

## ISU Laboratory Schools

### Technology Integration Plan 2009

Plan Submission Date	
Peer Review Date	
ISBE Approval Date	

### District Information

District Name:	Laboratory Schools - Illinois State University	District Address:	Campus Mail 5300 Illinois State University
City/State/Zip:	Normal, IL 61790	RCDT Number:	651089010800000
Superintendent:	Dr. Robert Dean	Superintendent Email:	rldean@ilstu.edu
District Phone:	3094388542	District Fax:	3094383813
TIP Contact Name*:	Jim Kurz	TIP Contact Email*:	jmkurz@ilstu.edu
TIP Contact Phone*:	3094385085	TIP Contact Fax*:	3094385198

Original Submission — First submission of the technology plan by your district: **Yes**

Amended Submission — Any resubmission of the plan (returning for peer review, etc): **No**

### Mid-course Correction

The plan was reviewed and evaluated on

Mid course correction was needed? **No**

### 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.*

**Vision Statement:**

**Communication**

We will use technology to improve communication among the key partners in the lab schools by providing:

- timely access to information regarding student performance
- timely access to information about events, activities
- interactive communication between faculty, students, parents and administrators

**Assessment**

We will use technology to improve the way we collect, manage, analyze and share data concerning student performance, demographics, curriculum, and professional development, including research at U-High and Metcalf.

**Curriculum & Instruction**

We will use technology to:

- Investigate and develop alternatives for delivery methods, hybrid learning opportunities, different learning styles
- engage students in the learning process
- individualize the learning process
- expand curricular options for students
- enable all students to meet standards (including, state, national, other)
- assist us in designing courses and course materials.
- assist us in collecting and analyzing student-generated data.

**Partnerships**

We will use technology to:

- collaborate with COE teacher education faculty and other ISU faculty to help educators consider and/or reconsider the impact of technology in their instruction
- model appropriate uses of technology for pre-service teachers, and model and provide opportunities to use technology in clinical experiences
- continue statewide leadership in the Illinois Virtual High School
- collaborate with business and professional interests
- collaborate with other schools & non-profit entities

### **Professional Development**

We will use technology to:

- Develop/enhance a strong learning environment by providing a wide range of learning opportunities for our faculty and staff
- Enable all faculty to be confident users of technology and understand how to integrate technology to improve student learning. National, state, and local standards for technology will serve as guiding documents.

### **Research**

We will use technology to examine the impact of technology on instruction and on student learning

**Section I A. Data & Analysis — Report Card Data  
Item 1— 2008 AYP Report**

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All														
White														
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

**Four Conditions Are Required For Making Adequate Yearly Progress**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*

3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.

4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2007.

\*\* Safe Harbor Targets of 62.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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**Section I A. Data & Analysis — Report Card Data**  
**Item 2 —2008 AMAO Report**

**Section I A. Data & Analysis — Report Card Data  
Item 3 — District Information**

District Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)								
Truancy Rate (%)								
Mobility Rate (%)								
HS Graduation Rate, if applicable (%)								
HS Dropout Rate, if applicable (%)								
District Population (#)								
Economically Disadvantaged (%)								
Limited English Proficient (LEP) (%)								
Students with Disabilities (%)								
White, non-Hispanic (%)								
Black, non-Hispanic (%)								
Hispanic (%)								
Asian/Pacific Islander (%)								
Native American or Alaskan Native(%)								
Multiracial/Ethnic (%)								

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I-A. Data & Analysis — Report Card Data**  
**Item 4 — Student Race/Ethnicity**

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
<b>S T A T E</b>	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I A. Data & Analysis — Report Card Data**  
**Item 5 — Education Environment**

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
<b>S T A T E</b>	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5	

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I A. Data & Analysis — Report Card Data  
Item 6 — Enrollment Trends**

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
<b>S T A T E</b>	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	155356	153480	154719	162594	159038	150475
2008	2074167	155578	152895	153347	160039	161310	149710	

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I A. Data & Analysis — Report Card Data  
Item 7 — Educator Data**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
<b>S T A T E</b>	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
2008	131488	12	60871	47	53	18	18	1	1	

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I A. Data & Analysis — Report Card Data  
Item 8a — Assessment Data (Reading)**

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
PSAE - % Meets + Exceeds for Reading for Grade 11																			
Groups	2003	2004	2005	2006	2007	2008													
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5													
All	-	-	-	-	-	-													
White	-	-	-	-	-	-													
Black	-	-	-	-	-	-													
Hispanic	-	-	-	-	-	-													
Asian/Pacific Islander	-	-	-	-	-	-													
Native American	-	-	-	-	-	-													
Multiracial/Ethnic	-	-	-	-	-	-													
LEP	-	-	-	-	-	-													
Students with Disabilities	-	-	-	-	-	-													
Economically Disadvantaged	-	-	-	-	-	-													

**Section I A. Data & Analysis — Report Card Data  
Item 8b — Assessment Data (Mathematics)**

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
PSAE - % Meets + Exceeds for Mathematics for Grade 11																			
Groups	2003	2004	2005	2006	2007	2008													
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5													
All	-	-	-	-	-	-													
White	-	-	-	-	-	-													
Black	-	-	-	-	-	-													
Hispanic	-	-	-	-	-	-													
Asian/Pacific Islander	-	-	-	-	-	-													
Native American	-	-	-	-	-	-													
Multiracial/Ethnic	-	-	-	-	-	-													
LEP	-	-	-	-	-	-													
Students with Disabilities	-	-	-	-	-	-													
Economically Disadvantaged	-	-	-	-	-	-													

**Section I A. Data & Analysis — Report Card Data**

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

**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 goals and strategies in this plan.

**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.

**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.

Multiple technology-related surveys were administered to all stakeholders- parents, students and faculty/staff- in the 2006-2008 school years with the goal of gathering specific knowledge about the impact of technology in the classroom. These surveys included:

1. Student laptop survey administered to 370 students in October of 2006.
2. Laptop Initiative parent survey administered to 82 parents in March of 2007.
3. Social networking students survey administered to 109 students in May of 2007.
4. Social networking faculty survey administered to 18 faculty in May of 2007.
5. Laptop Initiative student survey administered to 358 students in February of 2008.

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

**Summary key data 1:** 96% of students reported having adequate access to internet-connected computers at home.

**Analysis:** This told us that teachers could confidently expect students to have computer access to complete assignments. We could/can go forward with implementing greater teacher use of technology-based assignments knowing that students have access to get them completed.

**Summary key data 2:** 86% of students indicated that they liked their interaction with teachers in rooms full of laptops or desktops.

**Analysis:** Teacher interaction is crucial in classrooms that have full sets of laptops or desktops. Professional development should focus on building

teacher-student collaboration in learning.

**Summary key data 3:** Parents have concerns about students using the computers too much, and using the computers to visit inappropriate sites.

*Analysis:* We need to ensure good supervision of all student computer use, and that in professional development, we needed to work with teachers in talking about creating balance between technology and non-technology related activities. In addition, we need to keep teachers abreast of the latest trends regarding student internet use such as cyberbullying, sexting, improper use of texting and so forth so that these issues can be managed.

**Summary key data 4:** Students enjoy using the technology to teach one-another.

*Analysis:* This indicated to us that re-arranging classrooms to allow students to work in groups, assigning collaborative projects, and providing opportunities for students to work together online were/are desirable.

**Summary key data 5:** Students indicated that they DO like to experiment with the many new types of learning activities, such as wikis and blogs.

*Analysis:* We need to continue looking at and finding online sites and software that teachers can use to build more engaging learning activities. We need to make faculty aware of these findings, and provide them with training and support.

**Summary key data 6:** Students like the immediate feedback they can get from online tests. In addition, they like the types of feedback they get from assignments being graded online.

*Analysis:* We should look to use a wide variety of assessments with students in an effort to encourage engagement and learning.

**Summary key data 7:** Parents are hungry for information on what their child is doing at school.

*Analysis:* We need to further develop our website to include more information about school activities and events, and about student performance.

**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 goals and strategies in this plan.*

1. Technology must be reliable. When there are issues with computers working, or the wireless network is not working, or support is not available, both students and faculty quickly become frustrated and stop using the technology. (applies to key data 1-6 above)
2. Faculty must have training and support. (applies to key data 1-6 above)
3. In the surveys, students indicated frustration when trying to use software for teachers who did not fully understand how to use or troubleshoot the software. (applies to key data 5 above)
4. There are many untapped or underutilized uses of the technology tools we are already starting to use. (applies to key data 5 above)
5. Computer access is crucial and must be looked at in the classroom, common areas, and at students' homes. (applies to key data 1 above)
6. Use technology to put the responsibility for learning into the hands of students. (applies to key data 2, 4, 5)
7. Teaching best practices must still be front and center; the technology remains a tool that is useful during the lesson but it does not replace laying out objectives and assessing progress. (applies to key data 1, 2, 4 and 6 above)
8. Having the right software, or access to paid websites, is important; ie...sketchpad, periodic table live. (applies to key data 5 above)
9. Having students post questions in a discussion board causes them to be much more deliberate in the question they ask. For example, they can't just say "hey, I don't understand this". This is an important skill on its own to develop in students. (applies to key data 2, 6 above)
10. Collaborative writing works very well in this environment. Students can share documents and work with others at the table. (applies to key data 4, 6)
11. The website lacks many of the newer technologies that make greater access to information and accessibility possible. CSS, RSS, better calendaring software and more need to be built in to the site. (applies to key data 7)

**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.

In order to improve student achievement, we must use technology to build activities both in and out of the classroom that challenge students to control their own learning, assess students in a wide variety of ways, and encourage student collaboration with others in their classroom and in other classrooms. For this to happen, we have to create a learning environment that encourages and supports teachers and provides reliable technology access.

