

CUSD 200

Technology Integration Plan 2009

Submitted	2/26/2009
Plan Resubmitted	4/6/2009
Pending ISBE action	4/9/2009
ISBE Approved	4/14/2009

District Information

District Name:	CUSD 200	District Address:	130 W PARK AVE
City/State/Zip:	WHEATON,IL,60189 6460	RCDT Number:	190222000260000
Superintendent:	DR RICHARD DRURY	Superintendent Email:	rdrury@cusd200.org
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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.

Our vision is to be an exemplary, student-focused school district that is highly regarded for the competence and character of our students and the excellence of our people, programs, and learning environment. The district will work to have technology fully incorporated into the instructional and administrative programs

and use forward thinking to respond to emerging needs of and changes to budget and infrastructure, data management, and communications.

**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?	No
Is this District making AYP in Reading?	No	2007-08 Federal Improvement Status	
Is this District making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.9	Yes	99.9	Yes	88.9		Yes	91.5		Yes	95.1	Yes	99.7	Yes
White	99.9	Yes	99.9	Yes	92.8		Yes	94.1		Yes				
Black	100.0	Yes	100.0	Yes	70.3		Yes	72.7		Yes				
Hispanic	100.0	Yes	100.0	Yes	69.7		Yes	80.4		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	86.5		Yes	93.0		Yes				
Native American														
Multiracial /Ethnic	100.0	Yes	100.0	Yes	84.7		Yes	88.1		Yes				
LEP	100.0	Yes	100.0	Yes	51.0		No	71.2		Yes				
Students with Disabilities	99.6	Yes	99.6	Yes	68.9		Yes	74.8		Yes				
Economically Disadvantaged	99.8	Yes	99.8	Yes	67.1		Yes	75.9		Yes				

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)?: **No**

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?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent		Is this district meeting Progress in English Target?	Yes
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations	Is this district meeting AYP for LEP Subgroup target?	No
10	85	95	95	62.5	62.5	90	75		

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	Percent Making Progress
796	383	48.1	619	591	95.5

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		
100	Yes	100	Yes	51		No	71.2		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 (%)	95.6	95.5	93.2	93.6	94.0	95.2	95.1	95.1
Truancy Rate (%)	0.5	0.4	1.0	0.9	0.6	0.6	0.9	0.7
Mobility Rate (%)	14.1	10.0	10.0	10.1	8.0	7.6	9.8	11.2
HS Graduation Rate, if applicable (%)	89.2	94.1	99.6	95.5	99.6	100.0	99.4	99.7
HS Dropout Rate, if applicable (%)	2.2	2.6	2.7	1.5	1.7	1.5	1.6	1.2
District Population (#)	14205	14301	14183	14024	13920	13845	13597	13421
Economically Disadvantaged (%)	8.5	8.4	10.9	12.6	15.2	15.9	16.9	18.3
Limited English Proficient (LEP) (%)	4.1	1.5	3.2	4.4	5.1	5.1	5.7	7.0
Students with Disabilities (%)								
White, non-Hispanic (%)	84.6	83.6	82.7	81.4	80.1	78.9	77.7	76.3
Black, non-Hispanic (%)	4.7	5.1	5.7	6.2	5.7	6.0	6.4	6.8
Hispanic (%)	5.7	6.5	7.0	8.0	8.6	9.2	9.6	10.0
Asian/Pacific Islander (%)	4.9	4.8	4.5	4.4	4.2	4.2	4.1	4.2
Native American or Alaskan Native(%)	0.1	0.1	0.1	0.1	0.1	-	-	0.1
Multiracial/Ethnic (%)	-	-	-	-	1.4	1.7	2.3	2.5

