ISBE TECHNOLOGY E-PLAN GUIDE

Vision Statement: Does the vision statement address integration in instructional and administrative programs of telecommunication, instructional technology, and informational technology (Data)? Does the vision statement demonstrate forward thinking which would address matters such as change in funding, student population, and/or building construction or expansion?

SECTION I. DATA AND ANALYSIS

Part A. Data and Analysis – Report Card Data

For all sections prior to Analysis: Is report card data/assessment data provided? Does the report card data provide basic district information? Is educator data present? Is Annual Measurable Achievement Objectives (AMAO) information available, if applicable?

Summarize the Data Field: Does this field contain both the summary of assessment data as well as analysis of test data collected?

Key Factor Field: Are the key factors that impact the data identified and listed? Are the key factors aligned to the data analysis?

Conclusion Field: Is the conclusion simply stated (one or two sentences)? Is it based on the data and information presented in the prior fields? Are conclusions focused on student achievement and are they supported by data analysis?

Part B. Data and Analysis – Local Assessment Data (Optional)

Description Field: (If applicable): Does the description include a list of the tools used to assess student achievement including grade levels tested, and subject area(s).

Summarize the Data Field: Does this field contain both the summary of assessment data as well as analysis of test data collected?

Key Factor Field: Are the key factors that impact the data identified and listed? Are the key factors aligned to the data analysis?

Conclusion Field: Is the conclusion simply stated (one or two sentences)? Is it based on the data and information presented in the prior fields? Are conclusions focused on student achievement and are they supported by data analysis?

Part C. Data and Analysis – Other Data

Item 1: Attributes and Challenges (Curriculum and Instruction)

Description Field: Does this description contain a list of tools and dates administered for the purpose of measuring both student instructional technology use and community demographics to support the development of the plan? These tools may have already been listed in prior fields, but should be restated here.

Summarize the Data Field: Does this field contain the summary and analysis of the tools presented?

Key Factor Field: Are the key factors that impact data identified? Are the key factors aligned to the data analysis?

Conclusion Field: Is the conclusion simply stated (one or two sentences)? Is it based on the data and information presented in the prior fields? Are conclusions focused on the integration of technology that leads to improved student achievement? Are the conclusions supported by data analysis? If possible, but not required, focus the conclusion statement on access to, and utilization of, technology by students.

Item 2: Educator Qualifications and Professional Growth and Development Data

Description Field: Is the professional development data collected related to the use and integration of technology? (Other possible, but not required data might include Educator Qualifications and/or Professional Growth.) Does this description include a list of the tools and the dates the tools were administered to assess educator knowledge or proficiency?

Summarize the Data Field: Does this field contain the summary and analysis of the tools presented?

Key Factor Field: Are the key factors that impact the data identified and listed? Are the key factors aligned to the data analysis?

Conclusion Field: Is the conclusion simply stated (one or two sentences)? Is it based on the data and information presented in the prior fields? Are conclusions focused on professional development, and are they supported by data analysis? If possible, but not required, focus the conclusion statement on access to, and utilization of, technology by teachers.

Item 3: Parental/Community Involvement Data

Description Field: Is the data collected regarding parental/community involvement? (Suggested but, not required adult literacy providers, public library services, and district emergency crisis planning.)   Does this description include a list of the tools and the dates the tools were administered to assess parent/community involvement and communication?

Summarize the Data Field: Does this field contain the summary <u>and</u> analysis of the tools presented?

Key Factor Field: Are the key factors that impact the data identified and listed? Are the key factors aligned to the data analysis?

Conclusion Field: Is the conclusion simply stated (one or two sentences). Is it based on the data and information presented in the prior fields? Are conclusions focused on parent and community involvement and are the conclusions supported by data analysis?

Part D. Data and Analysis – Technology Deployment Data

 Is the technology inventory completed as directed?

Description Field: Does this description include a list of the tools and the dates the tools were administered to assess technology deployment including hardware/software inventory, telecommunication equipment and services? Suggested, but not required, does the description focus on district interoperability, infrastructure, internet access and technical support?