### Section I C. Data & Analysis – Other Data Item 1 – Attributes and Challenges of the District

**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.

- annual lab school report
- data from C&I scheduling (the scheduling of teaching students from Illinois State University who are in our buildings during the year)

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

- Because we are laboratory schools for teachers in training at Illinois State University, many of our classes in the spring and fall are taught by teaching students. This impacts the number of teaching days our regular teachers have with our own students.
- Because our student population is fixed by the state, our student population does not increase or decrease from year to year.

**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 goals and strategies in this plan.

- the ability to know our student numbers per classroom allow us to plan accurately in terms of numbers of desks, computers and projectors needed to fully equip rooms.
- because we know that many of the classes will be taught by aspiring teaching students, we need to build in professional development activities for our teachers which help them to work with these teaching students to implement the available technology into their mini-lessons and activities.

**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 attributes and challenges of the district and community that have affected student learning.

Because the size of our student population does not change, we are not faced with the growth issues of our neighboring districts, and it makes it easier for us to make long term plans with regards to technology implementation. At the same time, we want to channel the energy and ideas of our teaching students into using technology as a tool in their own classrooms, both now and in the future.

### Section I C. Data & Analysis – Other Data Item 2 – Educator Qualifications and Professional

**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.

Data used to determine professional development needs was gathered through teacher professional growth plans and formal and informal observations of teachers utilizing technology. Teacher professional growth plans and observations summaries would serve as data to document the need for further professional development in the area of teaching with technology.

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

Teachers at the lab schools have been given substantial access to technology, and have been utilizing Blackboard, an online course shell for several years. The increased access to technology through the equipping of many classrooms with technology has challenged faculty to utilize technology to engage students. Part of this challenge as identified through teacher professional growth plans, observations, and surveys, is an increase in the types of software applications needed to engage students, and finding the appropriate balance between technologically based teaching strategies and more traditional methods.

**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 goals and strategies in this plan.

Increase in technology access, the increase readiness of students to learn in a technologically advanced environment, and the indication that students desire a mix of teaching strategies are key factors in the type and amount of professional development that has been made available to Lab School faculty.

**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 educator qualifications and professional growth and development.

Lab School faculty continue to make improvements in their knowledge of applicable software, and their utilization of this software in engaging students. Student satisfaction continues to rise, and the number of faculty teaching with technology has increased each year.

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

**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.

1. Series of meetings with members of the ISU & business community in development of laptop initiative
2. Parent survey in 2006
3. Series of meetings with schoolreach to implement an electronic notification system
4. Series of meetings with ISU police, local law enforcement, parents and Homeland Security to assess building security needs and implement electronic door locks and monitoring software
5. Work with Milner library at ISU on sharing of electronic resources, purchasing, cataloging
6. Assessed teacher records (email & phone) in order to look at parent communication data during the compilation of the district annual report; we have a 100% communication rate.

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

1. Parents want to use technology to view student grades
2. Parents want computer access to be safe/monitored
3. Security personnel and administrators want to use technology to quickly communicate security incidents to students and parents
4. technology should be used to coordinate use of ISU library materials with our school libraries

**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 goals and strategies in this plan.*

1. we don't fully understand all of the possibilities of our current grading software.
2. at Metcalf, we are using an alternative grade software; may need to reconcile the pros & cons with the skyward family access grade software.
3. at U-High, we are not yet using the ISU library system to monitor checkout of school laptops for home use.
4. We have to balance locking down the school with being accessible to fans, parents and others here for events.

**Conclusions** - *The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on parent/community involvement.*

While we have unique connections to these types of groups (because of our status as lab schools within a university) there are still ways in which we can use technology to improve student safety and security, improve parent-school communication and streamline our services with those of ISU.

#### Section I D. Data & Analysis — Technology Deployment Data

**Please complete the Technology Inventory Spreadsheet so it can be included in this plan (click on “Technology Inventory” to open the spreadsheet). When finished, please complete the following information:**

**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 Action 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.*

1. Technology inventory for both schools
2. school inventories maintained by ISU property control

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

1. Our network is maintained by Illinois State University.
2. The bulk of software licensing is covered by Illinois State University site-licensing.
3. We have nearly 900 computers at the two schools, all less than 6 years old.
4. We have nearly 35 projectors at the two schools.

5. We have significantly increase our number of laptop computers the last 3 years, while slightly decreasing the number of desktops.
6. We maintain 8 servers.
7. We have wireless access throughout U-High, but only partially in Metcalf.

**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 goals and strategies in this plan.*

- We need to add additional computers at Metcalf to provide greater student access. Not enough classrooms have enough stations for teachers to really use technology in lessons.
- We should consider reducing the number of servers we maintain by shifting some of this to the university, especially student shared network drives.
- We have had success with laptops, desktops and virtual desktops in different classrooms. We should continue examining each classroom setup to put in the technology that provides the most bang for the buck.
- Budget is an issue. More computers cost more money and require more tech support.
- The prevalence of all of this equipment forces us to spend more of our budget securing these items.

**Conclusions** – *The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on technology deployment.*

In order for students and teachers to effectively use technology on a daily basis, we must continue to provide reliable, updated computers and projectors in as many locations as possible, and in the most cost-effective way possible. In addition, we must ensure that adequate support, security and warranties are in place.

#### District Technology Inventory - District Information

Number	Item
998	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
37	Number of K-12 special education self-contained classroom students
94	Number of Teachers (FTE - this does not include teacher aides)
8	Number of Administrators
2	Number of instructional school buildings with high speed internet access

Number	Item
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
2	Subtotal
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
0	Subtotal
2	Total number of instructional school buildings
0	Total number of non-instructional school buildings

### District Technology Inventory - Internet Access

Location	Type	Number of Rooms
<b>Instructional Classroom</b>	10 mg Ethernet	0
	100+ mg Ethernet	25
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Dedicated Computer Lab</b>	10 mg Ethernet	0
	100+ mg Ethernet	2
	Dedicated Cable	0

Location	Type	Number of Rooms
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Media Center/Library</b>	10 mg Ethernet	0
	100+ mg Ethernet	2
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Mobile Computer Lab</b>	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	3
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Administrative Offices</b>	10 mg Ethernet	0
	100+ mg Ethernet	8
	Dedicated Cable	0
	DSL	0
	Wireless	0

Location	Type	Number of Rooms
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Teacher Offices</b>	10 mg Ethernet	0
	100+ mg Ethernet	43
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Other Locations</b>	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

**District Technology Inventory - Computer Inventory(Desktop Computers)**

Desktop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	37	0	37	37	0	37	0	0	0	0	0	0

Desktop Computers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	2-5 years	110	0	110	110	0	110	0	0	0	0	0	0
	5+ years	8	0	8	8	0	8	0	0	0	0	0	0
	SubTotal	155	0	155	155	0	155	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	50	0	50	50	0	50	0	0	0	0	0	0
	2-5 years	43	0	43	43	0	43	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	93	0	93	93	0	93	0	0	0	0	0	0
Media Center/Library	Under 2 years	35	0	35	35	0	35	0	0	0	0	0	0
	2-5 years	12	0	12	12	0	12	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	47	0	47	47	0	47	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	5	0	5	5	0	5	0	0	0	0	0	0
	2-5 years	10	1	11	10	1	11	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	15	1	16	15	1	16	0	0	0	0	0	0
Teacher Offices	Under 2 years	6	1	7	6	1	7	0	0	0	0	0	0

Desktop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	2-5 years	40	1	41	40	1	41	0	0	0	0	0	0
	5+ years	7	0	7	7	0	7	0	0	0	0	0	0
	SubTotal	53	2	55	53	2	55	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	3	1	4	3	1	4	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	1	4	3	1	4	0	0	0	0	0	0

**District Technology Inventory - Computer Inventory(Laptop Computers)**

Laptop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	143	0	143	143	0	143	0	0	0	0	0	0
	2-5 years	112	0	112	112	0	112	0	0	0	0	0	0
	5+ years	18	0	18	18	0	18	0	0	0	0	0	0
	SubTotal	273	0	273	273	0	273	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	1	0	1	0	0	0	0	0	0

Laptop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Media Center/Library	Under 2 years	43	0	43	43	0	43	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	43	0	43	43	0	43	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	27	26	53	27	26	53	0	0	0	0	0	0
	2-5 years	26	0	26	26	0	26	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	53	26	79	53	26	79	0	0	0	0	0	0
Administrative Offices	Under 2 years	3	4	7	3	4	7	0	0	0	0	0	0
	2-5 years	2	0	2	2	0	2	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	5	4	9	5	4	9	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	5	5	0	5	5	0	0	0	0	0	0
	2-5 years	10	0	10	10	0	10	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	10	5	15	10	5	15	0	0	0	0	0	0
Other Locations	Under 2 years	0	4	4	0	4	4	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	4	4	0	4	4	0	0	0	0	0	0