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(%)
D I S T R I C T	1999	85.9	4.7	4.4	5.0	0.1	-
	2000	85.3	4.3	5.2	5.1	0.1	-
	2001	84.6	4.7	5.7	4.9	0.1	-
	2002	83.6	5.1	6.5	4.8	0.1	-
	2003	82.7	5.7	7.0	4.5	0.1	-
	2004	81.4	6.2	8.0	4.4	0.1	-
	2005	80.1	5.7	8.6	4.2	0.1	1.4
	2006	78.9	6.0	9.2	4.2	-	1.7
	2007	77.7	6.4	9.6	4.1	-	2.3
	2008	76.3	6.8	10.0	4.2	0.1	2.5
S T A T E	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(%)
D I S T R I C T	1999	3.4	8.3	93.0	95.8	13.0	109	0.8	1.7	89.5
	2000	3.6	8.5	93.6	96.2	13.3	85	0.6	2.4	91.0
	2001	4.1	8.5	92.6	95.6	14.1	70	0.5	2.2	89.2
	2002	1.5	8.4	92.9	95.5	10.0	51	0.4	2.6	94.1
	2003	3.2	10.9	97.6	93.2	10.0	135	1.0	2.7	99.6
	2004	4.4	12.6	97.7	93.6	10.1	130	0.9	1.5	95.5
	2005	5.1	15.2	97.3	94.0	8.0	80	0.6	1.7	99.6
	2006	5.1	15.9	98.7	95.2	7.6	83	0.6	1.5	100.0
	2007	5.7	16.9	98.3	95.1	9.8	116	0.9	1.6	99.4
	2008	7.0	18.3	98.5	95.1	11.2	89	0.7	1.2	99.7
S T A T E	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	13930	-	-	-	-	-	-
	2000	14128	-	-	-	-	-	-
	2001	14205	1101	1141	1130	1140	1156	1000
	2002	14301	1060	1073	1117	1146	1145	1169
	2003	14183	1078	1058	1070	1150	1142	1130
	2004	14024	1013	1078	1064	1125	1160	1145
	2005	13920	1008	1028	1063	1096	1123	1103
	2006	13845	1003	1025	1038	1077	1107	1106
	2007	13597	943	1002	1026	1069	1091	1169
	2008	13421	955	928	1003	1050	1060	1062
S T A T E	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(%)
D I S T R I C T	1999	818	14	50254	42	58	19	20	-	-
	2000	849	13	50733	44	56	19	20	-	-
	2001	872	13	52648	42	58	19	20	-	-
	2002	898	13	55091	41	59	18	20	1	-
	2003	914	13	57574	40	60	18	20	1	0
	2004	861	13	61567	41	59	18	20	0	0
	2005	863	12	61783	36	64	18	20	1	0
	2006	868	12	61922	31	69	18	20	2	-
	2007	868	12	65215	25	75	18	20	1	-
	2008	887	13	68234	24	76	18	19	0	-
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	83.2	84.9	88.0	90.1	89.8	86.5	-	-	-	91.0	90.2	88.4	80.3	81.2	86.5	87.9	91.2	89.6
White	88.2	88.8	91.1	92.9	92.5	92.8	-	-	-	92.5	91.8	93.4	85.4	85.7	89.2	92.4	92.7	94.1
Black	46.7	48.5	56.1	56.3	61.2	69.8	-	-	-	76.7	65.4	68.4	39.0	38.9	63.8	58.3	76.8	61.3
Hispanic	51.0	77.6	72.6	84.4	77.1	56.7	-	-	-	82.5	91.1	66.3	54.8	61.1	72.4	75.0	84.7	74.7
Asian/Pacific Islander	83.3	83.3	90.0	94.0	93.3	79.5	-	-	-	91.9	96.8	92.9	78.2	80.7	88.1	83.3	91.8	90.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	63.7	82.3	79.2	86.7	87.0	-	-	-	86.4	88.0	75.7	-	-	-	77.8	81.9	80.6
LEP	46.2	-	33.3	-	-	46.8	-	-	-	-	-	57.6	50.0	-	-	-	-	52.0
Students with Disabilities	54.1	59.2	62.5	66.5	62.5	66.4	-	-	-	66.1	68.8	60.9	42.5	42.1	61.4	54.9	58.9	66.7
Economically Disadvantaged	50.4	60.0	70.6	75.5	70.2	59.2	-	-	-	77.5	70.6	65.5	48.4	48.0	65.8	66.4	77.5	67.2
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	89.7	89.2	92.0	-	-	-	88.4	90.9	91.8	83.0	85.2	92.3	89.9	91.1	94.4
White	-	-	-	94.5	93.9	96.0	-	-	-	92.6	94.8	95.9	86.1	88.7	94.4	93.9	94.2	97.3
Black	-	-	-	62.8	65.8	69.4	-	-	-	55.8	70.3	71.7	54.0	55.2	77.1	57.5	71.2	81.8
Hispanic	-	-	-	62.6	70.1	74.7	-	-	-	74.7	67.1	76.2	54.3	60.0	77.4	76.7	81.3	80.4
Asian/Pacific Islander	-	-	-	97.7	91.4	79.6	-	-	-	85.2	92.9	97.4	86.6	86.8	87.5	91.5	88.9	95.7
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	73.3	79.0	100.0	-	-	-	72.7	84.6	78.2	-	-	-	93.4	66.7	84.6
LEP	-	-	-	-	20.0	52.9	-	-	-	-	33.3	41.1	27.3	27.3	33.3	-	42.8	51.6
Students with Disabilities	-	-	-	60.0	58.6	65.6	-	-	-	52.3	57.2	66.0	28.8	48.0	65.7	57.9	59.4	75.2
Economically Disadvantaged	-	-	-	63.2	67.4	71.9	-	-	-	67.7	68.7	75.4	57.3	55.7	79.2	66.2	73.7	79.3