Summarize the Data Field: Does this field contain the summary <u>and</u> analysis of the tools presented? Does the summary reflect information gathered relative to district technology deployment including hardware/software inventory, telecommunication equipment and services?

Key Factor Field: Are the key factors that impact the data identified and listed? Are the key factors aligned to the data analysis?

Conclusion Field: Is the conclusion simply stated (one or two sentences). Is it based on the data and information presented in the prior fields? Are conclusions focused on technology, systems/equipment, support, tools and access? Are the conclusions supported by data analysis?

Part E. Data Analysis – Meta Analysis

Conclusions should populate forward from Parts A through D here.

Is a S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Tangible) Goal(s) present? Is the S.M.A.R.T. goals aligned to either the District Improvement Plan (DIP) and/or School Improvement Plan) SIP **and/or** based on the conclusions carried forward in the creation of this plan?

SECTION II. ACTION PLAN

Part A. Action Plan Goals Strategies and Activities – Does each goal(s) align with the data analysis and identified needs of the district in relationship with the School Improvement Plan/District Improvement Plan?   Is the goal(s) **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**angible? (Strategies are general, broad statements that set a course of action and have a technology focus.) (Activities support strategies and include specific step-by-step actions, start and end date, and budget.)

Part B. Curriculum and Instruction – Does the strategy (ies) and activities identify and promote integration of technology into curricula and instruction? Do the strategies and activities also address increase student accessibility (EETT); and innovative delivery of specialized courses and curricula (EETT) particularly in geographical areas that would not otherwise have access to such courses?

Part C: Professional development – Does the strategy (ies) and activities identify and promote effective professional development that addresses the need of integrating technology into the curriculum and instruction to support student achievement?

Part D. Parental/community involvement – Does the strategy (ies) promote parental and community involvement and increase communications with parents, including a description of how parents will be informed of the technology used?

Part E. Technology deployment -- Does the strategy (ies) and activities address acquisition, utilization, and reliable access of technology and telecommunication such as software, hardware and other technologies that support student, staff and community? (If applicable, does the Technology Deployment budget reflect e-Rate funds percentages and (R)reimbursement and (D)discount?)

Part F. Monitoring process – Does the monitoring process include a process and description of monitoring tools, progress indicators, evaluation frequency and name of person responsible? Does the monitoring process describe how district personnel will monitor the effectiveness of strategies and activities toward the achievement of the goals?

Goals are to be identified and supported for three phases of the plan, as indicated: Phase I: 2008-2009, Phase II: 2009-2010, and Phase III: 2010-2011.

Budget -- Does the budget have all the necessary fields completed?

SECTION III. PLAN DEVELOPMENT, REVIEW AND IMPLEMENTATION

Part A. Stakeholder Involvement -- Does the narrative describe specifically how stakeholders (including parents, school staff, adult literacy service providers and public libraries) have been consulted in the development or revision of the plan?

Part B. District Internet Safety Policy--Does the district have a compliant CIPA policy, documentation and/or statement of compliance? (See examples below.)

CIPA - Following are a few examples of documentation that could demonstrate that a school or library is "undertaking actions" to comply with CIPA:

- A published or circulated school or library board agenda with CIPA compliance cited as a topic
- A circulated staff meeting agenda with CIPA compliance cited as a topic
- A service provider quote requested and received by a recipient of service or Billed Entity which contains information on a technology protection measure
- A draft Request for Proposals or other procurement procedure to solicit bids for the purchase or provision of a technology protection measure
- An agenda or minutes from a meeting open to the public at which an Internet safety policy was discussed (i.e. Board Policy Number)
- An agenda or minutes from a public or non-public meeting of a school or library board at which procurement issues relating to the acquisition of a technology protection measure were discussed (i.e. Board Policy Number)
- A memo to an administrative authority of a school or library from a staff member outlining the CIPA issues not addressed by an Acceptable Use Policy currently in place
- A memo or report to an administrative authority of a school or library from a staff member describing research on available technology protection measures
- A memo or report to an administrative authority of a school or library from a staff member that discusses and analyzes Internet safety policies in effect at other schools and libraries

- This list is not meant to be exhaustive. Please review the USAC website for additional information http://www.usac.org/sl/applicants/step10/cipa.aspx