**District Technology Inventory - Computer Inventory(Tablet Computers)**

Tablet Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	81	0	81	81	0	81	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	81	0	81	81	0	81	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	5	0	5	5	0	5	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Tablet Computers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	SubTotal	5	0	5	5	0	5	0	0	0	0	0	0
Teacher Offices	Under 2 years	18	0	18	18	0	18	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	18	0	18	18	0	18	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

**District Technology Inventory - Computer Inventory(Servers)**

Servers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

Servers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	4	0	4	4	0	4	0	0	0	0	0	0
	2-5 years	4	0	4	4	0	4	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	8	0	8	8	0	8	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	1	1	0	1	1	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

Servers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	1	1	0	1	1	0	0	0	0	0	0

**District Technology Inventory - Operating Systems**

PC		
Location	Operating System	Number
<b>Instructional Classroom</b>	Windows Vista	0
	Windows XP (any version)	424
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	424
<b>Dedicated Computer Lab</b>	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0

<b>Media Center/Library</b>	Windows Vista	0
	Windows XP (any version)	58
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	58
<b>Mobile Computer Lab</b>	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
<b>Administrative Offices</b>	Windows Vista	3
	Windows XP (any version)	11
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	14
<b>Teacher Offices</b>	Windows Vista	0
	Windows XP (any version)	57
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	57
<b>Other Locations</b>	Windows Vista	0
	Windows XP (any version)	16
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	16
<b>Macintosh</b>		
<b>Location</b>	<b>Operating System</b>	<b>Number</b>
<b>Instructional Classroom</b>	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
<b>Dedicated Computer Lab</b>	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0

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	Subtotal	0
<b>Media Center/Library</b>	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
<b>Mobile Computer Lab</b>	MAC System 10.x	26
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	26
<b>Administrative Offices</b>	MAC System 10.x	5
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	5
<b>Teacher Offices</b>	MAC System 10.x	7
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0

	Subtotal	7
<b>Other Locations</b>	MAC System 10.x	5
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	5
<b>Other Operating Systems (including Linux)</b>		
<b>Location</b>	<b>Operating System</b>	<b>Number</b>
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations		0

### District Technology Inventory - Network Equipment

<b>Location</b>	<b>Equipment</b>	<b>Number</b>
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0

Location	Equipment	Number
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Dedicated Computer Lab</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Media Center/Library</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Mobile Computer Lab</b>	Hubs	0
	Routers	0
	Switches	0

Location	Equipment	Number
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Administrative Offices</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Teacher Offices</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Other Locations</b>	Hubs	0
	Routers	0

Location	Equipment	Number
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0

### District Technology Inventory - Licensing Software

	Software Type
No	Networking
Yes	Utility Programs (Service Programs, File Compression, Disk Optimizers, etc.)
Yes	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
Yes	Graphics (Business, Illustration, CAD, Animation, etc.)
Yes	Desktop Publishing
Yes	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
No	Programming packages (Computer Programming)
Yes	Student Information Management Systems
Yes	Filtering/Blocking Software
Yes	Anti-Virus
No	Other

### District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	20	3	23
Stand-alone Printers	18	1	19
Scanners	10	0	10
Digital Cameras	22	0	22
Camcorders/Movie Cameras	38	0	38
Satellite Dishes	0	0	0
Televisions	22	1	23
Video Microscopes	0	0	0
LCD Panels/Projection Devices	25	0	25
Fax Machines	2	0	2
Graphing Calculators	0	0	0
PDAs	6	0	6
Assistive/Adaptive Devices	3	0	3
GPS Devices	0	0	0
Science Probeware	147	0	147
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	3	0	3
Whiteboard Capture Devices	0	0	0
Document Cameras	9	0	9
MP3 Players	0	0	0

**District Technology Inventory - Telecommunications**

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	0	0	0
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	0	0
<b>Classrooms with Telephones</b>			
	<b>Number</b>		
<B>Classrooms with telephones</B>	0		

**District Technology Inventory - Distance Learning**

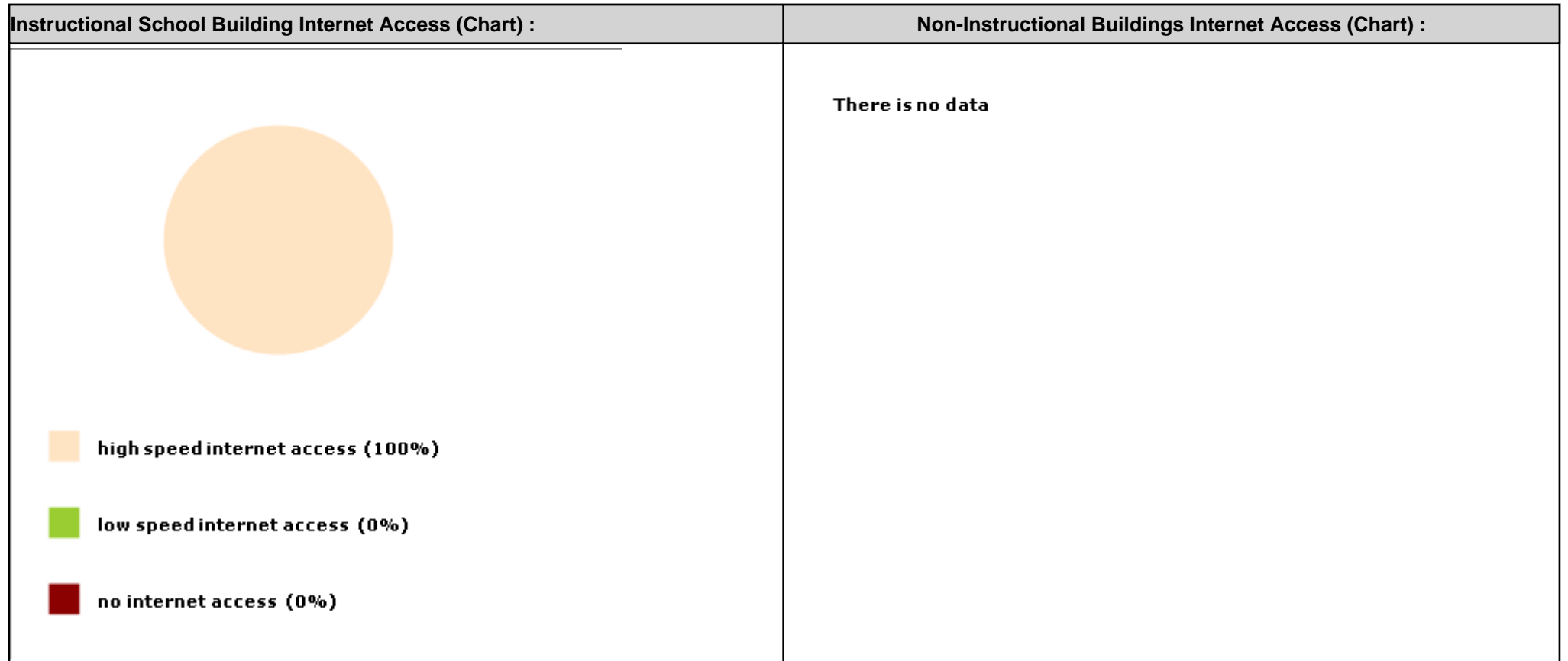
Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	0
Internet Services for Distance Learning	0
Phone line/v-tel systems	0
Other	0

**Section I D Data & Analysis — District Technology Inventory Report**

District Information			
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information	Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)	Number of Administrators

District Information			
System (SIS).			
998	37	94	8

Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
2	0	0	0	0	0



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	155	0	93	0	47	0	0	0	15	1	53	2	3	1
Laptops	273	0	1	0	43	0	53	26	5	4	10	5	0	4
Tablets	81	0	0	0	0	0	0	0	5	0	18	0	0	0
Servers	0	0	0	0	0	0	0	0	8	0	0	0	0	1
	509	0	94	0	90	0	53	26	33	5	81	7	3	6
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	<b>509</b>		<b>94</b>		<b>90</b>		<b>79</b>		<b>38</b>		<b>88</b>		<b>9</b>	
<b>Students per Computer</b>													<b>1.14</b>	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	155	0	93	0	47	0	0	0	15	1	53	2	3	1
Laptops	273	0	1	0	43	0	53	26	5	4	10	5	0	4
Tablets	81	0	0	0	0	0	0	0	5	0	18	0	0	0
Servers	0	0	0	0	0	0	0	0	8	0	0	0	0	1
	509	0	94	0	90	0	53	26	33	5	81	7	3	6
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	<b>509</b>		<b>94</b>		<b>90</b>		<b>79</b>		<b>38</b>		<b>88</b>		<b>9</b>	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Students per Computer													1.14	

Computers with Low Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer													0	

Computers with No Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Computers with No Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer													0	

Computer Ages								
Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
134	256	104	221	150	0	15	18	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
80	100+ mg Ethernet
0	Dedicated Cable
0	DSL
4	Wireless
0	Other (Dial-up modem, etc.)

