plan with participant signatures • Annual production/review/revision of technology plan with participant signatures • Usage logs for media center, technology labs with frequency counts consistent or increasing • Meeting agendas/sign-in sheets • 75% of on parent-community surveys returned will indicate satisfaction with school efforts to promote technology. • Interviews will indicate awareness of the importance of technology use in the school's programs.

**Expected Results:** \* The public will indicate an improved level of communication with the school community on survey summaries. \* Parents/Community members will become more knowledgeable about the use of technology as a primary tool in their student(s)'s education.

**Indicators of Success:** \* 75% Positive response on parent/community surveys

**Measurement Instruments:** • Completed parent contact logs and frequency counts • Graph of the number of web "hits" with a minimum increase of 5% per year

**Expected Results:** • Increased enrollment in technology classes. • A greater number of projects using technology tools. • Increased average scores on technology assessments • Improved scores on PSAE assessments. • Development of additional authentic learning units/activities.

**Indicators of Success:** • Frequency counts of students enrolled in technology classes. • Student artifacts. • Greater percentage of students meeting and exceeding state standards. • More lesson plan notations of authentic learning activities.

**Measurement Instruments:** • Course descriptions and class rosters. • PSAE report from ISBE. • Frequency counts on lesson plans. • Star Math and Star Reading Assessment histories.

**Expected Results:** • Higher student performance levels on standardized tests (ITED/PSAE). • Improvements in areas of weakness(reading, science, and math) on PSAE/ITED. • Increased home/school communication.

**Indicators of Success:** • Scoring patterns in PSAE will show adequate yearly progress. • Disaggregated group performance in PSAE will be improved. • Average or better mastery of standards assessed via ITED. • Parents will become more involved in educational process.

**Measurement Instruments:** • PSAE results • Disaggregated group scores • Frequency counts of completed parent contact logs • ITED reports

**Expected Results:** • Reading scores on standardized tests will improve. • Students will choose appropriate technology tools for problem-based learning. • More students will enroll in advanced science classes.

**Indicators of Success:** • Reading subtest scores on PSAE and ITED will improve (AYP) • Students will display/present authentic learning projects. • Science class students will complete point/counter point reports on emerging ethical issues.

**Measurement Instruments:** • PSAE and ITED assessments • Scoring rubrics for reports/presentations/student artifacts

**Expected Results:** • Completion of an annual staff development plan • Widespread participation in intensive/sustained staff development activities • Improved instructional strategies and practices • Staff mastery of technology operations and concepts

**Indicators of Success:** • Conference/workshop evaluation forms • Completion of CRP plans by teachers and administrators • Improved performance appraisals for teachers' use of essential learning • Greater mastery of technology basics skills

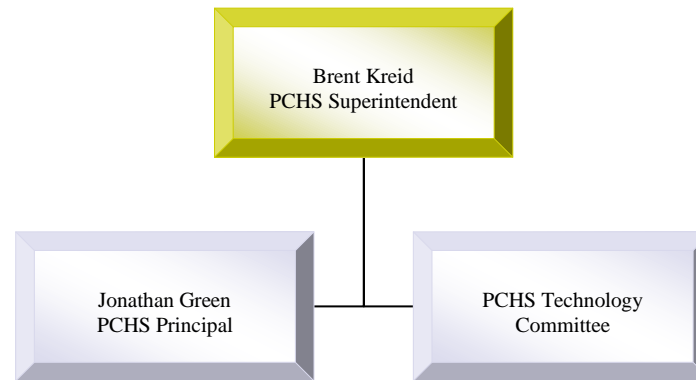
**Measurement Instruments:** • Evaluation forms for workshops/conferences • Personnel evaluation scales

**Expected Results:** • Continued learning opportunities for the educational community • Equipping each classroom with adequate hardware and software to sustain technological innovations • Greater sharing of resources by faculty (material, knowledge, expertise) • Increased access to information by parents and community • Greater sharing of information between teachers and parents with an updated student management program with greater reporting capabilities

**Indicators of Success:** • Observation of efficient high speed network • Frequency count of sign-in logs for equipment usage • Ubiquitous use of technology in the classroom as reflected in daily lesson plans • Frequency count of parent contact forms

**Measurement Instruments:** \* Parent-contact forms \* Existent lesson plans \* Sign-up sheets for shared equipment \* Requisitions/purchase orders/invoices

## F.2 Evaluation & Monitoring Responsibilities



PCHS Superintendent, Brent Kreid, will serve as the primary individual responsible for evaluation and monitoring of the objectives set forth in the Technology Integration Plan. Principal, Jonathan Green and the PCHS Technology Committee will also assist with various components of the evaluation and monitoring process.

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

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

The most recent stakeholder involvement in the development in this updated plan has included primarily faculty, staff, administration, and students. However, continuation of the previous plan remains an integral variable in moving the district forward in increasing student achievement with the enhancement of technological tools. Much of the previous technology plan will be carried forward in this new plan. Consequently, the involvement of the community is crucial to the success of Pinckneyville High School's technology plan. The District has involved stakeholders from the inception of the first technology planning document. An open invitation to the community has led to the selection of a cadre of volunteers interested in assisting the technology committee sees its original efforts come to fruition. The influx of ideas from broad-based segments of our populations led to our original vision of the future that gives overarching direction to our efforts. As the plan is implemented, subsequent meetings will furnish valuable feedback for modifying components that are not working well and for augmenting those that have proven effective in reaching our consensual goals. As part of the effort to annually revise this technology plan, stakeholders will be examining student performance data to track achievement. Selected community members will assist in the actual revision of the plan as needed. External committee members will be drawn from lists referred to the Technology Committee through faculty and staff members and students. All those on this list of potentials will be sent letters of invitation to participate. Technology needs will certainly constitute a major portion of those forums. The Technology Committee will serve as part of a panel of facilitators for those meetings. Through the community's submersion in the planning and progress of our technology expansion, they will come to serve as positive liaisons between the school and its broader constituencies. Moreover, by being a vital part of efforts to infuse technology innovations into the curriculum, they will feel they have a stake in the success of these efforts. As of now, part of the interest of the broader community is due to the ability to access resources for its own use. Working with our external partner, Rend Lake College, regular and adult education classes offered to both students and community members will feature adult literacy, beginning technology literacy and advanced applications. Stations in the high school lab and media center are available for use when otherwise unscheduled. Students struggling with basic literacy have continuous opportunities for drill and practice in fundamental learning areas of mathematics and language arts. The local college media center works with LEA specialists to enhance articulation between programs. These stakeholders' suggestions are noted and put into practice whenever feasible. However, it should be noted that the Pinckneyville Public Library was not directly involved in the creation of this plan but will be incorporated in future dialogue regarding adult literacy, technology integration and student achievement issues. Currently, PCHS is promoting the use of the website for parent and community communication. Improvements to the site are often results of community suggestions. Outside consultants are used for technical assistance, staff development, and curriculum alignment efforts. These are recruited out of our own and surrounding regional offices and other local schools. Business teachers have also been helpful in bringing technology to the community. For example, business leaders are often asked to participate as co-learners in the classroom, serving as guest speakers or resource persons. Moreover, an active field trip and job shadowing schedule involves many local businesses that serve as hosts for students. All of these groups are working together to formulate strategies to move the District forward. They are responsible for a mind set toward progress, which will be assessed through continuous survey and personal communication feedback.

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

**Pinckneyville Community High School District #101 ----- Policy No. 6:235 ----- Adopted: August 19, 2002**

### **Instruction**

#### **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 network 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 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 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:

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.

### 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 loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: Children's Internet Protection Act, P. L. 106-554  
270 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)

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).