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Plan Resubmitted	05/30/2014
ISBE Approved	05/30/2014

Contact Information

District Information

District Name:	ORLAND SD 135	District Address:	15100 S 94TH AVE
City/State/Zip:	ORLAND PARK IL 60462 3291	RCDT Number:	070161350020000
Superintendent:	Dr Janet Stutz	Superintendent Email:*	jstutz@orland135.org
District Phone:	7083643306 Ext:	District Fax:	7088736479

Entity Information

Entity Name:		Entity Address:	
City/State/Zip:		RCDT Number:	
Incharge:		Incharge Email:*	
Entity Phone:	Ext:	Entity Fax:	

* Required information - Name and information of the district contact person who is able to answer questions concerning the District Technology Plan.

1. Please enter District Technology Plan Coordinator Information below

Superintendent:	Dr Janet Stutz	Superintendent Email:	jstutz@orland135.org
DTP Contact Name*:	Lynn Zeder	DTP Contact Email*:	lzeder@orland135.org
DTP Contact Phone*:	7083643315	DTP Contact Fax:	7088736479

2. Mid-course Correction - Complete this line when this is the yearly review of your district's approved 3-year technology plan and there ARE major changes to the plan. (Clarification of "major" changes--During the annual evaluation process if the district determines it isn't making progress toward goals or strategies or a new development or opportunity arises, the district will need to

revise their technology plan).

During the course of annual review for e-Rate this plan was found to be in need of mid-course correction on

District Data - Report Card Analysis

Summary - What do the District Report Card data tell you about student performance in your district? If appropriate, the district will consider grade-level and subgroup performance.

Overall, the strength of the district lies in the fact that 94% of our overall population meets or exceeds in reading and 92% meets or exceeds in math. Additionally, the sub-groups of LEP and economically disadvantaged met in the area of math. Two of our primary buildings, Prairie and Centennial, had all 100% of its students meet or exceed in math. Two of the three intermediate schools, Liberty and High Point, made AYP when they had not done so the previous year. While the sub-group of Students with Disabilities did not make AYP, the subgroups as a whole has continued to increase its percentage of students meeting or exceeding each year. in 1007, 55.1% of the Students with Disabilities met or exceeded in the area of reading. In 2012, 60.6% of Students with Disabilities met or exceeded in the area of reading.

Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

Overall, the students in Orland School District 135 perform well. For the last four years, the students have scored over 90% in the area of reading and over 93% in the area of math. Unfortunately though, the District did not meet AYP the past two years because of two of its sub-group populations.When analyzing the data, the information gathered indicates that the following areas continue to deserve our attention: In Reading, three subgroups did not make AYP: Students with Disabilities, LEP students and Economically Disadvantaged.In the area of math Students with Disabilities did not make AYP.

Six of the ten schools did not make AYP. Two primary buildings, Park and Center, do not have third graders at their buildings; yet, the scores of their former students are still attributed to them. One intermediate school, Meadow Ridge, did not make AYP, even though 91.2% of its students met in Reading and 94.1% met in math. While none of the three junior high schools met AYP, all of their scores remained over 90% in both reading and math.

External factors impact the making of AYP or not are that the LEP population of the school district is increasing. Additionally, the percentage of Students with Disabilities make up 12-19% of our student population. 19% of the grade 3 population was considered to be Students with Disabilities.

Positive factorsinclude the following items for consideration:

Increased used of benchmarking tools, such as Easy CBM, in the areas of reading and math to identify struggling students and monitor their progress through Tier 2 interventions.

Devoted grade level and building resources to increasing staff awareness of data analysis, through products such as NWEA MAP, Easy CBM, Fountas and Pinnell Reading assessment, Math Curriculum Based Assessment, and the use of data analysis through Inform.

Increased parental involvement through building curriculum nights.

Release time during the school day has been provided for district-wide peer collaboration and professional development.

Negative Factorsinclude the following items for consideration:

There is a lack of interventionists for math at all levels. However, in 2013-14, support was provided at the K-2 levels with existing staff. Additional math time was built in to the school day to provide intervention for at-risk students.
There is a lack of reading interventionists for students at the junior high school level. However, for the 2014-15 school year, reading and math support programs are being restructured to provide progress monitored additional support for students. These programs will be differentiated and flexible based on student need according to formative assessment and progress monitoring. Additionally, reading support and assessment resources are being added to the program for more more comprehensive assessment of student growth.
Approximately fifty percent of staff participates in professional development opportunities, which means fifty percent of the staff is not participating in any professional development opportunities outside the required Institute Days.

Conclusions - What do these factors imply for next steps in technology planning?

In conclusion, the District is currently writing updated curricula guides and maps for English Language Arts, and beginning the mapping process for Math, both according to new Illinois Standards. As we continue to develop our curriculum guides as well as provide professional development on best practices for ELA and Math, our goal is to improve pedagogies in both areas as well as strengthen our teachers' knowledge of what they are teaching, when they are teaching it, and why they are teaching it in terms of content and related support for students on all levels of learning. For FY 15, our curriculum writing and professional development processes will work hand in hand with technology in the District and will support teachers by rotating all teachers through necessary training.

District Data – Local Assessments

Summary - What do the Local Assessment data tell you about student performance in your district?. If appropriate, the district will consider grade-level and subgroup performance.

For the 2012-2013 school year, students in grades kindergarten through eighth grade were given the NWEA-MAP assessment in the areas of reading and math.
82% of the students in OSD 135 are at or above grade level standards in the area of reading. 79% of the students are at or above grade level standards in the area of mathematics.

Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

Overall, students in Orland School District 135 perform at a high level. Data gathered from NWEA is used to determine areas of strength as well as areas for improvement. Overall, 79% of students met or exceeded in the area of math, and 82% % of students met or exceeded in the area of reading. These scores have been a slight dip compared to years' passed; however, this can be attributed to the onset of the Common Core State Standards.

Internal factors that can improve these scores are the addition of literacy committees created at the district level for the 2013-2014 school year. Two teachers from each grade level K-8 are representing their respective buildings to assist in the creation of a curriculum framework that aligns the Common Core State Standards to the existing curriculum documents for Orland School District 135.