Internet Access	
Number of Rooms	Type
0	None (no internet access)

Operating Systems	
Number of Rooms	Type
3	Windows Vista
566	Windows XP (any version)
0	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
43	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
23	Number of Networked Printers
19	Number of Stand-alone Printers
10	Number of Scanners
22	Number of Digital Cameras

Other Technologies	
Total	Type
38	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
23	Number of Televisions
0	Number of Video Microscopes
25	Number of LCD Panels/Projection Devices
2	Number of Fax Machines
0	Number of Graphing Calculators
6	Number of PDAs
3	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
147	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
3	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
9	Number of Document Cameras
0	Number of MP3 Players

Other Technologies	
Total	Type
38	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
23	Number of Televisions
0	Number of Video Microscopes
25	Number of LCD Panels/Projection Devices
2	Number of Fax Machines
0	Number of Graphing Calculators
6	Number of PDAs
3	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
147	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
3	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
9	Number of Document Cameras
0	Number of MP3 Players

Distance Learning	
Number of Access Points	Distance Learning
0	Satellite
0	Cable/Broadcast

Distance Learning	
Number of Access Points	Distance Learning
0	Satellite
0	Cable/Broadcast

Distance Learning	
Number of Access Points	Distance Learning
0	Internet Services for Distance Learning
0	Phone line/v-tel systems
0	Other

**Section I E. Data & Analysis — Meta Analysis**

**S.M.A.R.T. Goal(s)** - Drawing on the above conclusions, define your **S.M.A.R.T.** (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**angible) **goal(s)** in the box below. These goals will be addressed in your strategies and activities in Section II.

We want to maximize student engagement and learning by creating a technology-rich environment in each classroom that accounts for the needs and skills of the students, and the strengths of our instructors. Through our website, we want to use technology to share the happenings in our classrooms with our parents, teaching students and other schools.

**Section II - Action Plan - Phase I Goals, Strategies, and Activities**

**Goal 1 Description for Phase I :2009-2010**

Ensure that students and teachers are confident users of a wide range of technologies in order to increase engagement and learning.

**Section II B. Action Plan — Curriculum and Instruction**

Strategy 1												
Use Web 2.0 tools, and a wide range of software to improve student learning and engagement in class.												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other

1	Get a selected outside community involved in Web 2.0 tools, like blogs, to make the experience more relevant for students and differentiate from Blackboard discussions (politicians, authors, community leaders, etc) – take Web 2.0 tools to their full potential.	8/1/2009	8/1/2010	0	0			0	0	0	0	0	0
2	At the high school, Set up iGoogle pages for freshmen that they can use for 4 years.	8/1/2009	9/30/2009	0	0			0	0	0	0	0	0
3	Have a committee of students present their learning/use of 2.0 tools to outside groups, like other high school students, other high school faculty, College of Ed (combined student/C&I/faculty group).	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0
4	Integrate effective use of OneNote software for the math department	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0
5	Use Google Sketchup, autocad and other software to improve student engagement in technology education courses.	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0
6	Transition from hard copy drafts in our Middle School (5-8) Language Arts program to digital copies in an online portfolio.	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0
7	Increase the number of Middle School classes in Online Learning Environments (OLE). Specifically, BlackBoard.	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0

**Strategy 2**

Foster student-directed learning in the classroom.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	At the high school, the technology skills checklist for freshman will be updated and integrated into the freshman curriculum.	5/1/2009	7/1/2010	0	0			0	0	0	0	0	0
2	Create a tech help page that uses YouTube videos to demonstrate various tech skills that students need.	7/1/2009	5/1/2010	0	0			0	0	0	0	0	0

3	The freshman program will look for ways to spend more time teaching kids how to use technology; this may include additional weeks at the start of the term.	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0
4	Work with teachers at each grade level to identify ways that technology can be used to foster student-directed learning.	8/1/2009	5/21/2010	0	0			0	0	0	0	0	0
5	We will continue to work on increasing our computer-to-student ratio for K-6.	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0
6	Investigate and explore possible 1:1 initiatives for 7-8, providing them a leveled learning environment within technology twenty-four hours a day, seven days a week.	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0

**Strategy 3**

Explore alternate technology-rich assessment options that engage students and increase learning.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Explore better ways to use Blackboard assessment tools and share with other teachers.	5/1/2009	6/1/2010	0	0			0	0	0	0	0	0
2	Look at ways to use Blogs, wikis and live chats as assessment tools.	5/1/2009	5/1/2010	0	0			0	0	0	0	0	0
3	Evaluate the feasibility and value of setting up an electronic portfolio system to measure student work over time.	6/1/2009	6/1/2010	0	0			0	0	0	0	0	0
4	Look at using technology to more "radically" change the way assessments occur; this would include more "open-book", "call people for help" type of assessments (similar to what one encounters in work environments)	6/1/2009	6/1/2010	0	0			0	0	0	0	0	0
5	Provide campus ULID access to our 7-8 students to increase digital document management and allow increased teacher access to student products.	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0

6	Move to project-based assessment. Incorporate media (ie. iLife Suite) projects into student assessment.	8/28/2009	5/14/2010	0	0			0	0	0	0	0	0
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**Section II C. Action Plan — Professional Development**

**Strategy 1**

Faculty must have adequate time and compensation to integrate technology into instruction.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	At the high school we will provide teachers with three paid days of professional development in August to work on curriculum that integrates technology.	8/17/2009	8/19/2009	8000	8000			0	0	0	0	0	0
2	At the high school, we will organize at least 3 after-school workshops at which teachers will bring actual lesson ideas with them & be given time to actually work on/creating projects.	8/17/2009	6/1/2010	0	0			0	0	0	0	0	0
3	In-service days throughout the year are provided for professional development and technology-based curriculum mapping.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
4	Curriculum pay is provided for professional development during the summer tech sessions.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

**Strategy 2**

We need to share what we have learned with regards to technology integration into instruction, and we need to learn from others.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	U-High teachers will present at the Memphis laptop conference.	7/13/2009	7/15/2009	2000	2000			0	0	0	0	0	0
2	U-High teachers will participate in the Illinois State Technology conference in Springfield.	11/19/2009	11/20/2009	600	600			0	0	0	0	0	0
3	U-High teachers will participate in the ICE technology conference in St. Charles.	3/1/2010	3/4/2010	600	600			0	0	0	0	0	0

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4	U-High teachers will present at the Adlai Stevenson High School Conference.	8/4/2009	8/6/2009	750	750			0	0	0	0	0	0
5	Teachers will contribute technology-rich lesson and unit plans to our on-line "promising practices" website. These can be accessed by other teachers.	1/1/2009	6/1/2010	0	0			0	0	0	0	0	0
6	Effective technology projects from the classroom will be highlighted on our website.	1/1/2009	6/1/2010	0	0			0	0	0	0	0	0
7	U-High will develop on-going partnerships with other schools and organizations that will be mutually beneficial in the development of technology based teaching strategies for higher levels of student engagement.	1/1/2009	6/1/2010	0	0			0	0	0	0	0	0
8	Increase teacher awareness and attendance of ISU CTLT free training sessions.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
9	Teachers-Teaching-Teachers Produce Metcalf Technology Showcase on new Web Site to promote new ideas in curriculum and learning of our teachers	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
10	Develop training tools (written or visual) for teachers to self-train	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

Strategy 3

The importance of effectively using technology in the classroom will be woven into the professional culture of the lab schools.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Best practices of using technology will be shared between teachers at monthly all-school meetings.	1/1/2009	6/1/2010	0	0			0	0	0	0	0	0
2	Peer observations and feedback between instructors will be an expected part of the job. Observations will be scheduled each term, and a set of key instructional standards relevant to the use of technology will be developed to guide the observations and feedback.	1/1/2009	6/1/2010	0	0			0	0	0	0	0	0

3	At the high school, teacher evaluation will be linked with professional growth via individual professional growth plans centered on teaching with technology.	1/1/2009	6/1/2010	0	0			0	0	0	0	0	0
4	Teacher Institute days will provide technology-rich professional development training focusing on current and future projects.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
5	Develop annual technology-based contest to promote new teaching and learning by our faculty, for the classroom.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
6	Provide Professional development in assessment tools and the use of technology related to Data and RTI	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

**Section II D. Action Plan — Parental/Community Involvement**  
 <h5>(such as adult literacy providers, public library services and district emergency crisis planning)</h5>

**Strategy 1**

Use website to facilitate parent-teacher-student-district communication.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Implement improved online calendaring systems on school websites.	8/1/2009	6/30/2010	2500	2500			0	0	0	0	0	0
2	Retool websites to make them the public face of the department/school – not for students, but for parents and community.	8/21/2009	5/28/2010	0	0			0	0	0	0	0	0
3	Meet with Citizens Advisory Group to identify improvements that parents need in terms of communication via email and the website.	11/2/2009	2/5/2010	0	0			0	0	0	0	0	0
4	Build new website with new organization of content	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
5	Enhance new online school calendar with lunch menus and increased student activity schedules	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

**Strategy 2**

Use student management software to facilitate parent-school interaction.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Work to get all parents using family access (U-High) or Webgrader (Metcalf) to monitor student grades.	8/21/2009	5/28/2010	0	0			0	0	0	0	0	0
2	Improve ability of faculty to update grades on a timely basis; provide support as necessary.	8/21/2009	5/28/2010	0	0			0	0	0	0	0	0
3	Look at implementing or purchasing additional features- bill management, etc...	8/21/2009	5/28/2010	0	0			0	0	0	0	0	0
4	Roll out Family Access to Metcalf parent/guardian population, thus allowing for increased student/child monitoring	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

