

Northfield Twp HSD 225

Technology Integration Plan 2009

Plan Submission Date	
Peer Review Date	
ISBE Approval Date	

District Information

District Name:	NORTHFIELD TWP HSD 225	District Address:	1835 LANDWEHR RD
City/State/Zip:	GLENVIEW, IL, 60026	RCDT Number:	140162250170000
Superintendent:	DR MICHAEL RIGGLE	Superintendent Email:	bdill-varga@glenbrook.k12.il.us
District Phone:	8474864700	District Fax:	0
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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 Explanation

The Northfield Township High School District 225 developed the vision for technology by holding a number of meetings with school district administrators, teachers, support staff, parents, and students. This series of meetings was designed to understand the current uses of technology, and the vision that the school district and the community had for the use of technology in the high schools.

Vision Statement

Northfield Township High School District 225 will maximize quality educational opportunities for all students. To accomplish this goal, technology must be used to:

- Produce reliable data for determining current and future student needs
- Provide reliable access to course resources and assignments, both on our network or on the Internet, and to store personal data
- Provide communication among staff, students and parents
- Provide opportunities for innovative teaching and learning
- Provide timely implementation and support for educational technology
- Eliminate the digital divide.

Our community of learners will develop the 21st century skills of inventive thinking, effective communication, high productivity and digital-age literacy to create innovative solutions to real world problems. We will facilitate the growth of all individuals to use technology effectively and ethically so they become capable of functioning in and contributing to our diverse society and global community. We will educate all learners to use technology to efficiently locate, analyze, synthesize, evaluate information and then communicate concepts from their own perspectives.

We will use the following to support this vision:

Telecommunications:

The district uses telecommunications technology for administrative and life safety purposes, utilize text and voice based notification services to communicate emergency and non-emergency information to our stakeholders. We provide adequate bandwidth of CIPA compliant Internet Access Service to make the wealth of resources on the Internet available to our learning communities.

Instructional Technology:

We will continue to incorporate interactive whiteboards, online resource subscriptions, online content management and learning systems, video distribution technology, interactive response systems and just-in-time technology resources throughout the curriculum to enhance instruction

Information Technology:

We use technology to process and distribute information via electronic conferences, research data, student information system (SAS), electronic grade book, and email in support of student achievement goals. Integration of various administrative and instructional systems is critical to provide timely, accurate and consistent data to our educators and administrators, parents, students and community. We recognize that we must be forward thinking in planning for technology and its growth within our educational environment and age of digital literacy.

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

Is this District making Adequate Yearly Progress (AYP)?	No	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2007-08 Federal Improvement Status	district improvement year 1
Is this District making AYP in Mathematics?	No	2007-08 State Improvement Status	academic early warning year 1

	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	%	Safe** Harbor Target	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5		62.5		90.0		75.0	
All	99.6	Yes	99.6	Yes	77.1		82.2	Yes			99.3	Yes
White	99.9	Yes	99.9	Yes	81.9		85.1	Yes				
Black												
Hispanic	95.3	Yes	95.3	Yes	32.8		34.5	No			97.4	
Asian/Pacific Islander	99.5	Yes	99.5	Yes	74.3		88.8	Yes				
Native American												
Multiracial/Ethnic												
LEP	98.2	Yes	98.2	Yes								
Students with Disabilities	99.2	Yes	99.2	Yes	59.3		49.2	Yes			87.2	
Economically	100.0	Yes	100.0	Yes	39.8		53.1	No			90.3	

	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	%	Met AYP	%	Met AYP
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.

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

Is this district meeting Annual Measurable Achievement Objectives (AMAO)?: Yes

English Proficiency Test Type : ACCESS for ELLs
Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent		
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations	
10	85	95	95	62.5	62.5	90	75	Yes
								Yes
								Yes

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO) PERFORMANCE				
Criterion 1: Attaining Proficiency		Criterion 2: Making Progress In English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress
165	109	66.1	109	102
				93.6

There are no AMAO Status determinations for AMAO-Attaining Proficiency (Criterion 1) and AMAO-Progress (Criterion 2) if there are less than 30 students tested. A 95% confidence interval was applied to calculations of Criteria 1 and 2.

Criterion 3: Adequate Yearly Progress (AYP) for LEP Subgroup)									
Percent Tested on State Tests				Percent Meeting/Exceeding Standards				Other Indicators (When Safe Harbor Is Applied)	
Reading		Mathematics		Reading		Mathematics		Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	Safe Harbor Target	Met AYP	Safe Harbor Target	Met AYP		
98.2	Yes	98.2	Yes						

Three Conditions Are Required For Making Adequate Yearly Progress (AYP) for LEP Subgroup.

1. At least 95.0% tested for Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 55.0% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 55.0% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
3. At least 90.0% Attendance Rate for elementary school districts or at least 72.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/06.

Safe Harbor Targets of 55.0% or above are not printed

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

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

	District Information							
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	92.4	93.6	95.5	95.1	94.0	93.6	93.7	94.1
Truancy Rate (%)	0.3	0.1	0.2	0.2	0.6	1.0	0.8	0.7
Mobility Rate (%)	4.9	4.1	3.8	3.8	4.6	3.1	2.9	2.7
HS Graduation Rate, if applicable (%)	95.1	96.6	95.3	96.3	95.1	99.0	98.1	99.3
HS Dropout Rate, if applicable (%)	0.6	0.4	0.2	0.1	0.4	0.1	0.1	0.1
District Population (#)	4382	4490	4585	4703	4759	4799	4773	4709
Economically Disadvantaged (%)	6.9	5.7	4.2	7.3	7.6	8.2	8.3	8.0
Limited English Proficient (LEP) (%)	2.7	2.9	3.0	2.9	3.3	3.5	3.4	3.3
Students with Disabilities (%)								
White, non-Hispanic (%)	79.6	79.7	80.0	79.1	78.6	77.2	76.3	77.0
Black, non-Hispanic (%)	1.0	1.0	1.1	1.3	1.6	1.6	1.7	1.6
Hispanic (%)	3.2	3.4	3.6	4.0	4.1	2.8	5.4	4.9
Asian/Pacific Islander (%)	16.0	15.7	15.0	15.5	15.5	13.2	15.5	15.0
Native American or Alaskan Native(%)	0.3	0.2	0.1	0.1	0.1	4.8	-	0.1
Multiracial/Ethnic (%)	-	-	-	-	0.1	0.3	1.0	1.5

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(%)
1999	78.3	1.1	2.8	17.7	0.2	-
2000	79.0	1.0	2.8	17.0	0.2	-
2001	79.6	1.0	3.2	16.0	0.3	-
2002	79.7	1.0	3.4	15.7	0.2	-
2003	80.0	1.1	3.6	15.0	0.1	-
2004	79.1	1.3	4.0	15.5	0.1	-
2005	78.6	1.6	4.1	15.5	0.1	0.1
2006	77.2	1.6	2.8	13.2	4.8	0.3
2007	76.3	1.7	5.4	15.5	-	1.0
2008	77.0	1.6	4.9	15.0	0.1	1.5
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(%)
1999	3.5	0.9	97.6	93.1	4.6	8	0.2	0.4	96.9
2000	3.2	6.4	96.5	93.3	4.9	12	0.3	0.7	94.7
2001	2.7	6.9	93.7	92.4	4.9	13	0.3	0.6	95.1
2002	2.9	5.7	92.5	93.6	4.1	5	0.1	0.4	96.6
2003	3.0	4.2	95.1	95.5	3.8	11	0.2	0.2	95.3
2004	2.9	7.3	94.9	95.1	3.8	8	0.2	0.1	96.3
2005	3.3	7.6	94.9	94.0	4.6	27	0.6	0.4	95.1
2006	3.5	8.2	95.1	93.6	3.1	48	1.0	0.1	99.0
2007	3.4	8.3	96.3	93.7	2.9	39	0.8	0.1	98.1
2008	3.3	8.0	97.3	94.1	2.7	33	0.7	0.1	99.3
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)
D I S T R I C T	1999	4186	-	-	-	-	-	-
	2000	4260	-	-	-	-	-	-
	2001	4382	-	-	-	-	-	1114
	2002	4490	-	-	-	-	-	1145
	2003	4585	-	-	-	-	-	1161
	2004	4703	-	-	-	-	-	1157
	2005	4759	-	-	-	-	-	1193
	2006	4799	-	-	-	-	-	1261
S T A T E	2007	4773	-	-	-	-	-	1243
	2008	4709	-	-	-	-	-	1178
	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(%)
1999	287	17	72637	18	82	-	16	-	-
2000	297	17	72223	20	80	-	16	-	-
2001	313	17	73821	19	81	-	16	-	-
2002	324	17	77862	20	80	-	16	-	-
2003	327	16	80209	19	81	0.0	16	1	-
2004	332	15	81916	20	80	0.0	16	0	-
2005	342	15	83160	24	76	0.0	16	1	-
2006	342	14	83130	24	76	0.0	16	1	-
2007	339	14	87423	22	78	0.0	16	1	-
2008	346	14	91384	16	83	-	16	-	-
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)**