External factors affect the scores. ELL students, as a whole, have increased in numbers in the last seven yearsto 5%of the student population. Additionally, the Students with Disabilities population is 17%, which is higher than the national average. Also, there has been an increase of Low Income students as well to 14% . Currently, there are limited resources in regards to math specialists in the district.Lastly, only half of the certified staff partakes in summer professional development opportunities.

Conclusions - What do these factors imply for next steps in technology planning?

During the 2012-2013 school year, an influx of Ipads were deployed with the certified staff. 120 teachers received Ipads. Another third received them at the start of the beginning of 2013-2014 school year; the remaining third received them during the second semester. Additionally, laptop carts with MacBook Airs were deployed at each of the ten buildings.

At the beginning of the 2013-2014 school year, a technology task force was established under the direction of the School Board. Sub-committees were formed to look at devices, professional development, communication, collaboration and applications and programs. A recommendation for the infusion of devices is being presented to the school board at the March 10th Board meeting. The recommendation will include the possible purchasing of Ipads for each 3rd grader and MacBook Airs for junior high students. Also, a recommendation was made for the hiring of three staff members dedicated to being technology coaches. With the infusion of devices comes a comprehensive professional development plan. The plan includes district -wide technology coaches, peer mentoring at each building, and teacher facilitators at each building. The plan also includes preserving time within existing district structures such as staff meetings, grade level meetings, peer

coaching/collaboration, and team time devoted to technology professional development.

District Information

Number	Item
4955	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).
82	Number of K-12 special education self-contained classroom students
403	Number of Teachers (FTE - this does not include teacher aides)
23	Number of Administrators
10	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
10	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
10	Total number of instructional school buildings
1	Total number of non-instructional buildings
100	Percentage of instructional school buildings with high speed internet access
0	Percentage of instructional school buildings with low speed internet access
0	Percentage of instructional school buildings with no internet access
100	Percentage of non-instructional school buildings with high speed internet access

0	Percentage of non-instructional school buildings with low speed internet access
0	Percentage of non-instructional school buildings with no internet access

Internet Access

	Type of Internet Access							
Locations	**Total Number of Administrative Offices**	**10 mb Ethernet**	**100+ mb Ethernet**	**Dedicated Cable**	**DSL**	**Wireless**	**Other (Dial-up modem, etc.)**	**None (no internet access)**
Instructional Classroom	0	0	438	0	0	438	0	0
Dedicated Computer Lab	0	0	10	0	0	10	0	0
Media Center/Library	0	0	10	0	0	10	0	0
Mobile Computer Lab	0	0	0	0	0	35	0	0
Administrative Offices	0	0	71	0	0	71	0	0
Teacher Offices	0	0	187	0	0	187	0	0
Other Locations	0	0	17	0	0	17	0	0
Totals	0	0	733	0	0	768	0	0

Computer Inventory

Desktop Computers

Desktop Computers

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers (will populate automatically)		
Location	**Computer Age**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**
Instructional Classroom	Under 2 years	350	0	350	0	0	0	0	0	0	350	0	350
	2-5 years	88	0	88	0	0	0	0	0	0	88	0	88
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	438	0	438	0	0	0	0	0	0	438	0	438
Dedicated Computer Lab	Under 2 years	320	0	320	0	0	0	0	0	0	320	0	320
	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	320	0	320	0	0	0	0	0	0	320	0	320
Media Center/Library	Under 2 years	172	0	172	0	0	0	0	0	0	172	0	172
	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	172	0	172	0	0	0	0	0	0	172	0	172
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	30	0	30	0	0	0	0	0	0	30	0	30
	2-5 years	41	0	41	0	0	0	0	0	0	41	0	41
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	71	0	71	0	0	0	0	0	0	71	0	71
Teacher Offices	Under 2 years	150	0	150	0	0	0	0	0	0	150	0	150
	2-5 years	37	0	37	0	0	0	0	0	0	37	0	37
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	187	0	187	0	0	0	0	0	0	187	0	187
Other Locations	Under 2 years	50	0	50	0	0	0	0	0	0	50	0	50
	2-5 years	40	0	40	0	0	0	0	0	0	40	0	40
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	90	0	90	0	0	0	0	0	0	90	0	90

Laptop/Tablet/Netbook Computers

Laptop/Tablet/Netbook Computers

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop/Tablet/Netbook Computers (will populate automatically)		
Location	**Computer Age**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**
Instructional Classroom	Under 2 years	0	25	25	0	0	0	0	0	0	0	25	25
	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	25	25	0	0	0	0	0	0	0	25	25
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	10	10	0	0	0	0	0	0	0	10	10
	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	10	10	0	0	0	0	0	0	0	10	10
Mobile Computer Lab	Under 2 years	224	530	754	0	0	0	0	0	0	224	530	754
	2-5 years	230	0	230	0	0	0	0	0	0	230	0	230
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	454	530	984	0	0	0	0	0	0	454	530	984
Administrative Offices	Under 2 years	10	30	40	0	0	0	0	0	0	10	30	40
	2-5 years	10	0	10	0	0	0	0	0	0	10	0	10
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	20	30	50	0	0	0	0	0	0	20	30	50
Teacher Offices	Under 2 years	0	10	10	0	0	0	0	0	0	0	10	10
	2-5 years	20	0	20	0	0	0	0	0	0	20	0	20
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	20	10	30	0	0	0	0	0	0	20	10	30
Other Locations	Under 2 years	0	10	10	0	0	0	0	0	0	0	10	10

	2-5 years	30	0	30	0	0	0	0	0	0	30	0	30
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	30	10	40	0	0	0	0	0	0	30	10	40

Handheld Devices

Handheld Devices

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Handheld Devices (will populate automatically)		
Location	**Computer Age**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**
Instructional Classroom	Under 2 years	0	350	350	0	0	0	0	0	0	0	350	350
	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	350	350	0	0	0	0	0	0	0	350	350
Dedicated Computer Lab	Under 2 years	0	10	10	0	0	0	0	0	0	0	10	10
	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	10	10	0	0	0	0	0	0	0	10	10
Media Center/Library	Under 2 years	0	10	10	0	0	0	0	0	0	0	10	10
	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	10	10	0	0	0	0	0	0	0	10	10
Mobile Computer Lab	Under 2 years	0	120	120	0	0	0	0	0	0	0	120	120
	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	120	120	0	0	0	0	0	0	0	120	120
Administrative Offices	Under 2 years	0	35	35	0	0	0	0	0	0	0	35	35
	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	35	35	0	0	0	0	0	0	0	35	35
Teacher Offices	Under 2 years	0	10	10	0	0	0	0	0	0	0	10	10
	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	10	10	0	0	0	0	0	0	0	10	10
Other Locations	Under 2 years	0	10	10	0	0	0	0	0	0	0	10	10
	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	10	10	0	0	0	0	0	0	0	10	10