Strategy 3

Use technology to facilitate partnerships with university community.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Expand database of classroom videos for use in observations by university teaching students.	8/3/2009	6/30/2010	0	0			0	0	0	0	0	0
2	Host at least 1 "mini-conference" at which university teaching students can learn about technology use in the classroom.	8/3/2009	6/1/2010	0	0			0	0	0	0	0	0
3	Work with teachers at department meetings to help their teaching students better implement technology activities in their practice teaching.	8/21/2009	6/1/2010	0	0			0	0	0	0	0	0
4	Move local services to ISU supported virtualized machines	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
5	Create ULID's for Middle School students to enhance curriculum and make use of campus resources	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
6	Increase COE Teacher and Student directed workshops for Metcalf Teachers	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

## Section II E. Action Plan — Technology Deployment

## Strategy 1

Ensure that there is adequate computer, projector, printer and audio/video access throughout the two schools so that teachers and students can have technology-rich lessons.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Replace laptops, headphones, printer in UHS room 201.	5/3/2010	6/30/2010	16000	16000	0	D	0	0	0	0	0	0
2	Replace laptops, headphones, printer in UHS room 203.	5/3/2010	6/30/2010	6000	6000	0	D	0	0	0	0	0	0
3	Replace laptops in UHS learning center.	7/1/2009	7/31/2009	3120	3120	0	D	0	0	0	0	0	0
4	Replace laptops, headphones, printer in UHS room 316.	5/3/2010	6/30/2010	16020	16020	0	D	0	0	0	0	0	0
5	Replace laptops, headphones, printer in UHS room 232.	5/3/2010	6/30/2010	16020	16020	0	D	0	0	0	0	0	0
6	Replace laptops, headphones, printer in UHS room 241.	5/3/2010	6/30/2010	16020	16020	0	D	0	0	0	0	0	0
7	Replace laptops, printer in UHS room 215.	5/3/2010	6/30/2010	7820	7820	0	D	0	0	0	0	0	0
8	Replace 9 faculty computers at UHS.	9/1/2009	4/30/2010	6000	6000	0	D	0	0	0	0	0	0
9	Replace 2 library printers at UHS.	7/1/2009	8/27/2009	1800	1800	0	D	0	0	0	0	0	0
10	Replace 3 classroom projectors (band, 218 and 21) at U-High.	7/1/2009	1/1/2010	3000	3000	0	D	0	0	0	0	0	0
11	Install security plates on new laptops at UHS.	5/3/2010	6/30/2010	2325	2325	0	D	0	0	0	0	0	0
12	Install Virtual Labs in all K-6, Support Services, and Special Education classrooms 10 computers, 40 monitors, 10 x300, 40 mice, 40 keyboard	7/1/2009	6/30/2010	10900	10900	0	D	0	0	0	0	0	0
13	10 new LCD Projectors	7/1/2009	6/30/2010	6750	6750	0	D	0	0	0	0	0	0
14	Install personal Document Cameras in each classroom 10 new AverMedia	7/1/2009	6/30/2010	5000	5000	0	D	0	0	0	0	0	0
15	Upgrade 1/3 of Faculty/Staff Computers to begin new 3 year cycle	7/1/2009	6/30/2010	22000	22000	0	D	0	0	0	0	0	0

16	Upgrade MLS 222 Lab 27 computers, 27 Monitors	7/1/2009	6/30/2010	14850	14850	0	D	0	0	0	0	0	0
17	Security	7/1/2009	6/30/2010	1500	1500	0	D	0	0	0	0	0	0

### Strategy 2

Renew/add essential software & web service licensing.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Renew software licensing for departmental software including autocad products.	8/1/2009	8/31/2009	1000	1000	0	D	0	0	0	0	0	0
2	Renew licensing for Blackboard online course system.	8/1/2009	8/1/2009	18500	18500	0	D	0	0	0	0	0	0
3	Renew licensing for Family Access.	7/1/2009	6/30/2010	2250	2250	0	D	0	0	0	0	0	0
4	Renew WebGrader License	7/1/2009	6/30/2010	2588.75	2588.75	0	D	0	0	0	0	0	0
5	Renew Curriculum Mapper License	7/1/2009	6/30/2010	2673	2673	0	D	0	0	0	0	0	0
6	Renew iLife/iWork Suite	7/1/2009	6/30/2010	525	525	0	D	0	0	0	0	0	0
7	United Streaming	7/1/2009	6/30/2010	1413	1413	0	D	0	0	0	0	0	0
8	Gaggle.net	7/1/2009	6/30/2010	1028	1028	0	D	0	0	0	0	0	0
9	Scholastic BookFlix	7/1/2009	6/30/2010	1500	1500	0	D	0	0	0	0	0	0

### Strategy 3

Ensure that there is a strong technology infrastructure and support system in place; implement new strategies to make more effective.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Look at moving to virtual servers.	6/1/2009	8/31/2009	0	0	0	D	0	0	0	0	0	0
2	Replace web server (U-High); move website to university server (Metcalf)	1/1/2009	7/31/2009	3500	3500	0	D	0	0	0	0	0	0
3	Provide maintenance budget for parts & services (UHS)	7/1/2009	6/30/2010	8000	8000	0	D	0	0	0	0	0	0
4	Move local server services to Virtualized Environment	7/1/2009	6/30/2010	0	0	0	D	0	0	0	0	0	0

5	Provide 12 month support for technology and instructional-technology development	7/1/2009	6/30/2010	0	0	0	D	0	0	0	0	0	0
6	Ensure ISU Student Support for 20 hours a week during School year	7/1/2009	6/30/2010	0	0	0	D	0	0	0	0	0	0
7				0	0	0	D	0	0	0	0	0	0

**Section II - Action Plan - Phase II  
Goals, Strategies, and Activities**

**Goal 1 Description for Phase II :2010-2011**

Ensure that students and teachers are confident users of a wide range of technologies in order to increase engagement and learning.

**Section II B. Action Plan — Curriculum and Instruction**

**Strategy 1**

Use Web 2.0 technologies, and a variety of software, to increase student engagement in the classroom.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Encourage all instructors at both schools to utilize Blackboard on-line course software as a supplement to their classes.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	Evaluate the use of cell phones as learning tools in the classroom.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	Look for ways to use social network sites like facebook for positive educational activities. Teach student safety.	2/1/2010	6/30/2011	0	0			0	0	0	0	0	0
4	Cycle through Phase 1 activities.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
5	Explore blogging and wiki applications for student journaling and class-based projects	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
6	Evaluate phase 1 success and failure and alter plans accordingly.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

## Strategy 2

Foster student-directed learning in the classroom.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Cycle through Phase 1 activities.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	Work with faculty to use technology to create activities that allow students to go in different directions.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	In technology education, continue developing projects that use technology such as Google earth to focus on real-world problem-solving.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
4	Work with teachers to provide opportunities for students to self-monitor, revise work, and reflect on their own thinking and learning processes. Use peer assessments in Blackboard, on-line journals and study groups to this end.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
5	Explore/Develop updated curriculum based on any success in a 1:1 initiative.	7/1/2010	6/1/2011	0	0			0	0	0	0	0	0

## Strategy 3

Explore alternate technology-rich assessment options that engage students and increase learning.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Develop assessments that focus on student's demonstration of texture, rich detail, artful-ness, and humor, the ability to be interesting, lively and creative, etc. Assessments should take into consideration how knowledge is constructed from a social/cultural context...	7/1/2010	6/1/2011	0	0			0	0	0	0	0	0
2	Encourage students and teachers to create presentations via various Internet access, such as live-streaming/Improved product preparing audio before class.	7/1/2010	6/1/2011	0	0			0	0	0	0	0	0
3	Pilot programs where resources are open during the process of assessment: phone calls, talking to neighbor, textbook access, etc...	7/1/2010	6/1/2011	0	0			0	0	0	0	0	0

4	Develop and enhance cross-curricular lesson-plans to promote diverse projects through the use of Phase 1 actions.	7/1/2010	6/1/2011	0	0			0	0	0	0	0	0
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**Section II C. Action Plan — Professional Development**

**Strategy 1**

Faculty must have adequate time and compensation to integrate technology into instruction.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	At the high school, host a summer workshop for faculty directed & taught by those same faculty.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	At the high school, host several meetings per term at which faculty can discuss classroom best practices, and develop lessons.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	Teachers will have training on new equipment for their classrooms	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
4	Teachers are rewarded for working together to integrate technology into their curriculum	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

**Strategy 2**

We need to share what we have learned with regards to technology integration into instruction, and we need to learn from others.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Have at least 5 faculty who have not presented in the past year present something they are doing in the classroom with technology at a conference.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	Work with University teaching students to help them use various technologies during their practice teaching assignments.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	Host a "technology in teaching" conference for schools within the conference.	10/1/2010	10/29/2010	0	0			0	0	0	0	0	0
4	Host a "technology in teaching" conference for university teaching students.	2/1/2011	2/25/2011	0	0			0	0	0	0	0	0

5	Teachers-Teaching-Teaching	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
6	Mentors training new staff members	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
7	Online ShowCase of Metcalf Technology productions	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
8	Develop training tools (written or visual) for teachers to self-train	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