Groups	PSAE - % Meets + Exceeds for Reading for Grade 11						
	2003	2004	2005	2006	2007	2008	
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	
All	82.8	82.2	80.6	82.0	79.8	76.3	
White	84.8	84.0	81.5	83.6	81.7	81.3	
Black	61.5	8.3	-	33.4	50.0	39.1	
Hispanic	61.3	44.4	52.9	49.1	47.0	31.1	
Asian/Pacific Islander	77.6	84.6	85.5	88.6	79.9	73.0	
Native American	-	-	-	-	-	-	
Multiracial/Ethnic	-	-	-	-	-	66.6	
LEP	-	-	-	-	-	32.1	
Students with Disabilities	53.1	51.7	39.2	42.5	52.9	56.9	
Economically Disadvantaged	53.5	43.1	44.9	62.9	53.1	39.5	

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

Groups	PSAE - % Meets + Exceeds for Mathematics for Grade 11					
	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	84.6	82.9	83.1	81.5	84.4	81.9
White	85.2	82.8	84.8	82.8	85.7	84.9
Black	23.1	25.0	-	33.3	44.5	47.8
Hispanic	58.0	55.6	41.1	43.3	50.0	31.0
Asian/Pacific Islander	91.5	91.4	86.9	91.6	90.0	88.8
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	73.4
LEP	-	-	-	-	-	62.2
Students with Disabilities	46.9	42.3	37.3	37.8	43.7	47.5
Economically Disadvantaged	56.9	52.3	46.9	54.3	55.6	53.9

Section I.A. Data & Analysis — Report Card Data**Summarize the Data — This box should include a summary and analysis of the significant data.**

Per State Assessment data: Our district's current meets/exceeds levels are the following:

PSAE: 77.1% for reading and 82.2% for math (contrasted with the state's comparable figures of 54.1% and 52.7%)

IMAGE: 79% for reading and 52% for math (contrasted with the state's comparable figures of 62.8% and 28.4%)

On our school report card, our at-risk student subgroups, despite improvement and a pass rate much higher than that for the state, score significantly lower than our non-subgroup students. In our district we have begun to focus on EPAS (Educational Planning and Assessment System) data (Explore, PLAN and ACT) to identify weaknesses in the curriculum and to improve subgroup performance.

District wide we have two of our at-risk subgroups that failed to meet AYP:

Hispanic subgroup: 32.8% met AYP in Reading and 34.5% met AYP in Math

Economically Disadvantaged subgroup: 39.8% met AYP in Reading and 53.1% met AYP in Math

Basic District Information — The majority of our student population is white (77%) with Asian/Pacific Islander (15%) making up the next largest group followed by Hispanic (4.9%).

Our drop out rate is 0.1, which is below the state level of 3.5.

Our attendance rate is 94.1%, which is above the state average of 93.7%.

We have a 97.3% parental contact, which is above the 96.8% state level.

We have a 99.3% graduation rate, which is above the 86.5% state level.

Educator Data — Our teachers have an average of 14.3 years of experience. The majority of our teachers (83.4%) have a Masters and above. The Pupil to Teacher ratio is 16, which is better than the state average of 18. All of our teachers are highly qualified.

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 Hispanic and economically disadvantaged student subgroups performed at a lower level than regular education students. The student population in these two subgroups overlaps, compounding the challenges of cultural and educational deficiencies and socioeconomic limitations for these students. In addition to other educational interventions the district recognizes that access to technology is a significant barrier. The 21st Century learning environment has become more technology driven and lack of opportunity to access technology and/or lack of experience with technology resources may contribute to these subgroups failures to make AYP.

Therefore, our focus is on new learning strategies that may use technology to open new venues of learning, implemented by our district's teachers who are all highly educated and well qualified.

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.*

We conclude that Hispanic and economically disadvantaged subgroup students need academic intervention to raise their student achievement. The economically disadvantaged subgroup may struggle due to a lack of opportunity to access and use technology compared with other student groups.

We need to focus on early identification of academically struggling students and intervention strategies that increase access to technology resources to raise 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.*

The ACT Company provides a family of assessments appropriate for grades 8 through 12. Our district administers EXPLORE, PLAN and ACT to various grade levels. These tests are all aligned to the College Readiness Standards and placed on a single scale to facilitate analysis of growth of student achievement on these standards. The questions on these tests reference specific skills and this allows us to compare performance by course and subgroup so that adjustments can be made to address learning gaps.

The District also uses the student management system (SASi) to collect data on other academic measures and generates reports using Crystal Reports. Teachers analyze the data in Excel spreadsheets.

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

The EPAS tests are used to identify students who are academically at-risk regardless of subgroup status. The data shows that our students overall grow at a steady rate district-wide. However, it shows that our subgroups grow at a lower rate. Therefore, our goal is to increase the growth rate of any subgroup that fails to meet expectations.

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.

A contributing factor as to why the subgroups performed at a lower level on math and reading than regular education students may be due to a lack of opportunity to use technology and engage in 21st Century learning mechanisms. Therefore, our focus is on new learning strategies that may use technology to open new avenues of learning for our Hispanic and economically disadvantaged students. The student population in these two subgroups overlaps, compounding the challenges for these students.

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

The district's central focus is to maximize quality educational opportunities for all students.

We conclude that subgroups need a greater level of academic intervention and attention than other subgroups in our student population to ensure that student achievement is improved.

We conclude that interventions that may include utilization of technology are needed to provide differentiated instruction for economically disadvantaged and/or ELL students, so that all students can succeed and make AYP.

**Section 1 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 States Department of Education, the Universal Services Administrative Company, and the local community upon request.

- Comprehensive Planning Process 2005 – involving 65 stakeholders
- Platform Study 2006 - to address Mac and PC platform questions
- Innovation Without Restrictions - technology upgrade initiative in school year 2008/2009
- NCA/Advanced school improvement planning process

- Board Retreat Goal Setting Sessions
- Professional Education Association
- Budget - We used the Technology Budget 2008/2009, software inventory, hardware inventory, and the budget information on the 2007/2008 school report card.
- Technology training administered to teachers
- Community Demographics –www.factfinder.census.gov

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

The Community

Northfield Township High School District 225, located 20 miles north of Chicago and 4 miles west of Lake Michigan, serves the communities of Northbrook and Glenview, Illinois. With a combined population of over 70,000, residents of these upper-middle income communities enjoy a unique mix of recreation, housing, educational, cultural and business opportunities. The predominant occupations of those residing in the community are professional, semi-professional, managerial, proprietary and sales.

Northfield Township is surrounded by over 800 acres of forest preserves and lagoons, including The Grove, a National Historic Landmark, and the Chicago Botanical Garden. Both communities support park districts, which provide outstanding year-round recreation in some of the finest publicly owned ice rinks, swimming pools, golf courses, tennis facilities and parks.

Within close proximity to the Edens Expressway, the Tri-State Tollway, O'Hare International Airport and Chicago's famed business center, Northbrook and Glenview offer prime locations for successful entrepreneurs as well as many multinational corporations such as Kraft, Zenith, Avon, Allstate, United Parcel and Motorola. Some of the country's finest colleges and universities are nearby. Expert medical care is provided by the 152-bed Glenbrook Hospital. Numerous churches, temples and mosques flourish in the community. Northbrook Court, The Glen, as well as several attractive neighborhood-shopping areas, provide all of the essentials for comfortable living and contribute to the ambience of the area. Coupled with residents' pride and participation in their communities, Northbrook and Glenview are wonderful places in which to live, work and raise a family. The quality of life is superior.