Servers

Servers

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers (will populate automatically)		
Location	**Computer Age**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**	**PC**	**Mac**	**Total**
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	10	5	15	0	0	0	0	0	0	10	5	15
	2-5 years	30	0	30	0	0	0	0	0	0	30	0	30
	5+ years	8	0	8	0	0	0	0	0	0	8	0	8
	SubTotal	48	5	53	0	0	0	0	0	0	48	5	53
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/Off-site	Under 2 years	10	0	10	0	0	0	0	0	0	10	0	10
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	10	0	10	0	0	0	0	0	0	10	0	10
	SubTotal	20	0	20	0	0	0	0	0	0	20	0	20

Operating Systems

	PC					
Locations	**Windows 7**	**Windows Vista**	**Windows XP (any version)**	**Windows 2000 (any version)**	**Windows 95/98**	**Other PC**
Instructional Classroom	350	0	0	0	0	0
Dedicated Computer Lab	320	0	0	0	0	0
Media Center/Library	172	0	0	0	0	0
Mobile Computer Lab	224	0	230	0	0	0
Administrative Offices	50	0	21	0	0	0
Teacher Offices	187	0	0	0	0	0
Other Locations/Off-site	50	0	40	0	0	0
Totals	1353	0	291	0	0	0

	MACINTOSH				
Locations	**MAC System 10.x**	**MAC System 9.x**	**MAC System 8.x**	**MAC System 7.x**	**Other MAC**
Instructional Classroom	25	0	0	0	0
Dedicated Computer Lab	0	0	0	0	0
Media Center/Library	10	0	0	0	0

Mobile Computer Lab	530	0	0	0	0
Administrative Offices	30	0	0	0	0
Teacher Offices	10	0	0	0	0
Other Locations/Off-site	10	0	0	0	0
Totals	615	0	0	0	0

Other Operating Systems (Including Linux)		
Location	**Operating System**	**Number**
Instructional Classroom	iOS 7	350
Dedicated Computer Lab	iOS 7	10
Media Center/Library	iOS 7	10
Mobile Computer Lab	iOS 7	120
Administrative Offices	iOS 7	35
Teacher Offices	iOS 7	10
Other Locations	iOS 7	10
	Subtotal	545

Operating Systems - Totals			
	Administrative	**Other**	**Total**
Windows:			
Windows Vista	0	0	0
Windows XP (any version)	21	40	291
Windows 2000 (any version)	0	0	0
Other PC	0	0	0
Windows 7	237	50	1353
Windows 95/98	0	0	0

Subtotal	258	90	1644
Macintosh:			
MAC System 10.x	40	10	615
MAC System 9.x	0	0	0
MAC System 8.x	0	0	0
MAC System 7.x	0	0	0
Other MAC	0	0	0
Subtotal	40	10	615
Other Operating Systems:			
SubTotal	45	10	55
Total	343	110	2314

Network Equipment

	Type of Equipment							
Locations	**Hubs**	**Routers**	**Switches**	**Wireless Access Points**	**Firewall**	**Spam Filter**	**Content Filter**	**Intrusion Detector**
Instructional Classroom	0	0	0	238	0	0	0	0
Dedicated Computer Lab	0	0	2	10	0	0	0	0
Media Center/Library	0	0	0	10	0	0	0	0
Mobile Computer Lab	0	0	0	10	0	0	0	0
Administrative Offices	0	1	15	50	2	2	1	1
Teacher Offices	0	0	0	50	0	0	0	0
Other Locations	0	1	155	70	0	0	0	0
Totals	0	2	172	438	2	2	1	1

Licensed Software

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

Other Technologies

	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	150	25	175
Stand-alone Printers/Multifunctional Units	500	25	525
Stand Alone Scanners	10	25	35
Digital Cameras	25	0	25

Camcorders/Movie Cameras	5	0	5
Satellite Dishes	0	0	0
Televisions	0	0	0
Video Microscopes	0	0	0
LCD Panels/Projection Devices	865	10	875
Fax Machines	0	20	20
Graphing Calculators	100	0	100
PDAs	0	0	0
Assistive/Adaptive Devices/Student Response Devices	100	0	100
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Electronic Whiteboards	80	2	82
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	65	4	69
MP3/ Electronic Readers, Kindles, etc.	0	0	0

Telecommunications

	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	450	150	600
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	24	24
Internet connected VOIP(Voice over IP)	0	0	0

Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	250
Internet Services for Distance Learning	0
Phone line/v-tel systems	0
Other	0

Analysis

Summary - Briefly describe the technology deployment data in all district and school facilities (refer to the District Summary Technology Report). Technology deployment includes technology infrastructure, instructional technology integration, information technology, and telecommunications. What do these data tell you? 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.

During the 2012-2013 school year, a Technology Task Force was organized at the bequest of the Orland School District 135 Board of Education. Through this process,the task force was asked to examine its technology infrastructure, instructional technology integration, information technology and telecommunications. The findings of the task force are being presented to the Board of Education at the March 10th Board meeting. The data shows that our 4955 students do not have enough access to tehcnology. Therefore, the recommendation is being made that for the 2014-2015 school year, all third graders will have their own Ipads. Additionally, students in grades six through eight will receive a MacBook Air. At grades K-5, shared carts of MacBook Airs and Ipads will also be deployed. Due to the dramatic increase in devices throughout the district, a recommendation for the hiring of three technology coaches is being made. These tech coaches will be responsibile for the instructional technology integration across the district. Team meetings, grade level meetings, peer collaboration meetings, district-wide meetings, and peer mentors will be utilized as ways to integrate technology according to the ISTE standards.

The district applies for all Tier 1 E-rate reimbursement in the following areas; Internet connection fees, telecommunications, cellular services, web hosting.