PSAE - % Meets + Exceeds for Reading for Grade 11

Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	74.6	73.8	74.5	77.0	77.5	74.4
White	78.0	76.9	76.9	81.1	82.5	80.8
Black	37.5	38.1	49.0	50.0	45.1	34.5
Hispanic	42.5	51.3	52.0	33.3	36.9	39.7
Asian/Pacific Islander	66.6	69.6	78.3	74.1	70.4	65.8
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	3.1
Students with Disabilities	19.8	29.0	29.7	23.2	41.5	44.8
Economically Disadvantaged	42.1	34.5	45.1	37.5	46.3	31.5

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	93.0	94.2	94.2	95.8	95.8	95.5	-	-	-	96.8	96.3	95.7	85.5	88.2	91.6	92.0	96.4	94.5
White	96.0	96.9	96.2	97.6	98.0	97.5	-	-	-	97.6	97.1	97.8	89.3	92.0	94.7	95.3	97.8	97.4
Black	64.4	67.2	77.5	75.1	73.4	83.0	-	-	-	90.7	86.8	82.4	55.7	52.8	60.4	63.9	79.1	75.8
Hispanic	80.9	88.0	77.4	93.4	85.8	88.4	-	-	-	89.3	97.9	91.0	68.5	71.2	81.0	86.1	89.9	88.9
Asian/Pacific Islander	91.7	93.4	100.0	96.9	100.0	93.2	-	-	-	94.5	96.7	97.7	80.0	84.6	90.5	88.9	97.3	90.2
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	91.0	94.1	88.0	90.3	97.9	-	-	-	100.0	92.0	85.3	-	-	-	88.9	95.5	86.7
LEP	76.9	-	75.0	-	-	83.7	-	-	-	-	-	85.1	50.0	-	-	-	-	75.3
Students with Disabilities	77.9	80.7	83.4	87.0	82.8	87.0	-	-	-	88.3	88.6	86.4	53.6	62.3	70.0	69.7	83.8	87.8
Economically Disadvantaged	79.8	75.5	84.2	86.4	82.7	84.6	-	-	-	90.0	88.1	82.9	60.9	61.2	70.0	75.9	86.8	81.6
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	93.5	92.5	93.7	-	-	-	89.6	93.3	91.9	78.0	80.6	83.7	90.0	93.4	94.5
White	-	-	-	96.3	95.8	97.0	-	-	-	94.0	96.4	95.8	82.5	84.6	86.9	93.4	96.2	96.9
Black	-	-	-	72.8	73.7	75.5	-	-	-	55.8	68.8	71.7	26.5	39.6	56.3	62.5	71.2	77.3
Hispanic	-	-	-	82.3	79.3	79.1	-	-	-	73.6	79.0	76.2	46.7	52.4	61.9	80.2	87.9	85.4
Asian/Pacific Islander	-	-	-	100.0	97.2	89.6	-	-	-	92.5	97.7	94.9	82.7	92.1	82.5	89.4	92.6	100.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	80.0	84.3	86.9	-	-	-	63.7	91.7	86.9	-	-	-	86.7	66.7	84.6
LEP	-	-	-	-	70.0	66.7	-	-	-	-	58.3	52.8	27.3	9.1	50.0	-	78.5	54.9
Students with Disabilities	-	-	-	68.6	66.1	71.4	-	-	-	57.0	67.2	67.1	23.8	40.1	42.4	55.7	65.4	73.6
Economically Disadvantaged	-	-	-	77.6	77.0	78.5	-	-	-	68.0	73.4	76.1	42.4	47.3	56.7	66.7	78.9	78.1