The Schools

Both Glenbrook North and Glenbrook South are comprehensive, highly competitive high schools where the wide variety of curricular and co-curricular offerings and opportunities are matched only by the determination of the students and faculty to achieve excellence in all areas. Special programs such as the Academy, TEAM, and the Off Campus Center provide "school within a school" atmosphere for certain groups of students. The Glenbrook Evening High School was

founded in 1975 as an alternative to students who need to work during the day and/or who can benefit from attending a small intimate school where instruction is customized to the needs of the individual student and performed within a less competitive environment.

Budget analysis:

We receive the majority of our funding from local property taxes. One of the district's attributes is the overall healthy tax base. The community wanted to ensure long-term stability and enhancements in athletics, academics and activities within the district. A referendum was needed and passed to renovate both school facilities accordingly. The district is carried by xxxx per student funding.

Attributes and Challenges

Despite District 225 overall high performance on the Prairie State Achievement Exam two subgroups failed to make AYP in 2007/2008 school year. The trend indicates a slowing growth rate in academic performance for these two subgroups versus the regular education population. The student population in these two subgroups overlaps, compounding the challenges for these students. As a result, the district will focus on developing improvement plans to address this critical issue.

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.

Key factors are:

- Not all subgroups are making AYP
- Technology refresh was initiated to build a strong foundation for the 21st Century learning environment, which was started in school year 2008/2009 under the project name "Innovation without Restriction"
- There is room for growth in the area of using technology to enhance learning and to provide new learning opportunities for the subgroups that fail to make AYP

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.

The district's central focus is to maximize quality educational opportunities for all students.

We need to explore ways to expand the integration of technology to include online learning, assistive technology and designing lessons that assist our subgroup students so that all schools and subgroups make AYP and to improve student achievement.

We also need to implement a professional development portal to enable teachers to collaborate and exchange technology integration strategies that will leads to improving student achievement.

**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.

- The District 225 Human Resource department maintains a continuously updated database of all staff currently involved in professional development programs, including district workshops, graduate programs and/or coursework. Currently, 110 teachers are either working on advanced degrees or taking coursework.
- The District Report card 2008 was used.
- Memorandum of Understanding –Technology and SPED – with our faculty
- Platform Survey

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

One instructional technology coordinator per school plus one technology advisor per department provide direct support for teachers to integrate technology into the curriculum. One full time technology trainer per school provides ongoing courses and training classes with focus on instructional technology integration. A variety of professional development opportunities related to best practices and district initiatives are offered. Technology offerings include:

Office 2007, Word, Excel, PowerPoint, Discovery Streaming, Inspiration, Google Apps, Moodle, Web 2.0, CPS, MacBook Systems -- 299 attendees participated in various professional development activities (GBS data)

Teachers new to the district (26 in 2006; 31 in 2007 and 24 in 2008) are required to participate in a series of orientations, which also include a technology

workshop, prior to the start of the school year. Ongoing workshops and meetings occur during the year at each of our school sites as well as on our district wide Institute days.

The average teaching experience of our teachers is 14.3 years, with 16.3% having Bachelor's, 83.4% having Master's or above. One hundred percent are highly qualified. 110 teachers have been involved in various types of academic attainment activities in the school year 2008/2009.

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.

There is a continued growth of workshop offerings especially as related to:

- 1) orienting new staff to student information systems, grading protocols, and classroom technologies,
- 2) assessing student growth through data analysis via SASI and EPAS
- 3) utilizing direct implementation of technology in specific courses such as CAD, Game Programming, publications, music & technology.

Although there continues to be growth in the number of technology related workshops, there is a need to continually monitor and assess future offerings based on teacher and student needs, especially in the areas of using electronic grade books, and online learning systems. Summer workshops and just-in-time professional development opportunities are two ways to provide offerings, but designing a yearly scope and sequence with scaffolded learning opportunities based on participants' background knowledge linked with an audit of staff's technology needs, is also essential to build teachers' technology integration capacity.

The transition from basic implementation to the complete integration of technology within the curriculum and as part of the assessment for student learning is essential and fits well with the Danielson framework for teachers.

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.

The focus is to continue developing the capacity of teachers to integrate technology into the curriculum for the improvement of instruction to enhance student learning for the community of 21st Century learners.

We need to expand professional development in areas of using IntegratePro Gradebook, assistive technology, differentiated instruction and online learning for at risk subgroups.

**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.

- Parent Teacher Association meetings with school administrators
- Student council meetings
- Student representative meetings with Superintendent
- Board of Education Meetings
- Parent Teacher conferences

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

Parents have requested better access to student data like grades and attendance. Primary school districts in the attendance area do offer these services as well.

Students, parents and community want to be able to access and leverage the district technology resources when in the district. Making technology resources available to the community and parents increases community support for technology investments in the future.

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 district just upgraded its websites to a modern web portal system to offer better communication services to all stakeholders. The portal will allow for targeted communication based on stakeholder preferences.

The voice/text based notification service has been successfully utilized to communicate weather related school closings or other issues as needed. Parents actively subscribe to these services to ensure they receive these communications.

A Community Education program is not in place at this time but should be investigated. Families of subgroups that failed to make AYP may benefit significantly from efforts in this area.

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.

The district will continue to use mechanisms for community and parent communication that are already established. These include voice and text based emergency and non-emergency message delivery services, school and district websites, TV and Radio program stations, newsletters and mailings.

District 225 will need to research opportunities to offer meaningful community education programs based on the needs of the community. The needs of families of those subgroups that are not making AYP (Hispanic and economically disadvantaged) have to be considered to ensure effective communication is provided to all.

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.

Tools used to manage technology deployment:

- Cymphonix Internet Filter - to measure Internet Bandwidth utilization and traffic patterns - monthly
- HP Procurve Configuration Manager - tool to monitor the network equipment - ongoing
- Nagios - open source system monitoring software - ongoing status on servers and services availability and network connectivity
- Financial software J-School provides tracking of purchases of equipment and services
- Help Desk - tracking add/moves/changes of technology equipment, service interruptions
- Spreadsheets are maintained with software and hardware standards.
- Novell Zen Inventory tracks windows computer assets and software titles
- Casper Suite tracks Mac computer assets and software titles

Mac/PC Platform survey - 2006

Technology Refresh Initiative - School Year 2007/2008 ("Innovation without Restriction")

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

A strong technology foundation was implemented in the school year 2007/2008 so that staff would be able to rely heavily on technology in the classroom and computer labs:

- Wired and wireless network infrastructure has been replaced
- Internet bandwidth has been upgraded
- Data storage and server capacities have been increased
- Desktop and notebook computer systems have been standardized for all staff

Student computer resources are primarily desktop systems in classrooms and computer labs. Both Mac and PC are available with 80% PC to 20% Mac ratio. Mobile carts represent only a small percentage of resources today. Teachers received a Dual Platform MacBook notebook with Windows XP and OS X loaded. Computers older than 5 years have been removed from the network. Software titles and operating systems have been standardized to maximize compatibility.

Network Infrastructure

The district network is comprised of the following:

- 100 MB Fiber connection for district wide shared Internet bandwidth
- 2 multi Gigabit private fiber links between schools and district office
- 1 T1 line data service
- 43 HP ProCurve Gigabit PoE switches

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182 Aruba ABGN Wireless Access Points for district wide wireless access

2 Aruba Access Controllers

2 Cisco Firewalls and VPN Concentrators

1 CIPA compliant Internet Filtering Appliance

1 Email filtering appliance

1 Intrusion detection system

Gigabit to each desktop to 75% of all wired data drops

100 MB/sec to each desktop to 25% of all wired data drops

20 Servers

Key Factors

- A need to sustain the current infrastructure based on total cost of ownership (TCO) including an identified replacement cycle that addresses re-deployment and salvage.
- A need to maintain an effective and efficient support system to minimize repair and network downtime.
- A need to extend network venue to the greater community.
- Support for Internet based services and multimedia content

Analysis

In order to provide a reliable and robust educational network, the district will continue to use tools for proactive network infrastructure monitoring and bandwidth analysis. The District 225 Technology Department reviews and updates the network infrastructure and design based on monthly bandwidth analysis and daily data transfer statistics.