Analysis - In what ways, if any, has technology deployment including technology infrastructure, instructional technology integration, and information technology contributed to student performance?

With the onset of the Common Core State Standards, there is a larger and more pressing need for technology to be integrated into the school day for our students. In the area of writing, for example, eighth grader English/language arts standards state that students must "use technology, including the Internet, to produce and publish writing and present the relationships between information and

ideas efficiently as well as to interact and collaborate with others." For the 2013-2014, the district adopted a new math series by Pearson called Digits. This program is predominantly completed on-line, which provides the students immediate feedback as to their progress, as well as access to all lessons digitally. With the new math program in place, the students have had to have much greater access to technological tools than they have had in the past. With limited resources, this has had an effect. The math classes take priority with the computer labs while language arts and research courses have had limited access. Therefore, we are hopeful that with the deployment of approximately 2,000 devices in the next year, that will change.

Conclusions - What do these factors imply for next steps in technology planning?

In planning for the future, much work has been done. As stated, the Board is receiving a recommendation that 2,000 devices be purchased for the 2014-2015 school year. Additionally, three technology coaches will be hired to assist with the implementation of technology standards as delineated by the ISTE standards for students, teachers, administrators, and tech coaches.

Training for teachers, students, and parents is being created. Handbooks and policies will also address the legal changes that need to be put into place to ensure that our students act in a digitally responsible manner.

Action Plan - Goals, Strategies, and Activities
Summary

FY 2015

Goal Number	Title
1	According to the 2013 ISBE AYP District Report Card, 76% of students met or exceeded state standard. 77% met in the area of reading, and 75% met in the area of mathematics. For the 2013-2014 school year, the goal is that there is an increase of 2% on the overall percentage of students making AYP in reading or mathematics.

FY 2016

Goal Number	Title
1	For the 2015-2016 school year, the students will be assesssed with the new PARCC assessment. The average for the district of those students meeting or exceeding standards will be at 80%.

FY 2017

Goal Number	Title
1	For the 2016-2017 school year, there will be a minimum of a 2% growth in student performance as determined by the PARCC assessment in the areas of reading and mathematics in comparison to the previous year.

Action Plan - Goals, Strategies, and Activities
FY 2015

FY 2015 Goal Title:

According to the 2013 ISBE AYP District Report Card, 76% of students met or exceeded state standard. 77% met in the area of reading, and 75% met in the area of mathematics. For the 2013-2014 school year, the goal is that there is an increase of 2% on the overall percentage of students making AYP in reading or mathematics.

Action Plan- Instruction
FY 2015

FY 2015 Goal Title:

According to the 2013 ISBE AYP District Report Card, 76% of students met or exceeded state standard. 77% met in the area of reading, and 75% met in the area of mathematics. For the 2013-2014 school year, the goal is that there is an increase of 2% on the overall percentage of students making AYP in reading or mathematics.

Strategy 1

To include mobile student devices in teaching and learning practices as curricular frameworks are written to align to the new Common Core State standards. In the area of writing, for example, the English Language Arts standards state that students "must use technology, including the Internet, to produce and publish writing and to link to and cite sources as well as to interact and collaborate with others." For the math curriculum, Pearson products, such as Envisions and Digits, are used as the primary resources as materials that support the curriculum through the Common Core State Standards. These resources are Web-based and utilize the Internet to maximize student interaction. 100% of our students in grades 6-8 will have mobile student devices in 2014-15. 100% of 3rd grade students will have mobile devices in 2014-15. 100% of our certified teachers will have mobile devices in 2014-15.

Activity 1	Start Date	End Date
To improve the integration of technology into classroom learnings, as the curriculum frameworks for each content area are being rewritten to reflect the Common Core State Standards, the infusion of technology will be part of the curriculum design. For the 2014-2015 school year, the focus will be on literacy and math.90% of the curriculum frameworks will be completed by the end of the 2014-2015 school year in literacy. 100% of our students in grades 6-8 will utilize their mobile 1:1 devices to enhance reading, writing, and math skills and 100% of our 3rd grade students will utilize 1:1 mobile devices to enhance reading, writing, and math skills. 3rd and 6-8 grade students will utilize mobile devices to demonstrate mastery of learning as they use multimedia in performance tasks for literacy and math.	07/01/2014	06/30/2015

Activity 2	Start Date	End Date
To accomplish the writing of curricular frameworks that includes technology. Within the curricular framework writing, there will be a focus on technology in performance tasks, assessment evidence, and learning activities for how students demonstrate mastery of learning for 100% of our 3rd grade and 6-8 grade students.	07/01/2014	06/30/2015

Strategy 2

100% of students in grades 3 and 6-8 will utilize 1:1 mobile devices to demonstrate mastery in learning by demonstrating performance based tasks in literacy and math.

Activity 1	Start Date	End Date
100% of students in grades 3 and 6-8 will receive more differentiated, appropriately leveled, high - interest reading materials as ebooks are pushed to their mobile devices. Students will gain variety and accessibility to reading material. This reading material will be utilized by students as they apply literary skills learned through varied texts.	07/01/2014	08/01/2014

Activity 2	Start Date	End Date
100% of students in grades 3 and 6-8 will utilize 1:1 mobile devices for research and writing. Students will demonstrate mastery of learning as they cite textual evidence in writing about a variety of topics. Student ability to find resources and cite evidence will be demonstrated as students create presentations that highlight their ability to demonstrate what they know and have it support what they know with evidence.	07/01/2014	07/01/2014

Activity 3	Start Date	End Date
100% of students in grade 3 and 6-8 will utilize 1:1 mobile devices to demonstrate three level of rigor in math. Conceptual, procedural, and application levels of rigor will be demonstrated by students using their mobile devices. The students will send demonstrations of learning to teachers through mobile devices as they complete performance tasks such as recording their lessons on how to deconstruct fractions on whiteboard applications.	07/01/2014	07/01/2014

Strategy 3

100% of 3rd and 6-8 grade students will utilize mobile devices to demonstrate learning through non-fiction texts.