PSAE - % Meets + Exceeds for Mathematics for Grade 11

Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	75.5	72.5	72.8	76.7	75.4	72.1
White	78.4	75.7	77.1	81.2	81.0	78.3
Black	31.3	31.0	34.7	38.9	29.4	27.6
Hispanic	50.0	43.6	28.0	38.9	33.8	37.1
Asian/Pacific Islander	75.4	76.1	83.8	74.1	75.0	73.2
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	3.1
Students with Disabilities	24.4	23.0	22.3	19.2	30.5	25.6
Economically Disadvantaged	38.6	31.1	28.5	35.2	41.7	32.1

Section I A. Data & Analysis — Report Card Data

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

READING SUMMARY

In spite of the fact that LEP students, who comprise 7% of the District 200 student population, were notified in December of 2007 that they were to take an on-level ISAT or PSAE rather than the IMAGE, Reading scores for all students in District 200 increased 1%, from 88% to 89% meeting or exceeding standards.

- The Reading Strategies subscore of ISAT Reading, the Reading strand targeted in the 2007 – 2008 District Improvement Plan, showed an increase of 5%, from 72% correct in 2007 to 77% correct in 2008.
- The Vocabulary subscore of ISAT Reading showed an increase of 4%, from 79% in 2007 to 83% in 2008.
- The Literature subscore of ISAT Reading remained stable, at 79% in both 2007 and 2008.
- The Reading Comprehension subscore of ISAT Reading decreased by 1%, from 80% to 79%.

READING STRENGTHS

The analysis of District 200 Reading scores demonstrates that, when LEP students with less than 5 years in the program are removed from the data set, not only is the district's overall reading achievement increasing, but the achievement gap of all subgroups is continuing to shrink.

In spite of the inappropriate tests administered to LEP students with five years or less in the program, the data can still be analyzed to strengthen programs and instruction. An analysis of ISAT subscores for 2007 and 2008 provides further information.

In order to identify a district target for instructional improvement, this requires a more in-depth analysis.

READING WEAKNESSES

The most informative analysis of ISAT subscores involves disaggregating them by performance level.

Reading subscores were disaggregated by students who Exceeded standards, students scoring “On Level” by District 200 Standards, which denotes a score in the top half of the Meets scale score range, and students scoring “Cusp” by District 200 Standards, which indicates a score in the lower half of the Meets scale score range or the top of the Below scale score range.

Scores for the students scoring Below or Warning were not disaggregated by subscore. These students are receiving intensive interventions, such as special education, reading support, or ELL, and an off-level test is required in order to identify their specific needs.

Although it was the subscore with the highest growth during the 2007 – 2008 school year, Reading Strategies remains the lowest ISAT subscore for students at all ISAT score levels.