Telecommunications Systems

Summary

- 3 Primary Rate Interface lines, one at each school.
 - 24 POTS lines
 - 4 alarm lines
 - 1242 telephones
 - There is no battery backup power in the MDF and IDF of each school, but there is generator power available that provides essential building services with electricity. The District office data center has battery backup and generator power to sustain continued operation for district wide services.
- Analysis
- E-rate will continue to be used as the vehicle to offset telecommunications charges for the district. Individual Case Basis (ICB) contracts will continue to be negotiated with telecommunication vendors.

Internet Access

Summary

- 1 high-speed fiber Internet connection to Comcast Business Internet Services.

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- 1 CIPA compliant content filtering solution
- 1 Email filtering appliance
- 1 Intrusion detection system
- 2 VPN Remote Access Appliances
- 1 Terminal Server Remote Access server farm

Analysis

Additional purchases of bandwidth from the service provider may be necessary to support the District's Internet access needs to provide adequate bandwidth capacity for educational programs.

Prioritizing Internet traffic by means of special purpose management appliances may help to better utilize available bandwidth to avoid purchase of capacity to support unwanted Internet traffic types

Hardware

The district technology inventory consists of:

- 507 laptop computers
- 1340 desktop computers
- 263 networked printers
- 65 standalone printers
- 7 scanners
- 31 digital cameras
- 11 camcorders
- 37 televisions
- 233 LCD projectors
- 25 fax machines
- 121 Electronic Whiteboards
- 60 Science Probeware
- 15 PDAs
- 8 MP3 players

Analysis

Average student to computer ratios in the district schools is 2.55

Average projector to classroom ratio for the district is 1.33

Handheld devices are limited and used mostly for administrative purposes. Calculators are purchased and owned by the students.

Software

The district software inventory includes Windows XP and Mac OS X software. Various licensing modes exist from district wide licenses to individual seat licenses. Productivity software like MS Office has been standardized while the educational software titles need to be addressed in the future.

Summary

- network programs
- utility programs
- personal productivity tools
- graphics
- desktop publishing
- business software
- programming packages
- student management
- 1 filtering application, anti-virus
- online subscriptions
- various instructional and curricular software titles

Analysis

- A district 'standard' for software exists for operating systems and business productivity applications. Hardware standards are matched to instructional requirement.
- Managing software is a key indicator to ensure software licensing is legal and managed properly. Software adoption requires a more structured process of testing and adoption. License management needs to be supported with an automated tool to improve accuracy and timelines
- At this point in the evolution of computer integration an instructional software screening/selection process leading to designation of certain software titles as a district standard is important to help ensure:
 - o Software purchases and selection are reviewed and aligned yearly with the hardware and operating system standards necessary for both efficient and effective use.
 - o A Software Standards list is reviewed and approved yearly.

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.

Infrastructure – Core infrastructure systems and services need to be reviewed to ensure high availability and appropriate service levels to help teachers rely on and actively use technology to increase student achievement. Extending the network venue to the community requires a review of methods to make these resources available.

Telecommunications – The existing Mitel digital phone system is 15 years old. A plan for migrating to a VoIP solution needs to be developed to prepare for

the transition of this fundamental Life Safety tool.

Internet Access – A regular review of Internet bandwidth utilization is in place to ensure the adequate access for online subscription and Internet resources.

Hardware – Since instituting a computer replacement cycle a reduction in downtime and dollars spent on repairs has occurred. New equipment is purchased with manufacturer warranty, thus eliminating in-house repair work. There is a need to sustain appropriate computer system replacement cycles.

Software – By continuing and maintaining the process to review district software standards, an alignment of software and fees will reduce replication of similar software titles. The use of software subscriptions for online learning environments and databases is rising. A continual review of these software services is needed. Open source software is desired as it provides opportunities to reduce costs.

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.*

Several administrative systems need to be upgraded/replaced as they have become obsolete or unsupported. The Novell Network operating system and SASI student information software require replacement.

A service desk software is needed to better manage and deliver technology support services.

The district developed a vision and strategy regarding online learning spaces and other ways to leverage technology for teaching and learning. The result of this planning process is a three part multidimensional learning space based on the open source Moodle and Google Apps platforms and a knowledge commons space.

The upgrades for Network Operating System, Student Information System software, and online learning space are required to ensure efficient and reliable support services and access to appropriate technology resources in support of the 21st Century learners.

District Technology Inventory - District Information

Number	Item
4709	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).
0	Number of K-12 special education self-contained classroom students
435	Number of Teachers (FTE - this does not include teacher aides)
48	Number of Administrators

Northfield Twp HSD 225

Technology Integration Plan 2009

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Number	Item
3	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
3	Subtotal
1	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
1	Subtotal
3	Total number of instructional school buildings
1	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	312
	Dedicated Cable	0
	DSL	0
	Wireless	312
Dedicated Computer Lab	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
	10 mg Ethernet	0
	100+ mg Ethernet	24

Location	Type	Number of Rooms
	Dedicated Cable	0
	DSL	0
	Wireless	24
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	2
	Dedicated Cable	0
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	4
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	14
	Dedicated Cable	0
	DSL	0

Northfield Twp HSD 225

Technology Integration Plan 2009

Location	Type	Number of Rooms
	Wireless	14
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	22
	Dedicated Cable	0
	DSL	0
	Wireless	22
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	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	69	0	69	69	0	69	0	0	0	0	0	0
	2-5 years	180	0	180	180	0	180	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	249	0	249	249	0	249	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	387	108	495	387	108	495	0	0	0	0	0	0
	2-5 years	401	42	443	401	42	443	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	788	150	938	788	150	938	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	20	6	26	20	6	26	0	0	0	0	0	0
	2-5 years	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	21	6	27	21	6	27	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
	SubTotal	21	6	27	21	6	27	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	11	0	11	11	0	11	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	11	0	11	11	0	11	0	0	0	0	0	0
Other Locations	Under 2 years	0	13	13	0	13	13	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	13	23	10	13	23	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	0	0	0	0	0	0	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	2	0	2	2	0	2	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

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
	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	17	17	34	17	17	34	0	0	0	0	0	0
	2-5 years	9	0	9	9	0	9	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	26	17	43	26	17	43	0	0	0	0	0	0
Administrative Offices	Under 2 years	38	19	57	38	19	57	0	0	0	0	0	0
	2-5 years	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	39	19	58	39	19	58	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	450	450	0	450	450	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	450	450	0	450	450	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

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
	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 (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	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
	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

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
	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	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1	0	1	1	0	1	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
Teacher Offices	Under 2 years	3	0	3	3	0	3	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	3	0	3	3	0	3	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	1	0	1	1	0	1	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

District Technology Inventory - Computer Inventory(Servers)

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
Instructional Classroom	Under 2 years	1	1	2	1	1	2	0	0	0	0	0	0
	2-5 years	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	0	4	4	0	4	4	0	0	0	0	0	0
	SubTotal	2	5	7	2	5	7	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	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	0	2	2	0	2	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	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

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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
	SubTotal	0	0	0	0	0	0	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	12	3	15	12	3	15	0	0	0	0	0	0
	2-5 years	12	0	12	12	0	12	0	0	0	0	0	0
	5+ years	1	4	5	1	4	5	0	0	0	0	0	0
	SubTotal	25	7	32	25	7	32	0	0	0	0	0	0

District Technology Inventory - Operating Systems:

PC	
Location	Number
Instructional Classroom	0
Windows Vista	82
Windows XP (any version)	1
Windows 2000 (any version)	0
Windows 98	0
Windows 95	0
Other PC	0
Subtotal	83

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Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	24
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	24
Media Center/Library	Windows Vista	0
	Windows XP (any version)	7
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	7
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	4
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	4
Administrative Offices	Windows Vista	0
	Windows XP (any version)	56
	Windows 2000 (any version)	1

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	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	57
Teacher Offices	Windows Vista	0
	Windows XP (any version)	30
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	30
Other Locations	Windows Vista	0
	Windows XP (any version)	10
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	10
Macintosh		
Location	Operating System	Number
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0