Activity 1	Start Date	End Date
100% of 3rd and 6-8 grade students will demonstrate learning through non-fiction texts as they utilize ebooks and websites for reading interactive science texts and websites that offer adjustable lexile leveled articles and resources such as current and historic events in national and world news.	07/01/2014	06/01/2015

Action Plan- Professional Development
FY 2015

FY 2015 Goal Title:

According to the 2013 ISBE AYP District Report Card, 76% of students met or exceeded state standard. 77% met in the area of reading, and 75% met in the area of mathematics. For the 2013-2014 school year, the goal is that there is an increase of 2% on the overall percentage of students making AYP in reading or mathematics.

Strategy 1

Teachers and certified staff providing instruction will have access to devices prior to students receiving them to begin developing instructional practices utilizing enhanced technology.

Activity 1	Start Date	End Date
All certified staff that provide direct instruction to students will have Ipads by the end of the 2013-2014 school year. With receiving the iPads, teachers receive a professional development session to initialize their iPads.	07/01/2014	06/30/2015

Activity 2	Start Date	End Date
Additionally, a teacher leader in the district is providing differentiated workshops for teachers to learn the devices and how to enhance the learning experience for students using the devices.	07/01/2014	06/30/2015

Activity 3	Start Date	End Date
The teacher leader providing differentiated training for teachers on their iPads is archiving the professional development session on iTunes so that teachers can continue to access content and develop professionally based on individual need.	07/01/2014	06/30/2015

Strategy 2

Instructional Technology Coaches and or Building-based teacher leaders will facilitate professional development for certified staff at each building.

Activity 1	Start Date	End Date
A professional development schedule will be created so that staff has professional development opportunities embedded into their day through team meetings, grade level meetings, peer collaboration, and staff meetings.	07/01/2014	06/30/2015

Activity 2	Start Date	End Date
Each building administrator will establish a building peer mentoring system so that certified staff can work as partners or in small groups or teams to collaborate and share instructional practices.	07/01/2014	06/30/2015

Strategy 3

Activity 1	Start Date	End Date

Action Plan- Technology Deployment Data
FY 2015

FY 2015 Goal Title:

According to the 2013 ISBE AYP District Report Card, 76% of students met or exceeded state standard. 77% met in the area of reading, and 75% met in the area of mathematics. For the 2013-2014 school year, the goal is that there is an increase of 2% on the overall percentage of students making AYP in reading or mathematics.

Strategy 1

100% of 3rd grade students and 100% of 6-8 grade students will receive 1:1 mobile devices in 2014-15. K-2 technology will be enhances and 1 additional cart of iPads and 1 additional cart of MacBooks are deployed to the K-2 buildings.

Activity 1	Start Date	End Date
Prior to students taking devices home and using them in 1:1 fashion, 100% of 3 and 6-8 grade students must complete a parent/student night during which they submit their acceptable use forms, learn digital citizenship, and initialize devices using account usernames and passwords.	07/01/2014	06/30/2015

Activity 2	Start Date	End Date
Technology coaches will work with 100% of 3rd and 6-8th grade teachers to augment their skills for implementing 1:1 technology in the learning environment.	07/01/2014	06/30/2015

Strategy 2

Deploy ipads to third grade students throughout the district.

Activity 1	Start Date	End Date
Pending Board of Education approval, third grade students in the District will receive iPads in a 1:1 mode for the 2014-15 school year.	07/01/2014	09/01/2014

Activity 2	Start Date	End Date
Additional carts of laptops will deployed to buildings with students in grades 3-5 to increase accessibility to devices.	07/01/2014	07/31/2014

Strategy 3

Deploy laptop devices at Junior High Schools, grades 6-8.

Activity 1	Start Date	End Date
Depending upon the approval of the school board, MacBook Airs will be deployed at the junior high level, possibly one per student. 100% of sixth graders will have access to an individual laptop in 1:1 mode.	07/01/2014	09/02/2014

Activity 2	Start Date	End Date
Additional carts of laptops will be deployed to the Junior High Schools to increase student access to devices.	07/01/2014	07/31/2014

Action Plan - Goals, Strategies, and Activities
FY 2016

FY 2016 Goal Title:

For the 2015-2016 school year, the students will be assesssed with the new PARCC assessment. The average for the district of those students meeting or exceeding standards will be at 80%.

Action Plan- Instruction
FY 2016

FY 2016 Goal Title:

For the 2015-2016 school year, the students will be assesssed with the new PARCC assessment. The average for the district of those students meeting or exceeding standards will be at 80%.

Strategy 1

To include mobile student devices in teaching and learning practices as curricular frameworks are written to align to the new Common Core State standards. In the area of writing, for example, the English Language Arts standards state that students "must use technology, including the Internet, to produce and publish writing and to link to and cite sources as well as to interact and collaborate with others." For the math curriculum, Pearson products, such as Envisions and Digits, are used as the primary resources as materials that support the curriculum through the Common Core State Standards. These resources are Web-based and utilize the Internet to maximize student interaction. 100% of our students in grades 6-8 will have mobile student devices in 2014-15. 100% of 3rd and 4th grade students will have mobile devices in 2015-16. 100% of our certified teachers will have mobile devices in 2014-15.

Activity 1	Start Date	End Date
To improve the integration of technology into classroom learnings, as the curriculum frameworks for each content area are being rewritten to reflect the Common Core State Standards, the infusion of technology will be part of the curriculum design. For the 2015-2016 school year, the focus will be on literacy and math.90% of the curriculum frameworks will be completed by the end of the 2014-2015 school year in literacy. 100% of our students in grades 6-8 will utilize their mobile 1:1 devices to enhance reading, writing, and math skills and 100% of our 3rd and 4th grade students will utilize 1:1 mobile devices to enhance reading, writing, and math skills. 3rd, 4th, and 6-8 grade students will utilize mobile devices to demonstrate mastery of learning as they use multimedia in performance tasks for literacy and math.	07/01/2015	06/30/2016

Activity 2	Start Date	End Date
To accomplish the writing of curricular frameworks that includes technology. Within the curricular framework writing, there will be a focus on technology in performance tasks, assessment evidence, and learning activities for how students demonstrate mastery of learning for 100% of our 3rd, 4th, grade and 6-8 grade students.	07/01/2015	06/30/2016

Strategy 2

100% of students in grades 3, 4, and 6-8 will utilize 1:1 mobile devices to demonstrate mastery in learning by demonstrating performance based tasks in literacy and math.