Prior to 2006, ISAT scores were reported by genre: fiction and non-fiction. The state no longer provides this analysis, but it is possible to disaggregate scores in a way which provides an approximation of fiction versus non-fiction comprehension. The majority of fiction skills are included in the Literature strand, while the majority of non-fiction skills are denoted in the Reading Strategies and Reading Comprehension strands.

As ISAT levels decrease, the percent of students with no significant gap between Reading Comprehension and Literature decreases, and the percent of students whose Reading Comprehension scores are significantly lower than Literature increases.

However, it is important to note that over one-third of Cusp students have a gap in Literature and not Reading Comprehension, so it is essential to disaggregate data for these students on an individual basis.

When analyzing Reading Strategies and Reading Comprehension together, it becomes apparent that as ISAT scores decline, the percent of students with a gap in at least one of these strands of reading, which contain the majority of non-fiction items, increases.

These data are not conclusive, but they indicate a need for further analysis at the Local Assessment data in the next section of the plan.

PSAE scores do not provide subtests information, except for Day 1 (ACT) and Day 2 (Workkeys) scores. An analysis of Day 1 and Day 2 scores indicates that there is no longer an issue with motivation on Day 2 of the test. In 2006, approximately 12% of students scoring Below standards had an ACT score of greater than 30 and a Workkeys score of less than 3 out of 7, which indicates that Day 2 was most likely not taken seriously.

In 2007, one high school implemented incentives, reducing the incidence of the Day 1 / Day 2 motivation gap to a level so low that it cannot be reported without violating student privacy (less than five students).

In 2008, due to the positive results seen at the first high school, both high schools implemented incentives. Across the district, the incidence of the Day 1 / Day 2 motivation gap is now so low that it cannot be reported without violating student privacy (less than five students).

There continues to be a correlation between Grade 8 ISAT score ranges and performance on PSAE. For the third consecutive year, 95 – 100% of students who scored Exceeds or Solid Meets on 8th grade ISAT Reading or Math went on to score Meets or Exceeds on PSAE.

Of students who scored Below on 8th grade ISAT, 30% increased to Meets or Exceeds on PSAE.

Of students who scored Cusp (bottom half of the Meets scale score range and top of Below scale score range), one out of four dropped to Below in Reading and one out of three dropped to Below in Math on the PSAE.

Due to the fact that PSAE does not provide subscores, an analysis of Local Explore and PLAN data is needed and will be outlined in the Local Data section of the plan.

MATH SUMMARY

In spite of the fact that LEP students, who comprise 7% of the District 200 student population, were notified in December of 2007 that they were to take an on-level ISAT or PSAE rather than the IMAGE, Math scores for all students in District 200 increased 1%, from 91% to 92% meeting or exceeding standards.

MATH STRENGTHS

The achievement gap is continuing to close for all subgroups, and scores for all students have reached ceiling levels at the elementary and middle school levels. All subgroups at the district level made both the 2008 and upcoming 2009 AYP targets.

The renewed math curriculum at the elementary level, along with the new materials provided, beginning in the 2006 – 2007 school year, has undoubtedly contributed to the score increases.

Extended Day programs played a role in increasing math achievement.

The Title I Math program also plays a vital role in increasing the math achievement of students.

Some non-Title buildings have developed data-based math interventions under the auspices of Rtl, and these have also contributed to higher scores.

MATH WEAKNESSES

The IEP, LEP, SES, and Black subgroups only narrowly met the 2009 AYP target. More importantly, while these students perform well at the elementary and middle school levels, their performance at the high school level ranges from 4% to 40% meeting / exceeding.

An analysis of the state data under the lens of District 200 Performance levels elucidates the issue.

When students in these subgroups exit elementary school, 81% of them are denoted by the state as Meeting standards on ISAT. However, only 42% of them score solid Meets or Exceeds. The remaining 39% are in the Cusp Watch range, which indicates that they narrowly met. Three years of trend data research has indicated that students in the Cusp Watch range have “holes” in their math learning and can easily fall to Below in high school. The 41 – 42% Meeting / Exceeding statistic nearly mirrors the percentages of those subgroups who Meet or Exceed on PSAE, providing further confirmation of the trend data study which indicates that students in the Cusp Watch range are at risk.