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	Other MAC		0
	Subtotal		0
Dedicated Computer Lab	MAC System 10.x		4
	MAC System 9.x		0
	MAC System 8.x		0
	MAC System 7.x		0
	Other MAC		0
	Subtotal		4
Media Center/Library	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
Mobile Computer Lab	MAC System 10.x		2
	MAC System 9.x		0
	MAC System 8.x		0
	MAC System 7.x		0
	Other MAC		0
	Subtotal		2
Administrative Offices	MAC System 10.x		38
	MAC System 9.x		0
	MAC System 8.x		0
	MAC System 7.x		0

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	Other MAC		0
	Subtotal		38
Teacher Offices			
	MAC System 10.x		30
	MAC System 9.x		0
	MAC System 8.x		0
	MAC System 7.x		0
	Other MAC		0
	Subtotal		30
Other Locations			
	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
Other Operating Systems (Including Linux)			
Location		Operating System	Number
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

Location	Equipment	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
Dedicated Computer Lab	Intrusion Detector	0
	Hubs	0
	Routers	0
	Switches	4
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
Media Center/Library	Content Filter	0
	Intrusion Detector	0
	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0

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Location	Equipment	Number
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0

Location	Equipment	Number
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	3
	Switches	43
	Wireless Access Points	182
	Firewall	2
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	1

District Technology Inventory - Licensing Software

	Software Type
Yes	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.)
Yes	Programming packages (Computer Programming)

Software Type	
Yes	Student Information Management Systems
Yes	Filtering/Blocking Software
Yes	Anti-Virus
Yes	Other

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	246	19	265
Stand-alone Printers	45	20	65
Scanners	5	2	7
Digital Cameras	30	1	31
Camcorders/Movie Cameras	10	1	11
Satellite Dishes	0	1	1
Televisions	36	1	37
Video Microscopes	10	0	10
LCD Panels/Projection Devices	222	11	233
Fax Machines	11	14	25
Graphing Calculators	0	0	0
PDA's	0	15	15
Assistive/Adaptive Devices	0	0	0
GPS Devices	0	0	0
Science Probeware	60	0	60

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Technology Type	Instructional	Administrative	Total
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	121	0	121
Whiteboard Capture Devices	3	0	3
Document Cameras	20	0	20
MP3 Players	8	0	8

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)	312	80	392
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
Classrooms with Telephones			
	Number		
Classrooms with telephones	312		

District Technology Inventory - Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	2
Internet Services for Distance Learning	0
Phone line/v-tel systems	0

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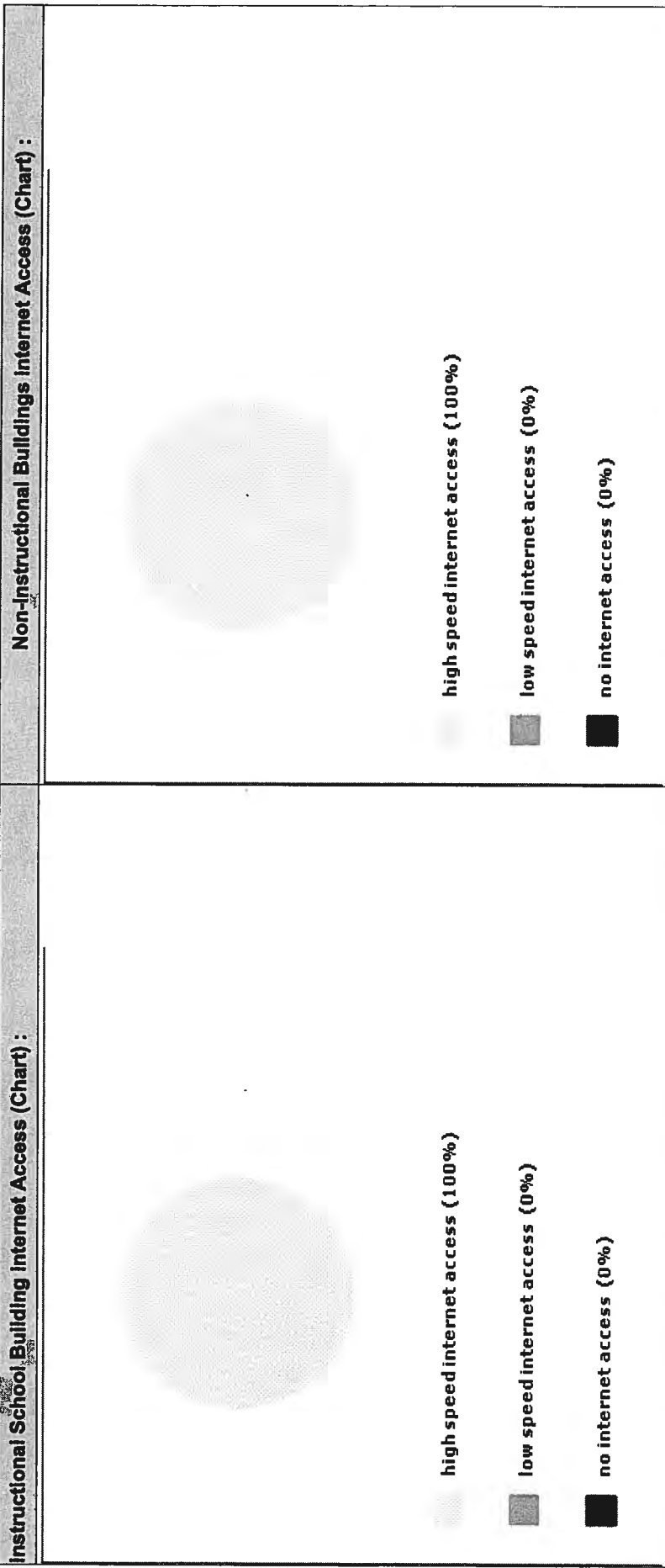
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Distance Learning		Number of Access Points
Other		0

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 System (SIS).	Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)	Number of Administrators
4709	0	435	48

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
3	0	0	1	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	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	249	0	788	150	0	0	0	0	21	6	11	0	10	13
Laptops	2	0	0	0	0	0	26	17	39	19	0	450	0	0
Tablets	0	0	0	0	0	0	0	0	1	0	3	0	1	0

Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Servers	2	5	2	0	0	0	0	0	0	0	0	0	25	7
	253	5	790	150	0	0	26	17	61	25	14	450	36	20
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	
	258		940		0		43		86		464		56	
Students per Computer													2.55	

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	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	249	0	788	150	0	0	0	0	21	6	11	0	10	13
Laptops	2	0	0	0	0	0	26	17	39	19	0	450	0	0
Tablets	0	0	0	0	0	0	0	0	1	0	3	0	1	0
Servers	2	5	2	0	0	0	0	0	0	0	0	0	25	7
	253	5	790	150	0	0	26	17	61	25	14	450	36	20
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	
	258		940		0		43		86		464		56	
Students per Computer													2.55	

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	
	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
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		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	
	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
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	

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	
		PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers per Computer															
Computers														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

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
378	100+ mg Ethernet
0	Dedicated Cable
0	DSL
378	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems	
Number of Rooms	Type
0	Windows Vista

Operating Systems	
Number of Rooms	Type
213	Windows XP (any version)
2	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
74	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
265	Number of Networked Printers
65	Number of Stand-alone Printers
7	Number of Scanners
31	Number of Digital Cameras
11	Number of Camcorders/Movie Cameras
1	Number of Satellite Dishes
37	Number of Televisions
10	Number of Video Microscopes
233	Number of LCD Panels/Projection Devices

Other Technologies	
Total	Type
25	Number of Fax Machines
0	Number of Graphing Calculators
15	Number of PDAs
0	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
60	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
121	Number of Electronic Whiteboards
3	Number of Whiteboard Capture Devices
20	Number of Document Cameras
8	Number of MP3 Players

Distance Learning	
Number of Access Points	Distance Learning
0	Satellite
2	Cable/Broadcast
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. (Specific, Measurable, Attainable, Realistic, and Tangible) goal(s) in the box below. These goals will be addressed in your strategies and activities in Section II.

Overall Goal is to use and implement technologies to create efficient and reliable administrative processes and support systems, and support teaching and learning to better meet the needs of all learners.

In the previous school year (SY 2008-2009) the district implemented district wide new wired and wireless networks and added Internet bandwidth capacity in recognition of the growing needs to access Internet based resources as well as access to the district network from the Internet. These upgrades provide a strong foundation for our vision of any time and any place learning.

The district upgraded the server and storage systems. This allows the district to provide adequate file storage capacity and server based application services.