Activity 1	Start Date	End Date
100% of students in grades 3, 4, and 6-8 will receive more differentiated, appropriately leveled, high - interest reading materials as ebooks are pushed to their mobile devices. Students will gain variety and accessibility to reading material. This reading material will be utilized by students as they apply literary skills learned through varied texts.	07/01/2015	06/30/2016

Activity 2	Start Date	End Date
100% of students in grades 3, 4, and 6-8 will utilize 1:1 mobile devices for research and writing. Students will demonstrate mastery of learning as they cite textual evidence in writing about a variety of topics. Student ability to find resources and cite evidence will be demonstrated as students create presentations that highlight their ability to demonstrate what they know and have it support what they know with evidence.	07/01/2015	06/30/2016

Activity 3	Start Date	End Date
100% of students in grade 3, 4, and 6-8 will utilize 1:1 mobile devices to demonstrate three level of rigor in math. Conceptual, procedural, and application levels of rigor will be demonstrated by students using their mobile devices. The students will send demonstrations of learning to teachers through mobile devices as they complete performance tasks such as recording their lessons on how to deconstruct fractions on whiteboard applications.	07/01/2015	06/30/2016

Strategy 3

100% of 3rd, 4th, and 6-8 grade students will utilize mobile devices to demonstrate learning through non-fiction texts.

Activity 1	Start Date	End Date
100% of 3rd, 4th, and 6-8 grade students will demonstrate learning through non-fiction texts as they utilize ebooks and websites for reading interactive science texts and websites that offer adjustable lexile leveled articles and resources such as current and historic events in national and world news.	07/01/2015	07/31/2015

Action Plan- Professional Development
FY 2016

FY 2016 Goal Title:

For the 2015-2016 school year, the students will be assesssed with the new PARCC assessment. The average for the district of those students meeting or exceeding standards will be at 80%.

Strategy 1

Teachers and certified staff providing instruction will have access to devices prior to students receiving them to begin developing instructional practices utilizing enhanced technology.

Activity 1	Start Date	End Date
Staff will have weekly scheduled professional development opportunities with one of the district's technology coaches.	07/01/2015	06/30/2016

Activity 2	Start Date	End Date
Additionally, a teacher leader in the district is providing differentiated workshops for teachers to learn the devices and how to enhance the learning experience for students using the devices.	07/01/2015	06/30/2016

Activity 3	Start Date	End Date
The teacher leader providing differentiated training for teachers on their iPads is archiving the professional development session on iTunes so that teachers can continue to access content and develop professionally based on individual need.	07/01/2015	06/30/2016

Strategy 2

Instructional Technology Coaches and or Building-based teacher leaders will facilitate professional development for certified staff at each building.

Activity 1	Start Date	End Date
A professional development schedule will be created so that staff has professional development opportunities embedded into their day through team meetings, grade level meetings, peer collaboration, and staff meetings.	07/01/2015	06/30/2016

Activity 2	Start Date	End Date
Each building administrator will establish a building peer mentoring system so that certified staff can work as partners or in small groups or teams to collaborate and share instructional practices.	07/01/2015	06/30/2016

Strategy 3

Activity 1	Start Date	End Date

Action Plan- Technology Deployment Data
FY 2016

FY 2016 Goal Title:

For the 2015-2016 school year, the students will be assesssed with the new PARCC assessment. The average for the district of those students meeting or exceeding standards will be at 80%.

Strategy 1

100% of 3rd grade students and 100% of 6-8 grade students will receive 1:1 mobile devices in 2015-16. K-2 technology will be enhances and 1 additional cart of iPads and 1 additional cart of MacBooks are deployed to the K-2 buildings.

Activity 1	Start Date	End Date
Prior to students taking devices home and using them in 1:1 fashion, 100% of 3rd grade and 6-8 students must complete a parent/student night during which they submit their acceptable use forms, learn digital citizenship, and initialize devices using account usernames and passwords. 3rd grade students from previous year will take their devices to 4th grade.	07/01/2015	06/30/2016

Activity 2	Start Date	End Date
Technology coaches will work with 100% of 3rd, 4th, and 6-8th grade teachers to augment their skills for implementing 1:1 technology in the learning environment.	07/01/2015	06/30/2016

Strategy 2

Deploy laptops at the Junior High Schools, grades 6-8.

Activity 1	Start Date	End Date
100% of sixth graders will be issued a district-wide MacBook Air.	07/01/2015	06/01/2016

Activity 2	Start Date	End Date
Sixth grade students having received 1:1 devices in 2014-15 will have taken devices with them to seventh grade.	07/01/2015	07/31/2015

Strategy 3

Activity 1	Start Date	End Date

Action Plan - Goals, Strategies, and Activities
FY 2017

FY 2017 Goal Title:

For the 2016-2017 school year, there will be a minimum of a 2% growth in student performance as determined by the PARCC assessment in the areas of reading and mathematics in comparison to the previous year.

Action Plan- Instruction
FY 2017

FY 2017 Goal Title:

For the 2016-2017 school year, there will be a minimum of a 2% growth in student performance as determined by the PARCC assessment in the areas of reading and mathematics in comparison to the previous year.

Strategy 1

To include mobile student devices in teaching and learning practices as curricular frameworks are written to align to the new Common Core State standards. In the area of writing, for example, the English Language Arts standards state that students "must use technology, including the Internet, to produce and publish writing and to link to and cite sources as well as to interact and collaborate with others." For the math curriculum, Pearson products, such as Envisions and Digits, are used as the primary resources as materials that support the curriculum through the Common Core State Standards. These resources are Web-based and utilize the Internet to maximize student interaction. 100% of our students in grades 6-8 will have mobile student devices in 2014-15. 100% of 3rd, 4th, and 5th grade students will have mobile devices in 2016-17. 100% of our certified teachers will have mobile devices in 2014-15.