The Title I criteria for entrance, exit, and program evaluation were based on a test written in 2000, before the Math Critical Content was renewed. The criteria for program evaluation has been simply that a student demonstrate an increase from pretest to post-test. Under Rtl, students in interventions need to not only demonstrate growth, but show sufficient growth to eventually catch up with their peers.

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.*

READING STRENGTHS

The District 200 Critical Content, which exceeds state standards, along with the professional development provided by the district, have contributed to student achievement in reading. Harcourt *Trophies*, the basal reading series used at the elementary level, was found by a meta-analysis conducted through national Rtl efforts to be among the most effective research-based reading programs. All grade levels are also provided with a rich assortment of novels to use as a tool for teaching the Critical Content.

Extended Day programs also demonstrated effectiveness in increasing student achievement in reading. Nine out of thirteen elementary schools, three out of four middle schools, and both of the district's two high schools offered these programs after school for students who need extra assistance in reading or

math. Not only did these programs afford students the opportunity to improve reading and math skills without missing other instruction, but they also provided intangible-but-invaluable relationships with staff which helped them feel more connected to their schools. These programs were particularly a factor for students in the SES, LEP, IEP, Black, and Hispanic subgroups.

The Reading Support Program, for which additional funds are made available at Title I schools due to their higher percentage of SES students, has contributed to the high reading achievement of District 200 students and to the closing of the achievement gap between subgroups.

The pilot of the renewed Local Language Arts Assessments, which are aligned to the Illinois Assessment Framework at levels which exceed state standards, was completed at the end of the 2007-2008 school year. Having access to the specific, valid Local Assessment questions and item analysis has helped teachers to understand exactly what is being expected of their students.

High performance on the IAA (Illinois Alternate Assessment) has continued to assist the IEP subgroup. Up to two percent of the district population, representing the most significantly discrepant IEP students, are permitted to be tested with this instrument. Student success on this individualized assessment is due not only to the quality of the instruction they are receiving, but also to the quality of the IAA training and support provided by the Department of Special Services.

Response to Intervention (RtI) training has been provided by the Department of Special Services to teams from all elementary and middle schools. This initiative benefits both special education and regular education students, places an emphasis on early intervention and research-based interventions, and involves an unprecedented level of collaboration between regular and special education.

MATH STRENGTHS

The achievement gap is continuing to close for all subgroups, and scores for all students have reached ceiling levels at the elementary and middle school levels. All subgroups at the district level made both the 2008 and upcoming 2009 AYP targets.

The renewed math curriculum at the elementary level, along with the new materials provided, beginning in the 2006 – 2007 school year, has undoubtedly contributed to the score increases.

Extended Day programs played a role in increasing math achievement.

The Title I Math program also plays a vital role in increasing the math achievement of students.

Some non-Title buildings have developed data-based math interventions under the auspices of RtI, and these have also contributed to higher scores.

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.*

READING

It is possible that a lack of non-fiction comprehension contributes to weaknesses in reading. Further analysis in the Local data section of the plan is needed in order to identify factors and draw conclusions.

READING AND MATH

Triangulating multiple data sources, with an emphasis on cusp students and students in interventions, will improve student performance in reading.

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, 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.*

District 200 Local Assessments - three times during the school year (Fall, Winter, Spring)
Explore tests - twice a school year (Fall, Spring)
PLAN tests - once a school year (Spring)
District Improvement Plan
School Improvement Plans
Scantron Achievement Series Software
Aimsweb
CIMS (Student Management System)

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

State data had indicated the possibility of a gap between fiction and non-fiction comprehension.

Correlation studies have been completed which allow District 200 Local Assessments to be used as ISAT predictors. When teachers see a student's Local score, they will know how much further analysis is required in order to ensure their success on ISAT. When combined with the Aimsweb RCBM reading fluency score from RtI, the strength of the prediction increases and enables teachers to target a student's exact reading needs. (See Appendix A for a Grade 3 sample.) Studies for Local Assessments at grades K, 1, and 2 will be completed as trend data leading up to ISAT becomes available.

