

**ILLINOIS e-Plans**  
**TECHNOLOGY INTEGRATION PLAN TEMPLATE**

**DISTRICT INFORMATION:**

District Name	Avon Community Unit School District #176		
RCDT Number	22029176026		
District address	320 East Woods Street		
City/State/Zip	Avon	IL	61415
Superintendent Name	Alene Reuschel	Superintendent e-mail address	<a href="mailto:areuschel@avonschools.us">areuschel@avonschools.us</a>
District Phone Number	309-465-3708	District Fax Number	309-465-9030
Name of person to contact regarding this plan	Chris Janssen	Contact e-mail address	<a href="mailto:cjanssen@avonschools.us">cjanssen@avonschools.us</a>
Contact Phone number	309-465-3621	Contact Fax Number	309-465-7194

2. Check appropriate line:

Original Submission

Amended Submission

3. (Only for Annual Evaluation) The plan was reviewed and evaluated on \_\_\_\_\_  
(month/day/year)

4. (Only if Amended Submission) Mid course correction was needed  yes  no

## **VISION:**

The vision statement was developed by the Technology Committee at their March 17, 1998 meeting. After reviewing the Best Hopes from the March 5, 1998 meeting, the Six Essential Learnings in a Technological Society , and the Indicators of Engaged Learning, the committee established their basic beliefs about technology for our district. From these basic beliefs, the Technology Committee developed a vision statement. One of the underlying themes of the discussion was that technology would impact life as we know it and schools had a role/responsibility to provide opportunities for technology use in order for our future generations to compete in this new world. From this meeting, the technology committee developed a vision statement.

During the spring of 2007, the technology committee reviewed the original vision statement. The consensus was that the original vision statement still captures the preferred future of the role of technology in providing opportunities for all students within our district. The **following vision is a reaffirmation of the work done by previous groups.**

*The Avon Unit School District #176 and community are committed to keeping its staff, students, and citizens current with their technological skills and equipment. As teachers become facilitators of learning, the students will become more independent learners and problem solvers. Through a collaborative effort within the community, all citizens will realize the value of life-long learning skills and will be prepared as productive members of our community.*

We realize technology must be readily adapted as situations change. The Avon Unit School District #176 realizes that as conditions change (enrollment, technology, etc) the technology in place for students and staff must change as well. This plan will be evaluated annually with input from students, staff, community and parents. We must be constantly exploring research-based technology solutions for use in the classroom to improve the learning environment. Recent changes we have encountered have included the huge changes due to distance learning becoming an integral part of the educational process at Avon CUSD #176.

## **DATA AND ANALYSIS:**

### **Part A - Data Collection and Information**

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

A copy of the current district report card was submitted with this plan and can also be found at the following web location.

<http://www.avonschools.us/Documents/2006district.pdf>

#### **District Report Card Summarize the Data:**

- Summary
  - Overall performance on all state tests has been rising slightly and has been above state averages
  - ISAT performance continues to be a strong point also above state averages
    - Grade three performance is exceptional at the 100% level for 2006 testing
    - Grade four continues to hold in the upper 80% range
    - Grade five shows slight decrease for 2006, but continues to be above state averages
    - Grade six started their first state testing very well at the 94% level
    - Grade seven continues to do well in science and slightly above state averages in reading and mathematics
    - Grade eight continues to improve and remain above state averages
  - PSAT performance dipped slightly and for the first time actually was below state average

- Analysis and Identification of needs/gaps
  - During our improvement process, major gaps and goals are developed by each building. The current building focuses due to achievement gaps are:
    - Elementary
      - Writing
      - Mathematics
    - Middle School
      - Writing
    - High School
      - Reading

District Report Card **Key Factors:**

- Elementary writing – lack of common writing assessments
- Elementary math – lack in basic computational skills
- Middle School writing – no local assessment prior to state testing
- High School reading – lack of skills in teaching reading across the curriculum

District Report Card **Conclusions:**

- A common writing assessment must be developed
- Basic math computational skills must be emphasized especially at the lower grade levels
- Teachers need training in reading across the curriculum and reading must be emphasized in all curricular areas

## A.2 Other Data

### *Attributes and challenges of the district and community that affect student learning*

#### Attributes and challenges - **Description:**

- Tools used
  - School Improvement plan
  - Staff surveys
  - State Report Card
  - Past technology plans
  - Personal interviews with community members/leaders
  - <http://www.factfinder.census.gov>
  - Technology inventories and utilization data