The district also standardized on Windows XP and Apple OS X 10.5 across all computer systems. Core productivity software tools like Microsoft Office have also been standardized.

The teaching staff received dual platform Macbook systems and can operate both Mac OS X and Windows XP for a maximum of choice and compatibility. All teachers are able to take these Macbook computer systems home and are able to connect to the district network via the Internet.

Teachers are planning and developing new teaching methods based on the wireless mobility these computers and network systems afford. With this foundation in place the district recognizes the need to be replace several administrative software systems to ensure reliable and efficient services going forward. The focus of activities is:

1. Migration to a Microsoft Active Directory network,
2. Implementation of a new Student Information Management System, and
3. Creation of a three part multidimensional online learning space (Moodle, Google Apps, Knowledge Commons)
4. Maintaining adequate refresh cycles for computer and infrastructure services

These activities will provide:

- better integration of a heterogeneous computer environment (PC and Mac computers)
- better access to relevant data (new student information system) for all stakeholders
- a platform to move teaching and learning beyond the school walls by providing 24/7/365 availability of learning resources in the online learning space

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

Goal 1 Description for Phase I :2009-2010

Using and implementing technologies to create efficient administrative processes and support systems. Support teaching and learning through technology to better meet the needs of all learners.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Increase Student understanding of Internet Safety

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 conduct annual Internet safety training sessions	7/1/2009	6/30/2010	2000	2000			0	0	0	0	0	0

Strategy 2

Create a three part multidimensional learning space

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 an online course management system (Moodle)	7/1/2009	6/30/2010	10000	10000			0	0	0	0	0	0
2 Review feasibility of online textbooks and resources	7/1/2009	6/30/2010	2000	2000			0	0	0	0	0	0

Strategy 3

Support subgroups with differentiated instruction to maximize student achievement

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 and implement strategies that target subgroup specific needs	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

Provide learning opportunities for teachers to develop their multi dimensional learning space

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 conduct professional development on Moodle	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

Strategy 2

Develop a digital space to house professional development materials and resources

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 Establish committee to identify requirements and capabilities for an effective professional development portal	7/1/2009	6/30/2010	3000	3000			0	0	0	0	0	0

Strategy 3

Provide opportunities for staff to learn the administrative and network systems

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 professional development materials and resources	7/1/2009	6/30/2010	20000	20000			0	0	0	0	0	0
2 Provide training for student use of personal wireless devices in the school	7/1/2009	6/30/2010	2000	2000			0	0	0	0	0	0
3 Provide training for the new network operating system Active Directory	7/1/2009	6/30/2010	7500	7500			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

Improve access to student, school and district information online

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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 and maintain web portals to provide relevant information to district and community stakeholders	7/1/2009	6/30/2010	4000	4000			0	0	0	0	0	0
2 Maintain and operate an emergency / parent notification system	7/1/2009	6/30/2010	12000	12000			0	0	0	0	0	0

Strategy 2

Provide parent and community education

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 Identify meaningful technology course offerings and community audiences	7/1/2009	6/30/2010	5000	5000			0	0	0	0	0	0
2 Develop a communication plan to educate school community on technology systems and resources	7/1/2009	6/30/2010	5000	5000			0	0	0	0	0	0

Strategy 3

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			0	0			0	0	0	0	0	0

Section II.E. Action Plan — Technology Deployment

Strategy 1

Provide and maintain an efficient and reliable technology infrastructure

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 old server equipment based on refresh cycle and add additional servers for new functions as needed	7/1/2009	6/30/2010	50000	50000	0	D	0	0	0	0	0	0
2 Provide and maintain software licenses and maintenance fees for all district software titles	7/1/2009	6/30/2010	160000	160000	0	D	0	0	0	0	0	0

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3	Select and pilot student email system	7/1/2009	6/30/2010	5000	5000	0	D	0	0	0	0	0	0	0	0
4	Deploy Microsoft Active Directory	7/1/2009	6/30/2010	150000	150000	0	D	0	0	0	0	0	0	0	0
5	Select a new Student Information Management System and prepare migration to the new software package	7/1/2009	6/30/2010	10000	10000	0	D	0	0	0	0	0	0	0	0
6	Upgrade of lab computer systems based on equipment refresh cycle	7/1/2009	8/31/2009	270000	270000	0	D	0	0	0	0	0	0	0	0
7	Pilot alternative desktop replacement technologies (Thin clients and N-computing, Netbooks, Notebooks)	7/1/2009	6/30/2010	30000	30000	0	D	0	0	0	0	0	0	0	0

Strategy 2

Provide and Maintain adequate Communications systems and Internet Service

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 Provide and maintain Telecommunications services	7/1/2009	6/30/2010	114000	68400	45600	D	0	0	0	0	0	0
2 Provide and maintain Internet Access services	7/1/2009	6/30/2010	70780	42480	28300	D	0	0	0	0	0	0

Strategy 3

Establish policies regarding technology

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 a policy for student and guest wireless network access and use of personal wireless devices	7/1/2009	8/31/2009	0	0	0	D	0	0	0	0	0	0
2 develop a change management practice/protocol for technology upgrades and changes	7/1/2009	6/30/2010	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

Using and implementing technologies to create efficient administrative processes and support systems. Support teaching and learning to better meet the needs of all learners.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Increase Student understanding of Internet Safety

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 Conduct annual Internet Safety training	7/1/2010	6/30/2011	2000	2000			0	0	0	0	0	0

Strategy 2

Create a three part multidimensional learning space

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 pilot and implement an online course management system (Moodle)	7/1/2010	6/30/2011	5000	5000			0	0	0	0	0	0
2 pilot and Implement Student Space (Google Apps)	7/1/2010	6/30/2011	5000	5000			0	0	0	0	0	0
3 pilot online resources and textbooks	7/1/2010	6/30/2011	10000	10000			0	0	0	0	0	0

Strategy 3

support subgroups with differentiated instruction to maximize student achievement

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 and implement strategies that target subgroup specific needs	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

Provide learning opportunities for teachers to develop their multi dimensional learning space

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 conduct professional development on Moodle	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2 Space (Google Apps)	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

Strategy 2

Develop a digital space to house professional development materials and resources

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 Build the professional development portal based on committee work of Phase I	7/1/2010	6/30/2011	5000	5000			0	0	0	0	0	0

Strategy 3

Provide opportunities for staff to learn the administrative and network systems

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 professional development materials and resources	7/1/2010	6/30/2011	20000	20000			0	0	0	0	0	0
2 provide training for student use of personal wireless devices in the school	7/1/2010	12/31/2010	2000	2000			0	0	0	0	0	0
3 provide advanced training for the new network operating system Active Directory	7/1/2010	6/30/2011	7500	7500			0	0	0	0	0	0
4 provide training for the new Student Information Management software	7/1/2010	6/30/2011	10000	10000			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

Improve access to student, school and district information online

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 and maintain web portals to provide relevant information to district and community stakeholders	7/1/2010	6/30/2011	4000	4000			0	0	0	0	0	0
2 maintain and operate an emergency / parent notification system	7/1/2010	6/30/2011	12000	12000			0	0	0	0	0	0

Strategy 2

Provide parent and community education

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 technology courses for parents and community	7/1/2010	6/30/2011	5000	5000			0	0	0	0	0	0
2 educate school community on technology systems and resources	7/1/2010	6/30/2011	10000	10000			0	0	0	0	0	0

Strategy 3

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			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy 1

Provide and maintain an efficient and reliable technology infrastructure

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Activities	Start Date	End Date	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Replace old server equipment based on refresh cycle	7/1/2010	6/30/2011	25000	25000	0	D	0	0	0	0	0	0
2 provide and maintain software licenses and maintenance fees for all district software titles	7/1/2010	6/30/2011	160000	160000	0	D	0	0	0	0	0	0
3 begin implementation of student email system	7/1/2010	6/30/2011	5000	5000	0	D	0	0	0	0	0	0
4 Pilot and implement staff email system	7/1/2010	6/30/2011	5000	5000	0	D	0	0	0	0	0	0
5 Deploy and Implement new Student Information Management System software package	7/1/2010	6/30/2011	150000	150000	0	D	0	0	0	0	0	0
6 Upgrade of lab computer systems based on equipment refresh cycle	7/1/2010	12/31/2010	200000	200000	0	D	0	0	0	0	0	0
7 Select alternative desktop solution(s) for implementation	7/1/2010	8/31/2010	100000	100000	0	D	0	0	0	0	0	0
8 Pilot and test notebook systems for staff according to refresh cycle	7/1/2010	6/30/2011	10000	10000	0	D	0	0	0	0	0	0

Strategy 2

Provide and maintain adequate telecommunications systems and Internet access services

Activities	Start Date	End Date	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide and maintain telecommunications services	7/1/2010	6/30/2011	114000	68400	45600	D	0	0	0	0	0	0
2 Provide and maintain Internet Access services	7/1/2010	6/30/2011	70780	42480	28300	D	0	0	0	0	0	0

Strategy 3

Establish policies regarding technology

Activities	Start Date	End Date	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 evaluate and revise the policy for student and guest wireless network access and their use of personal wireless devices on the district network	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0
2 evaluate and revise the change management protocols developed in Phase 1	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

Using and implementing technologies to create efficient administrative processes and support systems. Support teaching and learning to better meet the needs of all learners.