Activity 1	Start Date	End Date
To improve the integration of technology into classroom learnings, as the curriculum frameworks for each content area are being rewritten to reflect the Common Core State Standards, the infusion of technology will be part of the curriculum design. For the 2016-2017 school year, the focus will be on literacy and math.90% of the curriculum frameworks will be completed by the end of the 2014-2015 school year in literacy. 100% of our students in grades 6-8 will utilize their mobile 1:1 devices to enhance reading, writing, and math skills and 100% of our 3rd 4th and 5th grade students will utilize 1:1 mobile devices to enhance reading, writing, and math skills. 3rd, 4th, and 6-8 grade students will utilize mobile devices to demonstrate mastery of learning as they use multimedia in performance tasks for literacy and math.	07/01/2016	06/30/2017

Activity 2	Start Date	End Date
To accomplish the writing of curricular frameworks that includes technology. Within the curricular framework writing, there will be a focus on technology in performance tasks, assessment evidence, and learning activities for how students demonstrate mastery of learning for 100% of our 3rd, 4th, and 5th grade and 6-8 grade students.	07/01/2016	06/30/2017

Strategy 2

100% of students in grades 3, 4, and 6-8 will utilize 1:1 mobile devices to demonstrate mastery in learning by demonstrating performance based tasks in literacy and math.

Activity 1	Start Date	End Date
100% of students in grades 3, 4, and 5 and 6-8 will receive more differentiated, appropriately leveled, high - interest reading materials as ebooks are pushed to their mobile devices. Students will gain variety and accessibility to reading material. This reading material will be utilized by students as they apply literary skills learned through varied texts.	07/01/2016	06/30/2017

Activity 2	Start Date	End Date
100% of students in grades 3, 4, and 5 and 6-8 will utilize 1:1 mobile devices for research and writing. Students will demonstrate mastery of learning as they cite textual evidence in writing about a variety of topics. Student ability to find resources and cite evidence will be demonstrated as students create presentations that highlight their ability to demonstrate what they know and have it support what they know with evidence.	07/01/2016	06/30/2017

Activity 3	Start Date	End Date
100% of students in grade 3, 4, and 5and 6-8 will utilize 1:1 mobile devices to demonstrate three level of rigor in math. Conceptual, procedural, and application levels of rigor will be demonstrated by students using their mobile devices. The students will send demonstrations of learning to teachers through mobile devices as they complete performance tasks such as recording their lessons on how to deconstruct fractions on whiteboard applications.	07/01/2016	06/30/2017

Strategy 3

100% of 3rd, 4th, and 6-8 grade students will utilize mobile devices to demonstrate learning through non-fiction texts.

Activity 1	Start Date	End Date
100% of 3rd, 4th, and 5th and 6-8 grade students will utilize mobile devices to demonstrate learning through non-fiction texts.	07/01/2016	06/30/2017

Action Plan- Professional Development
FY 2017

FY 2017 Goal Title:

For the 2016-2017 school year, there will be a minimum of a 2% growth in student performance as determined by the PARCC assessment in the areas of reading and mathematics in comparison to the previous year.

Strategy 1

Teachers and certified staff providing instruction will have access to devices prior to students receiving them to begin developing instructional practices utilizing enhanced technology.

Activity 1	Start Date	End Date
Staff will have weekly scheduled professional development opportunities with one of the district's technology coaches.	07/01/2016	06/30/2017

Activity 2	Start Date	End Date
Additionally, a teacher leader in the district is providing differentiated workshops for teachers to learn the devices and how to enhance the learning experience for students using the devices.	07/01/2016	06/30/2017

Activity 3	Start Date	End Date
The teacher leader providing differentiated training for teachers on their iPads is archiving the professional development session on iTunes so that teachers can continue to access content and develop professionally based on individual need.	07/01/2016	06/30/2017

Strategy 2

Instructional Technology Coaches and or Building-based teacher leaders will facilitate professional development for certified staff at each building.

Activity 1	Start Date	End Date
A professional development schedule will be created so that staff has professional development opportunities embedded into their day through team meetings, grade level meetings, peer collaboration, and staff meetings.	07/01/2016	06/30/2017

Activity 2	Start Date	End Date
Each building administrator will establish a building peer mentoring system so that certified staff can work as partners or in small groups or teams to collaborate and share instructional practices.	07/01/2016	06/30/2017

Strategy 3

Activity 1	Start Date	End Date

Action Plan- Technology Deployment Data
FY 2017

FY 2017 Goal Title:

For the 2016-2017 school year, there will be a minimum of a 2% growth in student performance as determined by the PARCC assessment in the areas of reading and mathematics in comparison to the previous year.

Strategy 1

100% of 3rd grade students and 100% of 6-8 grade students will receive 1:1 mobile devices in 2016-17. K-2 technology will be enhances and 1 additional cart of iPads and 1 additional cart of MacBooks are deployed to the K-2 buildings.

Activity 1	Start Date	End Date
Prior to students taking devices home and using them in 1:1 fashion, 100% of 3rd grade and 6-8 students must complete a parent/student night during which they submit their acceptable use forms, learn digital citizenship, and initialize devices using account usernames and passwords. 3rd grade students from previous year will take devices to 4th grade and 4th grade students from previous year will take their devices to 5th grade.	07/01/2016	06/30/2017

Activity 2	Start Date	End Date
Technology coaches will work with 100% of 3rd, 4th, 5th and 6-8th grade teachers to augment their skills for implementing 1:1 technology in the learning environment.	07/01/2016	07/01/2016

Strategy 2

Deploy laptops at the Junior High Schools, grades 6-8.

Activity 1	Start Date	End Date
100% of sixth graders will be issued a district-wide MacBook Air.	07/01/2016	06/30/2017

Activity 2	Start Date	End Date
Sixth grade students having received 1:1 devices in 2014-15 will have taken devices with them to eighth grade. Sixth grade students having received 1:1 laptops in 2015-16 will have taken those devices with them to seventh grade.	07/01/2016	07/01/2016

Strategy 3

Activity 1	Start Date	End Date

Action Plan - Monitoring and Evaluation
FY 2015

Monitoring - The District Technology Plan should outline a forward-looking evaluation process for future implementation measures that compensate or adjust to changing conditions which might occur beyond the life of the plan.

1. Monitoring Description: Describe how district personnel will monitor the effectiveness of strategies and activities toward the achievement of the goals.

Administrators will identify students in need of language arts and math support by grade level, inclusive of state and local assessments, such as ISAT, NWEA- MAP and PARCC. Progress will be evident by increased RIT scores at the end of the school year to monitor as to whether or not the students met their projected growth.