**Strategy 3**

The importance of effectively using technology in the classroom will be woven into the professional culture of the lab schools.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	All incoming teachers will receive technology training using the schools' grading programs and software, and use of a good computer, prior to starting.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	At the high school, teachers effectively using technology in the classroom will be highlighted at faculty meetings.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	At the high school, using technology effectively will be part of each teacher's professional development plan.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
4	Metcalf Classroom Observation Archive project. Video record classrooms for observation students	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

**Section II D. Action Plan — Parental/Community Involvement**  
**<h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>**

**Strategy 1**

Use website to facilitate parent-teacher-student-district communication.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Cycle through Phase 1 activities.	8/20/2010	5/27/2011	0	0			0	0	0	0	0	0

2	Develop Class Web Site templates to accommodate a similar look and feel for all classes at Metcalf	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	Move towards increased blog activity from Metcalf Teacher/Staff in both classroom and administrative information with use of WordPress	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
4	Merge UHigh/Metcalf Online Intand Calendars to allow for seamless communication retrieval for parents/guardians	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

**Strategy 2**

Use student management software to facilitate parent-school interaction.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Cycle through Phase 1 activities.	8/20/2010	5/27/2011	0	0			0	0	0	0	0	0
2	Investigate Online Registration options in Skyward to present a more timely and convenient method of parent-required tasks	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	Increase viewable information within Skyward for Family Access	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

**Strategy 3**

Use technology to facilitate partnerships with university community.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Cycle through Phase 1 activities.	8/20/2010	5/31/2011	0	0			0	0	0	0	0	0
2	Explore online technologies for registering ISU teacher education majors in classroom observation hours	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	Create a Metcalf organization/committee to explore the need for Students Involved in Technology Conference (SIT) involvement	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

### Section II E. Action Plan — Technology Deployment

#### Strategy 1

Ensure that there is adequate computer, projector, printer and audio/video access throughout the two schools so that teachers and students can have technology-rich lessons.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Replace laptops, headphones, printer in UHS room 306.	5/2/2011	6/30/2011	17295	17295	0	D	0	0	0	0	0	0
2	Replace desktops, laptops, headphones, printer in UHS room 230.	5/2/2011	6/30/2011	25920	25920	0	D	0	0	0	0	0	0
3	Replace laptops, headphones, printer in UHS room 246.	5/2/2011	6/30/2011	16145	16145	0	D	0	0	0	0	0	0
4	Replace laptops, headphones, printer in UHS room 222.	5/2/2011	6/30/2011	18445	18445	0	D	0	0	0	0	0	0
5	Replace 17 faculty computers	8/11/2010	6/30/2011	13400	13400	0	D	0	0	0	0	0	0
6	Replace classroom projectors at UHS, rooms 202 and 204.	10/1/2010	3/4/2011	2000	2000	0	D	0	0	0	0	0	0
7	Security tags for all new laptops.	5/2/2011	6/30/2011	1305	1305	0	D	0	0	0	0	0	0
8	1:1 Leasing Payment for Middle School Initiative 100 computers	7/1/2010	6/30/2011	20000	20000	0	D	0	0	0	0	0	0
9	Install new Projection Screens in each class 30 new Screens	7/1/2010	6/30/2011	6000	6000	0	D	0	0	0	0	0	0
10	Upgrade LCD projectors in classroom 10 new LCD Projectors	7/1/2010	6/30/2011	6750	6750	0	D	0	0	0	0	0	0
11	Upgrade 1/3 of Faculty/Staff Computers to begin new 3 year cycle	7/1/2010	6/30/2011	26000	26000	0	D	0	0	0	0	0	0
12	Upgrade FH 118 Lab 28 Virtual computers, 28 Monitors, 28 Mice, 28 Keyboards	7/1/2010	6/30/2011	6500	6500	0	D	0	0	0	0	0	0
13	Security	7/1/2010	6/30/2011	1500	1500	0	D	0	0	0	0	0	0

#### Strategy 2

Renew/add essential software & web service licensing.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Renew blackboard licensing.	7/1/2010	6/30/2011	19200	19200	0	D	0	0	0	0	0	0
2	Renew licensing for skyward hosting.	7/1/2010	6/30/2011	3500	3500	0	D	0	0	0	0	0	0
3	Renew autocad license (UHS)	6/1/2010	6/30/2011	1200	1200	0	D	0	0	0	0	0	0
4	Renew WebGrader License	7/1/2010	6/30/2011	2588.75	2588.75	0	D	0	0	0	0	0	0
5	Renew Curriculum Mapper License	7/1/2010	6/30/2011	2673	2673	0	D	0	0	0	0	0	0
6	Renew iLife/iWork Suite	7/1/2010	6/30/2011	525	525	0	D	0	0	0	0	0	0
7	Renew Deep Freeze License for 2 years	7/1/2010	6/30/2011	2100	2100	0	D	0	0	0	0	0	0
8	United Streaming	7/1/2010	6/30/2011	1413	1413	0	D	0	0	0	0	0	0
9	Gaggle.net	7/1/2010	6/30/2011	1028	1028	0	D	0	0	0	0	0	0
10	Scholastic BookFlix	7/1/2010	6/30/2011	1500	1500	0	D	0	0	0	0	0	0

### Strategy 3

Ensure that there is a strong technology infrastructure and support system in place; implement new strategies to make more effective.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Purchase new servers (UHS)	7/1/2010	8/27/2010	8000	8000	0	D	0	0	0	0	0	0
2	Provide maintenance money (UHS) for parts & services	7/1/2010	6/30/2011	8000	8000	0	D	0	0	0	0	0	0
3	Provide 12 month support for technology and instructional-technology development	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0
4	Move all technology requests to online form for better tracking and management	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0
5	Ensure ISU Student Support for 20 hours a week during School year	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0

**Section II - Action Plan - Phase III  
Goals, Strategies, and Activities**

**Goal 1 Description for Phase III :2011-2012**

Ensure that students and teachers are confident users of a wide range of technologies in order to increase engagement and learning.

**Section II B. Action Plan — Curriculum and Instruction**

**Strategy 1**

Use Web 2.0 technology and various software programs to increase student engagement in the classroom.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Check for and install updated versions of sketchpad, autocad and other school owned software.	7/1/2011	6/29/2012	0	0			0	0	0	0	0	0
2 With teachers and students involved, evaluate the "post" web 2.0 tools; look at possible classroom uses.	7/1/2011	6/29/2012	0	0			0	0	0	0	0	0
3 Evaluate whether we should be moving to remotely hosted software- online versions of word, PowerPoint, etc...	7/1/2011	6/29/2012	0	0			0	0	0	0	0	0
4 Cycle through Phase 1&2 activities.	7/1/2011	6/29/2012	0	0			0	0	0	0	0	0

**Strategy 2**

Foster student-directed learning in the classroom.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Cycle through Phase 1&2 activities.	7/1/2011	6/29/2012	0	0			0	0	0	0	0	0

**Strategy 3**

Explore alternate technology-rich assessment options that engage students and increase learning.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
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1	Cycle through Phase 1&2 activities.	7/1/2011	6/29/2012	0	0			0	0	0	0	0	0
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**Section II C. Action Plan — Professional Development**

**Strategy 1**

Faculty must have adequate time and compensation to integrate technology into instruction.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Cycle through activities from phases 1&2.	7/1/2011	6/29/2012	0	0			0	0	0	0	0	0

**Strategy 2**

We need to share what we have learned with regards to technology integration into instruction, and we need to learn from others.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Cycle through activities from phases 1 and 2.	7/1/2011	6/29/2012	0	0			0	0	0	0	0	0
2 Asses internal training tools for updates, reworks, and decommission	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

**Strategy 3**

The importance of effectively using technology in the classroom will be woven into the professional culture of the lab schools.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Cycle through activites from phases 1&2.	7/1/2011	6/29/2012	0	0			0	0	0	0	0	0
2 Continue to produce more captured moments to add to video observation library	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

**Section II D. Action Plan — Parental/Community Involvement**  
 <h5> (such as adult literacy providers, public library services and district emergency crisis planning) </h5>

**Strategy 1**

Use website to facilitate parent-teacher-student-disctrict communication.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
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1	Cycle through Phase 1&2 activities.	8/19/2011	5/4/2012	0	0			0	0	0	0	0	0
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**Strategy 2**

Use student management software to facilitate parent-school interaction.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Cycle through Phase 1&2 activities.	8/19/2011	5/4/2012	0	0			0	0	0	0	0	0

**Strategy 3**

Use technology to facilitate partnerships with university community.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Cycle through Phase 1&2 activities.	8/19/2011	6/1/2012	0	0			0	0	0	0	0	0

**Section II E. Action Plan — Technology Deployment**

**Strategy 1**

Ensure that there is adequate computer, projector, printer and audio/video access throughout the two schools so that teachers and students can have technology-rich lessons.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Replace tablets, headphones, printer in UHS room 208.	5/1/2012	6/29/2012	30320	30320	0	D	0	0	0	0	0	0
2 Replace tablets, headphones, printer in UHS room 216.	5/1/2012	6/29/2012	32520	32520	0	D	0	0	0	0	0	0
3 Replace tablets, headphones, printer in UHS room 314.	5/1/2012	6/29/2012	29220	29220	0	D	0	0	0	0	0	0
4 Replace projectors in UHS rooms.	7/1/2011	2/1/2012	4500	4500	0	D	0	0	0	0	0	0
5 Replace 17 faculty computers at UHS.	7/1/2011	5/31/2012	13400	13400	0	D	0	0	0	0	0	0
6 1:1 Leasing Payment for Middle School Initiative 100 computers	7/1/2011	6/30/2012	20000	20000	0	D	0	0	0	0	0	0
7 Upgrade 1/3 of Faculty/Staff Computers to begin new 3 year cycle	7/1/2011	6/30/2012	26000	26000	0	D	0	0	0	0	0	0