Section II B. Action Plan --- Curriculum and Instruction

Strategy 1

Increase Student understanding of Internet Safety

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 Conduct annual Internet Safety training	7/1/2011	6/30/2012	2000	2000			0	0	0	0	0	0

Strategy 2

Create a three part multidimensional learning space

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 pilot and implement an online course management system (Moodle)	7/1/2011	6/30/2012	5000	5000			0	0	0	0	0	0
2 pilot online resources and textbooks	7/1/2011	6/30/2012	10000	10000			0	0	0	0	0	0
3 Evaluate and adjust Student Space (Google Apps)	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
4 develop knowledge commons	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

Strategy 3

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			0	0			0	0	0	0	0	0

Section II C. Action Plan -- Professional Development

Strategy 1

Provide learning opportunities for teachers to develop their multi dimensional learning space

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 conduct professional development on Moodle	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
2 conduct professional development on Student Space (Google Apps)	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

Strategy 2

Develop a digital space to house professional development materials and resources

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 Evaluate and refine the professional development portal	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

Strategy 3

Provide opportunities for staff to learn the administrative and network systems

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 Evaluate and refine professional development materials and resources	7/1/2011	6/30/2012	20000	20000			0	0	0	0	0	0
2 provide training for student use of personal wireless devices in the school	7/1/2011	6/30/2012	2000	2000			0	0	0	0	0	0
3 provide advanced training for the new network operating system Active Directory	7/1/2011	7/30/2011	2500	2500			0	0	0	0	0	0
4 provide training for the new Student Information Management software	7/1/2011	6/30/2012	10000	10000			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												
Improve access to student, school and district information online												
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 and maintain web portals to provide relevant information to district and community stakeholders	7/1/2011	6/30/2012	4000	4000			0	0	0	0	0	0
2 maintain and operate an emergency / parent notification system	7/1/2011	6/30/2012	12000	12000			0	0	0	0	0	0

Strategy 2												
Provide parent and community education												
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 offer technology courses to parents and community	7/1/2011	6/30/2012	10000	10000			0	0	0	0	0	0
2 educate school community on technology systems and resources	7/1/2011	6/30/2012	10000	10000			0	0	0	0	0	0

Strategy 3												
Provide and maintain an efficient and reliable technology infrastructure												
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			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy 1												
Provide and maintain an efficient and reliable technology infrastructure												

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 old server equipment based on refresh cycle	7/1/2011	6/30/2012	25000	25000	0	D	0	0	0	0	0	0
2 provide and maintain software licenses and maintenance fees for all district software titles	7/1/2011	6/30/2012	160000	160000	0	D	0	0	0	0	0	0
3 begin implementation of student email system	7/1/2011	6/30/2012	5000	5000	0	D	0	0	0	0	0	0
4 Evaluate and adjust staff email system	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0
5 Evaluate and adjust Student Information System Implementation	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0
6 Upgrade of lab computer systems based on equipment refresh cycle	7/1/2011	6/30/2012	150000	150000	0	D	0	0	0	0	0	0
7 Replace standard desktop systems with alternative desktop technology	7/1/2011	6/30/2012	150000	150000	0	D	0	0	0	0	0	0
8 replace staff Macbooks with replacement systems selected in Phase 2	7/1/2011	6/30/2012	600000	600000	0	D	0	0	0	0	0	0

Strategy 2

Provide and maintain adequate telecommunications systems and Internet access services

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 Provide and maintain Telecommunications services	7/1/2011	6/30/2012	114000	68400	45600	D	0	0	0	0	0	0
2 Provide and maintain Internet Access services	7/1/2011	6/30/2012	70780	42480	28300	D	0	0	0	0	0	0

Strategy 3

Establish policies regarding technology

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 evaluate and revise the policy for student and guest wireless network access and their use of personal wireless devices on the district network	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0
2 evaluate and revise the change management protocols developed in phase 1 and phase 2	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 Administrative leadership team Superintendent, Assistant Sup. C&I and Business Services, Chief Technology Officer, Building Principals, Assitant Principals, Human Resources Director, Communications Director review status reports and monitor technology initiatives and performance monthly. This team reviews the technology plan and monitors its effectiveness toward meeting our goals.

The Danielson Framework is used to manage the growth process in regards to technology adoption and use. Teacher evaluations are annual. Student assessment data (state and local assessment data) is indicator of success. Annual review of professional development data and academic attainment data will eb reviewed by Human resources and Assistant Principal for C & I.

Parent Community Involvement - contacts and responses to communication and event participation
The district has put in place several technology tools to increase parent and community communication.
These tools have build-in monitoring and reporting capabilities. These reports will be reviewed quarterly.
The successful use of the parent notification system will be measured in calls/messages send/received and parent feedback to its use. Community participation in school and district events is another measure for community involvement. This data will be collected by the Communication department.

Hardware - compatibility and reliability of systems, number of systems in use
The computer hardware resources must be able to operate required software applications and data. The successful hardware deployment will be measured by the district's ability to reliably operate the standard software titles.
The Student-to-Computer ratio will be used to monitor computer quantities are in line with the plan.
Annual physical inventory will monitor actual quantities across various equipment categories. Service Desk software tracks all equipment changes ongoing.

Software - compatibility and reliability of software
Based on existing refresh cycles for computer equipment the software adoption process will include compatibility check lists to ensure all technology components are compatible. The software implementations are managed via a Software adoption process that involves supervisors, department heads and district administrators. Two software adoption cycles per year are established.

Standardization of hardware and software is also supporting better interoperability and reduces training needs.

Network Connectivity - number of outages, sufficient connectivity and bandwidth
Computer systems need to access shared resources on the district network and the Internet. Network capacity and reliability is measured with network monitoring software ProCurveManager and Nagios to detect any service interruptions or limitations. This monitoring is ongoing.

Internet Access - adequate Bandwidth, number of outages
Providing adequate Internet Access bandwidth ensures that all stakeholders can access required resources. Bandwidth utilization reports are monitored weekly and monthly usage trends allow for timely capacity adjustments.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Student Assessment Data, Local Assessment Data, technology utilization reports	Levels of technology integration evolve along the Technology Integration Matrix, Teacher participation in three dimensional learning space, Changes made to traditional curriculum programs due to digital learning space.	annual	Ass Supt for Curriculum and Instruction, Ass. Princ. C&I, Instructional Supervisors
PD Strategy	Human Resources database, Teacher surveys, Administrator surveys	Levels of technology integration evolve along the Technology Integration Matrix	annual	Human Resource Director , Ass. Princ. for C&I
P/C Strategy	Usage reports for website, notification system responses, community participation rates in district and school activities	Increased web site traffic, increased response to communications, increased community involvement	annual	Director of Communications, Principals, Superintendent
Tech D Strategy	Network monitoring tools, Student-to-Computer ratios, Service desk reports	Network availability increases, Student computer resource access increases, support service responsiveness increases	Ongoing, Monthly, Annually	Chief Technology Officer Network/Server support personnel, Service Desk personnel

Section II F. Action Plan - Monitoring Process
Phase II

The Administrative leadership team Superintendent, Assistant Sup. C&I and Business Services, Chief Technology Officer, Building Principals, Assitant Principals, Human Resources Director, Communications Director review status reports and monitor technology initiatives and performance monthly. This team reviews the technology plan and monitors its effectiveness toward meeting our goals.