#### Attributes and challenges - **Summarize the Data:**

##### *Community:*

Avon Unit District #176 is a rural district in the West Central part of the state. The school district has two attendance centers located on a single campus. The educational staff of Avon Unit District #176 includes 3 administrators, 28 teachers, and 2 aides. The population centers within the school district are very small and include the towns of Avon (pop. 950) and St. Augustine (pop. 300). Approximately 70% of the 273 students attending Avon live in the small towns and 30% live in the rural areas. According to the 2006 State School Report Card, our district has 47.6% of its families classified as low income. Our small rural school district is isolated from major population centers where important services are available, and many parents drive from 25 to 60 miles for employment opportunities. These larger population centers are not only outside the district, they are in counties that are not part of the school district service area.

The community and school district has been very supportive of education. During the fall of 1996, Avon Unit District #176 passed a district-wide referendum. This referendum was a definite vote of commitment by the community to maintaining a quality school system. The district shows direct support of technology by including a line item in the district budget for technology. This Technology Budget line item has been part of the district budget since the 1996-97 school

year.

The following **demographics** provides a profile of the community:

Avon	
Type	Rural/Farming
Population	950
Cultural/Ethnic Background	99% white
Educational Backgrounds	Blue Collar Majority High School degrees
Major Employer	Variety of blue collar (farming, factory, trucking)
Economic Climate	Poor-Increase in unemployment

***CURRENT DEMOGRAPHICS FOR AVON CUSD #176***

*Student Racial/Ethnic Background:*

	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian/Pacific ic</b>	<b>Native American</b>
<b>D</b>	99.3%	0%	0%	.7%	0%
<b>S</b>	55.7%	19.9%	18.7%	3.8%	0.2%

D = District      S = State

*General Student Information:*

	<b>Daily Attendance</b>	<b>Mobility</b>	<b>Chronic Truancy</b>	<b>Low Income</b>	<b>Limited English</b>
<b>D</b>	95.0%	8.2%	0.0%	47.6%	0%
<b>S</b>	94.0%	16.0%	2.2%	40.0%	6.6%

*Current District Attributes and Challenges:*

<b>ATTRIBUTES</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• High technology availability</li> </ul>	<ul style="list-style-type: none"> <li>• Low percentage of teachers with education beyond Bachelor’s degree as compared to the state</li> </ul>
<ul style="list-style-type: none"> <li>• Rising standardized scores</li> </ul>	<ul style="list-style-type: none"> <li>• High mobility rate</li> </ul>
<ul style="list-style-type: none"> <li>• Good financial condition based on state rating system</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Good pupil – teacher ratio</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



*Current Community Attributes and Challenges:*

<b>ATTRIBUTES</b>	<b>CHALLENGES</b>
• Pride in Community	• Lack of major businesses/ unemployment increasing
• Strong support of school activities	• Limited taxing base
• Intergovernmental cooperation strong (Includes School District)	• Losing younger residents to larger communities
• Low crime rate	• Few services available

Attributes and challenges - **Key Factors:**

- Board and community committed to utilizing technology to enhance education

Attributes and challenges - **Conclusions:**

- Population numbers continue to decline
- Poverty rates continue to increase
- As the poverty rate increases, the availability for students to have technology at home will decrease. We need to look at incorporating a time when students can utilize technology resources at school outside of school hours.

## ***Local Assessment Data***

### Local assessment data - **Description:**

- Iowa Test of Basic Skills (given in grades 1-10 each year)
- Locally developed classroom assessments (given in each course regularly)

### Local assessment data - **Summarize the Data:**

- In analysis of ITBS scores, we use the median score instead of the mean score because of our low population. We feel it is important to have a measurement of how the “middle student” in each group is doing.
- Analysis of ITBS data shows that scores have started to level out in many areas
- Some areas of ITBS scores have dropped slightly recently, but none are a major concern

### Local assessment data - **Key Factors:**

- Population numbers continue to drop
- Free/reduced lunch percentages continue to increase district wide