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8	Upgrade Windows Mobile Lab	7/1/2011	6/30/2012	13000	13000	0	D	0	0	0	0	0	0
9	Security	7/1/2011	6/30/2012	1500	1500	0	D	0	0	0	0	0	0

**Strategy 2**

Renew/add essential software & web service licensing.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Renew blackboard licensing.	7/1/2011	6/29/2012	19700	19700	0	D	0	0	0	0	0	0
2	Renew licensing for skyward hosting.	7/1/2011	6/29/2012	3500	3500	0	D	0	0	0	0	0	0
3	Renew autocad license (UHS)	7/1/2011	6/29/2012	1200	1200	0	D	0	0	0	0	0	0
4	Renew WebGrader License	7/1/2011	6/30/2012	2588.75	2588.75	0	D	0	0	0	0	0	0
5	Renew Curriculum Mapper License	7/1/2011	6/30/2012	2673	2673	0	D	0	0	0	0	0	0
6	Renew iLife/iWork Suite	7/1/2011	6/30/2010	525	525	0	D	0	0	0	0	0	0
7	United Streaming	7/1/2011	6/30/2012	1413	1413	0	D	0	0	0	0	0	0
8	Gaggle.net	7/1/2011	6/30/2012	1028	1028	0	D	0	0	0	0	0	0
9	Scholastic BookFlix	7/1/2011	6/30/2012	1500	1500	0	D	0	0	0	0	0	0
10	Renew Intand Online Calendar 3-year	7/1/2011	6/30/2012	1200	1200	0	D	0	0	0	0	0	0

**Strategy 3**

Ensure that there is a strong technology infrastructure and support system in place; implement new strategies to make more effective.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Purchase new servers (UHS)	7/1/2011	5/31/2012	7000	7000	0	D	0	0	0	0	0	0
2	Maintenance budget for parts.	7/1/2011	5/31/2012	8000	8000	0	D	0	0	0	0	0	0
3	Provide 12 month support for technology and instructional-technology development	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0
4	Evaluate online helpdesk management system for effectiveness	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0
5	Ensure ISU Student Support for 20 hours a week during School year	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0

**Section II F. Action Plan - Monitoring Process  
Phase I**

The lab schools have used, and will continue to use, a wide variety of ways to monitor the effective integration of technology into the classroom with emphasis being placed on student engagement and learning, teacher confidence in the technology, and cost-effective use of school dollars. The monitoring process will include having teachers talk about and share the ways they are using technology with other teachers at staff and technology meetings, and at summer and after-school workshops. School administrators will monitor teacher use of technology in the classroom, and provide individual feedback and suggestions. Standardized test scores, already high in relationship to other schools, will continue to be watched. The strategies outlined in the following table encompass how we will monitor our use of technology.

	<b>Monitoring Tools</b>	<b>Progress Indicators</b>	<b>Evaluation Frequency</b>	<b>Person(s) Responsible</b>
C & I Strategy	Feedback from faculty at staff at technology meetings; surveys conducted mid-year; surveys with students; test results from external standardized tests; principal evaluations of faculty	Classrooms are engaging, lessons are technology-rich; test scores improve or remain high; surveys show positive response to technology-rich classrooms	3-4 times per term	Counselors, Principals, Tech Coordinators
PD Strategy	Faculty surveys at the end of each term; feedback at staff meetings; principal's evaluation of teachers	Faculty express confidence in using various technologies. Faculty present skills to outside groups.	3-4 times per term	Principals, Tech Coordinators
P/C Strategy	Discussion with Citizens Advisory Council concerning technology, the website and parent needs; informal discussions with parents at parent-teacher conferences and open house	Parents able to find information, schedules, forms on the website; parents/community able to use technology to interact with school personnel	3-4 times per term	Principals, Vice-Principals, Superintendent
Tech D Strategy	Faculty and student surveys; budget accounting office;	Faculty & students express confidence in access to working computers, printers and projectors; technology deployment comes in within budget	Surveys once per year; accounting at end of year	Superintendent, tech coordinator, accounts officer

**Section II F. Action Plan - Monitoring Process  
Phase II**

The lab schools have used, and will continue to use, a wide variety of ways to monitor the effective integration of technology into the classroom with emphasis being placed on student engagement and learning, teacher confidence in the technology, and cost-effective use of school dollars. The monitoring process will include having teachers talk about and share the ways they are using technology with other teachers at staff and technology meetings, and at summer and after-school workshops. School administrators will monitor teacher use of technology in the classroom, and provide individual feedback and suggestions. Standardized test scores, already high in relationship to other schools, will continue to be watched. The strategies outlined in the following table encompass

how we will monitor our use of technology.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Feedback from faculty at staff at technology meetings; surveys conducted mid-year; surveys with students; test results from external standardized tests; principal evaluations of faculty	Classrooms are engaging, lessons are technology-rich; test scores improve or remain high; surveys show positive response to technology-rich classrooms	3-4 times per term	Counselors, Principals, Tech Coordinators
PD Strategy	Faculty surveys at the end of each term; feedback at staff meetings; principal's evaluation of teachers	Faculty express confidence in using various technologies. Faculty present skills to outside groups.	3-4 times per term	Principals, Tech Coordinators
P/C Strategy	Discussion with Citizens Advisory Council concerning technology, the website and parent needs; informal discussions with parents at parent-teacher conferences and open house	Parents able to find information, schedules, forms on the website; parents/community able to use technology to interact with school personnel	3-4 times per term	Principals, Vice-Principals, Superintendent
Tech D Strategy	Faculty and student surveys; budget accounting office;	Faculty & students express confidence in access to working computers, printers and projectors; technology deployment comes in within budget	Surveys once per year; accounting at end of year	Superintendent, tech coordinator, accounts officer

### Section II F. Action Plan - Monitoring Process Phase III

The lab schools have used, and will continue to use, a wide variety of ways to monitor the effective integration of technology into the classroom with emphasis being placed on student engagement and learning, teacher confidence in the technology, and cost-effective use of school dollars. The monitoring process will include having teachers talk about and share the ways they are using technology with other teachers at staff and technology meetings, and at summer and after-school workshops. School administrators will monitor teacher use of technology in the classroom, and provide individual feedback and suggestions. Standardized test scores, already high in relationship to other schools, will continue to be watched. The strategies outlined in the following table encompass how we will monitor our use of technology.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Feedback from faculty at staff at technology meetings; surveys conducted mid-year; surveys with students; test results from external standardized tests; principal evaluations of faculty	Classrooms are engaging, lessons are technology-rich; test scores improve or remain high; surveys show positive response to technology-rich classrooms	3-4 times per term	Counselors, Principals, Tech Coordinators
PD Strategy	Faculty surveys at the end of each term; feedback at staff meetings; principal's evaluation of teachers	Faculty express confidence in using various technologies. Faculty present skills to outside groups.	3-4 times per term	Principals, Tech Coordinators
P/C Strategy	Discussion with Citizens Advisory Council concerning technology, the website and parent needs; informal discussions with parents at parent-teacher conferences and open house	Parents able to find information, schedules, forms on the website; parents/community able to use technology to interact with school personnel	3-4 times per term	Principals, Vice-Principals, Superintendent
Tech D Strategy	Faculty and student surveys; budget accounting office;	Faculty & students express confidence in access to working computers, printers and projectors; technology deployment comes in within budget	Surveys once per year; accounting at end of year	Superintendent, tech coordinator, accounts officer

**Section II G. Action Plan — Budget Summary**

**Phase I-II-III -Budget Summary**

Phase I 2009 -2010	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Ensure that students and teachers are confident users of a wide range of technologies in order to increase engagement and learning.	212552	212552	0	0	0	0	0	0	0
Total Budget for Phase I - 2009-2010	212552	212552	0	0	0	0	0	0	0

Phase I-II-III -Budget Summary									
Phase II 2010 -2011	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Ensure that students and teachers are confident users of a wide range of technologies in order to increase engagement and learning.	212987	212987	0	0	0	0	0	0	0
Total Budget for Phase II - 2010-2011	212987	212987	0	0	0	0	0	0	0
Phase III 2011 -2012	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Ensure that students and teachers are confident users of a wide range of technologies in order to increase engagement and learning.	220787	220787	0	0	0	0	0	0	0
Total Budget for Phase III - 2011-2012	220787	220787	0	0	0	0	0	0	0
Total Budget for Phases I, II, and III - 2009 - 2012	646326	646326	0	0	0	0	0	0	0

**Section III Plan Development, Review and Implementation  
A. Stakeholder Involvement**

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

Meetings were held, beginning in September 2009, with faculty and staff and U-High and Metcalf. 9 crucial topic areas were identified, and a series of meetings were held throughout the day on October 10 (faculty in-service day) during which time team members gathered information and discussed next steps. Counselors and administrators met in early November 2008 to work on the data gathering and analysis. Meetings were held with leaders of the U-High student senate on November 12, 2008. Meetings with the Citizens Advisory group took place in January.