Teachers will have been trained to interpret data for the purpose of improving instruction.

2. Monitoring Process

FY 2015	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Test scores	Students below the 35% NPR on the NWEA-MAP will be required to participate in an intervention program	Fall, winter and spring	Asst. Supt. of Teaching and Learning
Professional Development	Staff Surveys	Teacher attendance at professional development opportunities	Upon completion of activity	Director of Curriculum
Technology Data	Spreadsheets	Completed work orders	Upon completion of task	Director of Technology

3. Children's Internet Protection Act - Provide Board Policy Information here:

Date Approved	Policy # [6 characters]
03/09/2006	620

Action Plan - Monitoring and Evaluation
FY 2016

Monitoring - The District Technology Plan should outline a forward-looking evaluation process for future implementation measures that compensate or adjust to changing conditions which might occur beyond the life of the plan.

1. Monitoring Description: Describe how district personnel will monitor the effectiveness of strategies and activities toward the achievement of the goals.

Administrators will identify students in need of language arts and math support by grade level, inclusive of state and local assessments, such as ISAT, NWEA- MAP and PARCC. Progress will be evident by increased RIT scores at the end of the school year to monitor as to whether or not the students met their projected growth.

Teachers will have been trained to interpret data for the purpose of improving instruction.

2. Monitoring Process

FY 2016	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Test scores	Students below 35% on the NWEA-MAP	Winter, fall, and spring	Assistant Superintendet of Teaching and Learning
Professional Development	Staff surveys	Teacher attendance	Upon completion of activity	Director of Curriculum
Technology Data	Spreadsheets	Completed work orders	Upon completion of activity	Director of Technology

3. Children's Internet Protection Act - Provide Board Policy Information here:

Date Approved	Policy # [6 characters]
03/09/2006	620

Action Plan - Monitoring and Evaluation
FY 2017

Monitoring - The District Technology Plan should outline a forward-looking evaluation process for future implementation measures that compensate or adjust to changing conditions which might occur beyond the life of the plan.

1. Monitoring Description: Describe how district personnel will monitor the effectiveness of strategies and activities toward the achievement of the goals.

Administrators will identify students in need of language arts and math support by grade level, inclusive of state and local assessments, such as ISAT, NWEA- MAP and PARCC. Progress will be evident by increased RIT scores at the end of the school year to monitor as to whether or not the students met their projected growth.

Teachers will have been trained to interpret data for the purpose of improving instruction.

2. Monitoring Process

FY 2017	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Test scores	Students below 35% on the NWEA-MAP will require participation in an intervention	Fall, Winter and Spring	Assistant Superintendent of Teaching and Learning
Professional Development	Staff Surveys	Teacher Attendance	Upon completion of activity	Director of Learning
Technology Data	Spreadsheets	Completed work orders	Upon completion of activity	Director of Technology

3. Children's Internet Protection Act - Provide Board Policy Information here:

Date Approved	Policy # [6 characters]
03/09/2006	620

ISBE Approval

District Name: Orland SD 135 **RCDT #:** 070161350020000

Original Submission ISBE Approval Date:

School Years Covered by Plan: Plan Expiration Date: 06/30/2017

2015 2016 2017

Section Used for Mid-Course Correction Only

Mid-Course Correction (MCC)

Date of Annual Review Leading to MCC: Approval Date of MCC:

Preliminary Information	Requirements
All required identifying district information is complete.	Meets Does Not Meet

Comments:

District Data	Requirements
• District Information • Report Card Data • Local Assessments • Technology Data	Meets Does Not Meet

Comments:
3/10/2014 jbaiter: Report Card Conclusions missing. Technology Data Analysis Section missing.
3/20/2014 jbaiter: Report Card Conclusions missing.
4/23/2014 jbaiter: Corrected

Action Plan	Requirements
Overall Review of Action Plan • Goals • Strategies and Activities	Meets Does Not Meet

Comments:

Instruction Strategies and Activities ☐ Meets ☐ Does Not Meet

Comments:
3/10/2014 jbaiter: This section deals with how Students will be using technology in the classroom. What software, online programs, etc. will they be using. You need to show why students need access to the internet. Your current entries can be moved to professional development. Please correct all three fiscal years.
3/20/2014 jbaiter: Not Corrected - Please contact your LTC Director for help correcting your plan.
4/23/2014 jbaiter: For the purposes of E-rate and any possible audits that could occur in the future, please simplify your activities to show what students will use in the classroom, such as "students will use X online reading program to help achieve reading goals". Move ALL teacher information to professional development.

Professional Development Strategies and Activities ☐ Meets ☐ Does Not Meet

Comments:
3/10/2014 jbaiter: Please check to ensure all entries have starting and ending dates.
3/20/2014 jbaiter: Not Corrected

Technology Deployment Strategies and Activities ☐ Meets ☐ Does Not Meet

Comments:
3/10/2014 jbaiter: For purposes of E-rate, please include all E-ratable purchases (landline, internet access, etc.). Starting date for this section should be 7/1/20__ and ending date should be 6/30/20__.
3/20/2014 jbaiter: Not corrected
4/23/2014 jbaiter: Not corrected. If district doesn't use E-rate, please e-mail me at jbaiter@isbe.net and we'll send you a letter approving the plan for all programs but E-rate.
5/30/2014 jbaiter: Meets for all but E-rate purposes

Monitoring and Evaluation	Requirements
• Monitoring Description • Monitoring Process • Internet Safety Policy	☐ Meets ☐ Does Not Meet

Comments:

ISBE Review

☐ Approved ☐ Revisions Needed ☐ Not Approved

Comments:
03/10/2014 jbaiter: The Illinois State Board of Education finds this plan to be in need of revision. Please note the comments above regarding necessary corrections and/or actions. Please reference the ISBE District Technology Plan Writing Guide http://www.isbe.net/spec-ed/elearning/pdf/tech-plan-writing-guide-13-14.pdf and/or contact your Learning Technology Director for technical

assistance regarding revisions prior to resubmitting the plan. The plan must be resubmitted within 30 calendar days.
3/20/2014: Plan was not corrected. Please contact your LTC Director for help correcting the plan.
4/23/2014: Please contact your LTC Director for help correcting the plan.
5/30/2014 jbaiter: The plan is approved for all but E-rate purposes