### Local assessment data - **Conclusions:**

- Overall elementary scores dropped slightly in many areas over the last few years
- Middle School math scores continue to decline
- High School scores remain constant to slightly dropping
- The availability of technology to students in the classroom needs to be examined and improved.
- Mobile labs in the high school and middle school need to be upgraded
- A continued effort needs to be made to improve technology availability so technology is available and can be used when students need it most, in the classroom

***Educator qualifications and professional growth and development data***

Educator qualifications and professional growth and development - **Description:**

- District Report Card
- Staff Professional Development Needs Assessment
- District professional development plan
- Staff technology survey

Educator qualifications and professional growth and development - **Summarize the Data:**

*Teacher Racial/Ethnic Background:*

	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian/Pacific ic</b>	<b>Native American</b>
<b>D</b>	100.0%	0.0%	0.0%	0.0%	0.0%
<b>S</b>	84.9%	9.2%	4.6%	1.2%	0.2%

D = District      S = State

*Teacher Characteristics:*

	<b>Average Teaching Experience</b>	<b>Teachers with Bachelor's Degrees</b>	<b>Teachers with Master's &amp; Above</b>	<b>Pupil- Teacher Ratio: Elementa ry</b>	<b>Pupil- Teacher Ratio: High School</b>
District	11.9	71.1%	28.9%	11.9	10.4
State	13.0	49.3%	50.6%	19.1	18.9

### Other Key Findings:

- 82% of teachers reported using technology at least weekly in classroom instruction
- 56% of teachers reported utilizing technology at least weekly to communicate with parents
- 100% of teachers reported response time to technical needs is satisfactory or better
- 66% of teachers stated they had technology available for their students with little effort

### Educator qualifications and professional growth and development - **Key Factors:**

- We are a small rural district
- Student enrollment is declining

### Educator qualifications and professional growth and development - **Conclusions:**

- Educators overall in the district are happy with the technical support they receive
- Teachers and staff need to continue having applicable professional development available to them
- An effort needs to be made to improve the availability of technology in the classroom
- Teachers need more training in better utilizing technology resources with students

### *Parent/Community Involvement*

#### Parent/Community Involvement - **Description:**

- Parent technology survey
- Parental contact logs
- Personal interviews with parents
- Personal interviews with community leaders
- Attendance data

### Parent/Community Involvement - **Summarize the Data:**

- Teachers reported parental contact with 97.2% of parents in the district
- 92% of parents reported their student has adequate technology access at school
- 46% of parents reported teachers used email to communicate with them
- Parents reported through surveys and interviews a desire to have the ability to log into the school system to view current attendance and grade data

### Parent/Community Involvement - **Key Factors:**

- We have many parents that work schedules that make them unavailable during teacher working hours
- Teachers make a conscious effort to contact parents when an issue arises

### Parent/Community Involvement - **Conclusions:**

- Teachers must continue their efforts to keep in contact with parents
- Web access to current student data is important to parents
- The district must continue to improve efforts in utilizing technology to keep parents and community informed

## **A.3 Technology Deployment**

### Technology Deployment - **Description:**

- District inventory
- District inventory spreadsheet (also submitted)
- Long-term technology replacement plan

### Technology Deployment - **Summarize the Data:**

- The vocational departments continue to have very modern computer equipment.
- Teacher workstations have all been replaced over the last few years making technology readily available to teachers for work and instruction
- (See inventory spreadsheet for more detailed data on inventory.)
- Current infrastructure
  - Internet access is achieved through the Illinois Century Network through a T-1 line
  - The network has main switches with 10/100/1000 connectivity speed.
  - There is at least one data drop line in each office. Classrooms have three data lines.
  - All internet access is protected by a firewall and content filter
  - All incoming email is scanned for spam and virus content
  - Five Windows 2003 servers are in place to meet our networking needs
  - Interactive video is provided through a wireless Edunet connection in partnership with Carl Sandburg College and a host of other K-12 schools

### Technology Deployment - **Key Factors:**

- Solid support for technology from the board through finances to provide technology hardware, software and a technology coordinator to address technical needs
- The technology coordinator also coordinates technology related staff development as determined by an annual professional development needs assessment

### Technology Deployment - **Conclusions:**

- The long-term replacement plan must continue to be updated as characteristics change
- The district must continue to replace workstations and infrastructure to adequately support the efficient use of technology in student learning