**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.

As part of Illinois State University, all internet access is provided, controlled and regulated by ISU's Telecommunications Department.

=====

#### Authorization for Internet Access

*Each student and his or her parent(s)/guardian(s) must sign*

*the Authorization before being granted unsupervised Internet access. Please read this document carefully before signing.*

All student use of the Internet shall be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, communication, and the fostering of innovative methods for learning and research. This authorization includes rules that do not attempt to state all required or prescribed behavior by users. However, some specific rules and examples are included. The failure of any user to follow the terms and conditions of Internet access will result in the loss of those privileges and may result in further disciplinary action. Student misuse of computers, networks, or the Internet may result in legal liability for the student and/or his or her parents.

The purposes of providing Internet access in the Laboratory Schools of Illinois State University are to provide access to new means of gathering information; to provide research experiences; and to teach responsible use of computers, networks, and the Internet. To that end, the Laboratory Schools reserve the right to limit access by students and to prohibit student access to network resources, Internet files, information, or sites which Laboratory School certificated employees believe are not appropriate to the educational activity assigned or permitted.

#### **Terms and Conditions**

1.

**Acceptable Use** - Access to the school's Internet must be for the purpose of education or research and be

consistent with the educational objectives of the school.

2. **Privileges** - The use of the school's Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. University personnel responsible for providing networking services and school certificated employees have the right to make all decisions regarding whether or not a student has violated applicable rules and may deny, revoke, or suspend student access at any time. Such decisions are final.

3. **Unacceptable Use** - A student is personally responsible for his or her actions and activities involving school computers, the University network, or the Internet. Examples of unacceptable uses of school computers, the University network, or the Internet include but are not limited to the following:

- a. Any illegal activity, including but not limited to, gambling sites
- b. Violation of copyright, intellectual property rights, or unauthorized use of others' property;
- c. Downloading copyrighted files
- d. Using or downloading a file for a purpose other than that authorized.
- e. Installing software on school computers. The only exception to this is that the students may install updates for helper programs currently installed on the computers when prompted to do so by a message on the computer they are using.
- f. Use for private financial or commercial gain;
- g. Wastefully using resources, such as a file space, processor time, or network time, including any use that hinders, delays, or obstructs others in their use of computers, networks, or the Internet;
- h. Gaining or attempting to gain unauthorized access to resources, including but not limited to computers,

networks, databases, files, or information contained therein;

i. Invading the privacy of others;

j. Using or attempting to use another's account or password or identification;

k. Posting material authored or created by another without his/ her consent;

l. Posting anonymous messages;

m. Use for commercial or private advertising;

n. Submitting, posting, publishing, or displaying any material that is defamatory, intentionally inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or harassing, or accessing material which is obscene, profane, or sexually oriented;

o. Use or attempted use while access privileges are suspended or revoked;

p. Failure to follow network security rules;

q. Incurring telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs or other access charges without written permission of the Laboratory School, or the University;

r. Computer and network vandalism, defined as any act of a user which intentionally or recklessly causes damage or attempts to cause damage to any person, entity, computer, computer component, file, or network;

s. Attempted or actual use, possession, or creation of any computer virus or other software of physical or electronic device intended to or capable of causing damage to any computer, network, or file;

t. Use of computing facilities knowingly to disrupt normal operation of the University computing system.

u. Accessing NON SCHOOL sponsored chat rooms, discussion boards, gaming sites, gambling sites, and other

related sites not directly related to school activities.

These rules may be supplemented at any time at the discretion of the school or the University. Any supplemental rules will immediately be binding upon students.

1. **Network Etiquette** - While using the Internet, students are required to abide by the generally accepted rules of network etiquette. These include, but are not necessarily limited, to the following:

- a. Be polite. Do not become abusive in your messages to others.
- b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- c. Do not reveal the identification, password, personal addresses, or telephone numbers of others.
- d. Recognize that electronic mail (E-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of violations of school rules may result in disciplinary action, and those relating to illegal activities may also be reported to law enforcement authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

5. **No Warranties** - The school makes no warranties of any kind, whether expressed or implied, regarding the use of computers, the University network, the Internet, or the accuracy, correctness, completeness, or reliability of any information, files, or software. The school will not be responsible for any damages for any of the foregoing, including loss of data, non-deliveries, missed-deliveries, or service interruptions, whether caused by its negligence, user errors or omissions, or other defects. Use of any information obtained via the Internet is at the user's own risk. The school and University specifically deny any responsibility for the accuracy or quality of

information obtained through use of the University network or the Internet.

6. **Indemnification** - The parent or guardian, by signing below, in consideration of the Laboratory School providing his/her student with University network and Internet access, agrees to indemnify the University for any losses, costs, or damages (including reasonable attorney fees) incurred by the University relating to, or arising out of, any breach of these or other University rules by the student in using computers, the University network, and the Internet.

7. **Security** - Network security is a high priority. If a student identifies a security problem or failure on the school computers, the University network, or the Internet, the student is required to notify network services or the building Principal. The following rules apply to network security:

- a. Students must not demonstrate any security problem to any other users.
- b. Students must keep the account and password confidential. A student providing an account or a password to another or using or attempting to use another individual's account or a password violates this rule.
- c. Attempting to log onto or use school computers, the University network, or the Internet using any other person's account, password, or identification is a violation of these rules.

8. **Telephone Charges** - The school assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment on-line costs. Ordinary Internet and University network access and use will incur no such charges. Any such charges are the responsibility of the parent or guardian signing below.

9. **Privacy** - Electronic communications and downloaded material may be monitored or read by school officials.

Students and parent(s)/guardian(s) need only sign the **Authorization for**

Internet Access once while enrolled in the Laboratory Schools.

**10. Consequences for violations of the Acceptable Use Policy** - Students

who violate the Acceptable Use Policy may lose their ULID privileges

at the discretion of the administration. The length of time for which the

privileges will be lost will be determined by the administration on an

individual basis.

Further disciplinary action including, but not limited to,

detentions, suspensions, and police notification will be issued by the

administration as deemed necessary.

The signature(s) of parent(s) or guardian(s) and student(s) are required on this policy before a student will be issued a

university account that will allow

him or her to access the network and internet resources.

1. Authorization by parent(s) or guardian(s) allowing their student(s) access to the University network and the

Internet;

2. Agreement that the student is bound by the rules set forth in this authorization and any other rules adopted

by the school from time to time in respect to computer, University network, or Internet Use, and

3. Agreement by the parent(s) or guardian(s) to be bound by the terms of this authorization and agreement.

I understand and will abide by all rules contained in this **Authorization for Internet Access** and any other rules of

computer, University network, or Internet use adopted from time to time. I further understand that should I commit any violation, my access privileges may be revoked and school disciplinary action and/or appropriate legal action may be taken against me.

I have read this Authorization for Internet Access. I understand that access is designed for educational purposes and that the school attempts to bar access by students to certain material, which is not in furtherance of educational purposes. However, I also recognize it is impossible for the school to restrict access to all controversial and inappropriate materials. I will hold harmless the University and its employees and agents from any cause of action related to my child obtaining access to materials or software, which are inappropriate. I accept full responsibility for supervision of my child if and when my child's use is not in a school setting. I have discussed the terms of this Authorization and the rules with my child. I hereby request that my child be allowed access to the University's network and the Internet.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Parent Signature Date

\_\_\_\_\_  
Parent Signature

**Peer Review Feedback Form**

<b>District Name</b>	ISU Laboratory Schools	<b>RCDT #:</b>	651089010800000
<b>Original Submission: True</b>		<b>Approval Date:</b>	
<b>School Years Covered by Plan: 2009-2010:Yes 2010-2011:Yes 2011-2012:Yes</b>		<b>Plan Expiration Date</b>	06/30/2012
<b>Section Used for Mid-Course Correction Only</b>			
<b>Mid-Course Correction(MCC) :No</b>		<b>Date Peer Reviewed:</b>	
<b>Date of Annual Review Leading to MCC:</b>		<b>Approval Date of MCC:</b>	

Preliminary Information	Requirements
All Required Identifying District Information is Complete. Vision Statement is Included and Meets Requirements.	

COMMENTS

Section I: Data and Analysis	Requirements
Data Collection & Information <ul style="list-style-type: none"> <li>• Part A. Illinois School Report Card Data</li> <li>• Part B. Local Assessment Data (as available)</li> <li>• Part C. Other Data -- Item 1,2 &amp; 3</li> <li>• Part D. Technology Deployment</li> <li>• Part E. Data &amp; Analysis - (Meta-Analysis)</li> </ul>	

COMMENTS

Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan <ul style="list-style-type: none"> <li>• A.1 Goals</li> <li>• A.2 Strategies and Activities</li> <li>• A.3 Budget</li> </ul>	
COMMENTS	
Part B. Curriculum Integration Strategies and Activities	
COMMENTS	
Part C. Professional Development Strategies and Activities	
COMMENTS	
Part D. Parent/Community Involvement	
COMMENTS	
Part E. Technology Deployment	
COMMENTS	

Part F. Monitoring

COMMENTS

**Section III: Plan Development, Review, and Implementation**

**Requirements**

Part A. Stakeholder Involvement  
Part B. Internet Safety Policy

COMMENTS

**ISBE Review**

COMMENTS