The Danielson Framework is used to manage the growth process in regards to technology adoption and use. Teacher evaluations are annual. Student assessment data (state and local assessment data) is indicator of success. Annual review of professional development data and academic attainment data will eb reviewed by Human resources and Assistant Principal for C & I.

Parent Community Involvement - contacts and resonses to communication and event participation
The district has put in place several technology tools to increase parent and community communication.
These tools have build-in monitoring and reporting capabilities. These reports will be reviewed quarterly.
The successful use of the parent notification system will be measured in calls/messages send/received and parent feedback to its use. Community participation in school and district events is another measure for community involvement. This data will be collected by the Communication department.

Hardware - compatibility and reliability of systems, number of systems in use
The computer hardware resources must be able to operate required software applications and data. The successful hardware deployment will be measured by the district's ability to reliably operate the standard software titles.

The Student-to-Computer ratio will be used to monitor computer quantities are in line with the plan.

Annual physical inventory will monitor actual quantities across various equipment categories. Service Desk software tracks all equipment changes ongoing.

Software - compatibility and reliability of software

Based on existing refresh cycles for computer equipment the software adoption process will include compatibility check lists to ensure all technology components are compatible. The software implementations are managed via a Software adoption process that involves supervisors, department heads and district administrators. Two software adoption cycles per year are established.

Standardization of hardware and software is also supporting better interoperability and reduces training needs.

Network Connectivity - number of outages, sufficient connectivity and bandwidth

Computer systems need to access shared resources on the district network and the Internet. Network capacity and reliability is measured with network monitoring software ProCurveManager and Nagios to detect any service interruptions or limitations. This monitoring is ongoing.

Internet Access - adequate Bandwidth, number of outages

Providing adequate Internet Access bandwidth ensures that all stakeholders can access required resources. Bandwidth utilization reports are monitored weekly and monthly usage trends allow for timely capacity adjustments.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Student Assessment Data, Local Assessment Data, technology utilization reports	Levels of technology integration evolve along the Technology Integration Matrix	Annually	Ass Supt for Curriculum and Instruction, Ass. Princ. C&I, Instructional Supervisors
PD Strategy	Human Resources database, Danielson framework	Levels of technology integration evolve along the Technology Integration Matrix	Annually	Human Resource Director , Ass. Princ. C&I
P/C Strategy	Usage reports for website, notification system responses, community participation rates in district and school activities	Increased web site traffic, increased response to communications, increased community involvement	Quarterly	Director of Communications, Principals, Superintendent
Tech D Strategy	Network monitoring tools, Student-to-Computer ratios, Service desk reports	Network availability increases, Student computer resource access increases, support service responsiveness increases	Ongoing, Monthly, Annually	Chief Technology Officer

Section II F. Action Plan - Monitoring Process
Phase III

The Administrative leadership team Superintendent, Assistant Sup. C&I and Business Services, Chief Technology Officer, Building Principals, Assistant Principals, Human Resources Director, Communications Director review status reports and monitor technology initiatives and performance monthly. This team

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reviews the technology plan and monitors its effectiveness toward meeting our goals.

The Danielson Framework is used to manage the growth process in regards to technology adoption and use. Teacher evaluations are annual. Student assessment data (state and local assessment data) is indicator of success. Annual review of professional development data and academic attainment data will be reviewed by Human resources and Assistant Principal for C & I.

Parent Community Involvement - contacts and responses to communication and event participation
The district has put in place several technology tools to increase parent and community communication. These tools have build-in monitoring and reporting capabilities. These reports will be reviewed quarterly.

The successful use of the parent notification system will be measured in calls/messages sent/received and parent feedback to its use. Community participation in school and district events is another measure for community involvement. This data will be collected by the Communication department.

Hardware - compatibility and reliability of systems, number of systems in use

The computer hardware resources must be able to operate required software applications and data. The successful hardware deployment will be measured by the district's ability to reliably operate the standard software titles.

The Student-to-Computer ratio will be used to monitor computer quantities are in line with the plan.

Annual physical inventory will monitor actual quantities across various equipment categories. Service Desk software tracks all equipment changes ongoing.

Software - compatibility and reliability of software

Based on existing refresh cycles for computer equipment the software adoption process will include compatibility check lists to ensure all technology components are compatible. The software implementations are managed via a Software adoption process that involves supervisors, department heads and district administrators. Two software adoption cycles per year are established.

Standardization of hardware and software is also supporting better interoperability and reduces training needs.

Network Connectivity - number of outages, sufficient connectivity and bandwidth

Computer systems need to access shared resources on the district network and the Internet. Network capacity and reliability is measured with network monitoring software ProCurveManager and Nagios to detect any service interruptions or limitations. This monitoring is ongoing.

Internet Access - adequate Bandwidth, number of outages

Providing adequate Internet Access bandwidth ensures that all stakeholders can access required resources. Bandwidth utilization reports are monitored weekly and monthly usage trends allow for timely capacity adjustments.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Student Assessment Data, Local Assessment Data, technology utilization reports	Levels of technology integration evolve along the Technology Integration Matrix	Annually	Ass Supt for Curriculum and Instruction, Ass. Princ. C&I, Instructional Supervisors

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	Human Resources database, Danielson framework	Levels of technology integration evolve along the Technology Integration Matrix	Annually	Human Resource Director , Ass. Princ. C&I
P/C Strategy	Usage reports for website, notification system responses, community participation rates in district and school activities	Increased web site traffic, increased response to communications, increased community involvement	Quarterly	Director of Communications, Principals, Superintendent
Tech D Strategy	Network monitoring tools, Student-to-Computer ratios, Service desk reports	Network availability increases, Student computer resource access increases, support service responsiveness increases	Ongoing, Monthly, Annually	Chief Technology Officer

Section II G. Action Plan — Budget Summary

Phase I-II-III -Budget Summary									
Budget & Funding Sources									
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Using and implementing technologies to create efficient administrative processes and support systems. Support teaching and learning through technology to better meet the needs of all learners.	932280	858380	73900	0	0	0	0	0	0
Total Budget for Phase I - 2009-2010	932280	858380	73900	0	0	0	0	0	0
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
Using and implementing technologies to create efficient administrative processes and support systems. Support teaching and	937280	863380	73900	0	0	0	0	0	0

Phase I-II-III - Budget Summary										
Goals	Total	District	E-Rate	Budget & Funding Sources						
				Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other	
learning to better meet the needs of all learners.										
Total Budget for Phase II - 2010-2011	937280	863380	73900	0	0	0	0	0	0	0
Phase III 2011 -2012										
Using and implementing technologies to create efficient administrative processes and support systems. Support teaching and learning to better meet the needs of all learners.	1362280	1288380	73900	0	0	0	0	0	0	0
Total Budget for Phase III - 2011-2012	1362280	1288380	73900	0	0	0	0	0	0	0
Total Budget for Phases I, II, and III - 2009 - 2012	3231840	3010140	221700	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.

**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.

The District operates a CIPA compliant internet filtering appliance that monitors all traffic to and from the Internet. The appliance is monitored by technology staff and an annual software subscription is in place to maintain up-to-date block/filtering rules. The filtering logs are reviewed weekly.

All district owned client computers and guest computers connected either wired or wireless are filtered. The district has in place "Appropriate Use Policies" for staff and students to govern Internet access privileges.

Peer Review Feedback Form

District Name	Northfield Twp HSD 225	RCDT #:	140162250170000
Original Submission:	True	Approval Date:	
School Years Covered by Plan:	2009-2010:Yes 2010-2011:Yes 2011-2012:Yes	Plan Expiration Date	06/30/2012
Section Used for Mid-Course Correction Only			
Mid-Course Correction(MCC) :	No	Date Peer Reviewed:	
Date of Annual Review Leading to MCC:		Approval Date of MCC:	

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

COMMENTS

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

COMMENTS

Northfield Twp HSD 225

Technology Integration Plan 2009

Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan <ul style="list-style-type: none">• A.1 Goals• A.2 Strategies and Activities• A.3 Budget	
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	
Part A. Stakeholder Involvement	Requirements
Part B. Internet Safety Policy	
COMMENTS	
ISBE Review	
COMMENTS	