## **Part B - Data Analysis**

### **Conclusions from Data Collection – Part 1**

- A common writing assessment must be developed
- Basic math computational skills must be emphasized especially at the lower grade levels
- Teachers need training in reading across the curriculum and reading must be emphasized in all curricular areas
- Population numbers continue to decline
- Poverty rates continue to increase
- Overall elementary scores dropped slightly in many areas over the last few years
- Middle School math scores continue to decline
- High School scores remain constant to slightly dropping
- Educators overall in the district are happy with the technical support they receive
- Teachers and staff need to continue having applicable professional development available to them
- An effort needs to be made to improve the availability of technology in the classroom
- Teachers must continue their efforts to keep in contact with parents
- Web access to current student data is important to parents
- The district must continue to improve efforts in utilizing technology to keep parents and community informed
- The long-term replacement plan must continue to be updated as characteristics change
- The district must continue to replace workstations and infrastructure to adequately support the efficient use of technology in student learning

### **An Analysis of the Data by Identifying the Patterns and Trends – Part 2**

#### **OVERALL PATTERNS**

- Through the years of tracking data, most data was making a steady climb
- A few years ago, the data started to show student scores starting to level out, but overall continuing to improve outside of a few isolated declines

## KEY FACTORS

- Population continues to decline
- Poverty rates continue to increase
- A new math series was implemented at the elementary last year in an effort to improve basic computational skills

## PREVAILING CONCLUSIONS

- Elementary needs to continue their focus on basic math skills
- Junior High and High School need to focus on writing and reading skills.

## **ACTION PLAN:**

**Note:** The action plan is contained in a separate Excel file submitted with this plan.



## **Part F. Monitoring Process**

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

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

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

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

Information within this section should:

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

The technology committee will:

- continue to monitor the progress of the district goals and the role of technology in meeting these goals.
- maintain an open communication dialog with administrators and staff to measure the use of technology in the school and classroom.
- measure the quality of technology by monitoring technology requests by individual staff member and equipment.
- address professional development needs through an annual professional development needs assessment.
- evaluate the progress of this plan on an annual basis and readjust the technology plan as necessary.
- monitor the long term replacement plan and adjust as necessary.

F.2 Designate the name and role of the person (e.g., Karen Smith, assistant principal) overseeing the objective(s).

Chris Janssen, Technology Coordinator

## **PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION**

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

A small district such as Avon CUSD 176 has an advantage in working with stakeholders because of the ease in dealing directly with those stakeholders. Our stakeholders in this education process include students, parents and the community. It is important that we keep in constant contact with these groups to get feedback on what is working and what needs improvement. This feedback will be achieved through personal contact, student achievement as measured on state tests and local assessments, and period surveys. We make an effort to include all of those individuals and groups that wish to have representation and a voice in helping improve the educational environment for our students. We have no adult literacy providers in the district to include in our plans. We maintain a constant communication line with the local city library and include them to the extent they wish to be included.

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

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. The Tech Coordinator may disable the filtering device for bona fide research or other lawful purpose, provided that he/she receives prior permission from the Superintendent. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Limiting student access to inappropriate matter as well as restricting access to harmful materials;
2. Student safety and security when using electronic communications;
3. Limiting unauthorized access, including "hacking" and other unlawful activities; and

4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

#### Authorization for Electronic Network Access

Each user must sign the District's Authorization for Electronic Network Access as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised use.

All users of the District's computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student, staff member, or other user to follow the terms of the Authorization for Electronic Network Access, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

ADOPTED BY AVON SCHOOL BOARD: July 18, 2002

## **CERTIFICATION AND ASSURANCES**

### **ASSURANCES**

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116 (c)(7)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving the schools is founded on scientifically based research (NCLB, Section 1116(b)(4)(C) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and Performance Descriptors and reflect the alignment of curricula, instruction, and assessment with the Illinois Learning Standards and, if applicable, with the Illinois English Language Proficiency Standards.
4. The district will spend at least 25 percent of the funds made available under Title II-D of NCLB, for the purpose of providing high-quality professional development in the integration of advanced technologies including emerging technologies, into curricula and instruction.
5. The district will give reasonable public notice and hold at least one public hearing to address a proposed technology protection measure and internet safety policy as set forth by the Neighborhood Children's Internet Protection Act (NCIPA). The adoption of this policy shall meet the five criteria required by Section 25491 of the Children's Internet Protection Act (CIPA).

Signature of LEA Superintendent