Explore and PLAN are tests authored by ACT, the same company which produces both Day 1 (ACT) and Day 2 (Workkeys) of the PSAE. ACT has conducted correlation studies which enable these tests to be used as a predictor for ACT success.

A Local item analysis was conducted using District 200 Local Assessment data for grades 1 – 8 and Explore and PLAN data for grades 9 and 10. As was the case with state data, vocabulary and fiction comprehension were noted as significant strengths. It is apparent that there is a significant gap in Non-Fiction comprehension across grade spans in the district.

By drilling down still further into Local data, analyzing non-fiction expository text versus non-fiction narrative as compared to fiction comprehension, it is possible to further elucidate the areas to be targeted.

Within non-fiction comprehension, a specific item analysis was conducted on Elementary Local Assessments, Middle School Local Assessments, Explore, and PLAN. Several improvement targets surfaced across the grades. All are from the Reading Strategies and Reading Comprehension strands of the Illinois Assessment Frameworks. (For sample passages and questions, please see Appendix B.) They are phrased differently for different grades, but the essence of the skills and concepts is summarized below.

Reading Strategies

- Identify the structure and format of non-fiction text, including headers and graphics.
- Use information in charts, graphs, diagrams, maps, and tables to understand a passage.
- Identify main ideas when not explicitly stated in text.
- Identify cause and effect organizational patterns in non-fiction.

Reading Comprehension

- Distinguish among the main ideas and supporting details in any text.
- Determine the author's purpose, voice, or choice of words.

Correlation studies are underway as to the effect of reading fluency on comprehension. Rtl has introduced Aimsweb software and its fluency assessment tool, the RCBM, to the local data set.

Thus far, it has been found that fluency targets at third grade are highly specific to a student's comprehension level. At seventh grade, there appears to be a reading rate, as measured in words per minute by the Aimsweb RCBM, needed in order to successfully read the longer passages which are used in assessments and instruction at that grade level. (See sample in Appendix A.) Thus far, approximately a third of the students who struggle with non-fiction reading comprehension at the third grade level appear to have reading fluency rates significantly below the average range of the district normal curve. When their Local Assessment item analysis is disaggregated, they tend to make mistakes answering questions based on longer passages. Approximately a third of students who struggle with non-fiction comprehension have fluency within the district normal range. For these students, fluency does not appear to be a factor in their comprehension. Approximately one-third of students who struggle with non-fiction comprehension have fluency rates above the district normal curve. Their local item analysis will generally reveal a random pattern of careless errors throughout the test, because they are reading too quickly to comprehend.

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.*

READING STRENGTHS

The vocabulary initiative at the elementary level, which is currently being expanded to the middle school level, has been cited at Data Dives and Curriculum Leader meetings as contributing to the increase in reading scores noted on both state and local assessments.

The increased awareness of expectations and student performance afforded by the renewed Language Arts assessments has been cited at Data Dives.

The vast selection and quality of fiction novels made available to teachers at all grade levels has been noted as a cause of the strength in fiction comprehension.

The increased quantity and quality of biographies made available as a part of the last implementation of the Language Arts critical content has been cited as a factor in non-fiction narrative comprehension.

The Reading Support program contributes to the district's high levels of achievement.

READING WEAKNESSES

A lack of non-fiction expository materials at the appropriate reading level has been cited during SIP Data Dives. Regular textbooks available for science and social studies tend to be written several grades above students' reading levels and often cannot be read independently by students.

A lack of specificity in the Critical Content and Implementation Guides for non-fiction as compared to fiction has been cited during SIP Data Dives.

A lack of time spent on direct instruction of non-fiction comprehension has been noted at SIP Data Dives.

A lack of teacher training on how to teach non-fiction comprehension has been cited at SIP Data Dives.

It has been noted that the current Reading Support data does not consistently align with ISAT scores. Some students Exceeding standards are receiving services, while others Below standards do not qualify.

A lack of teacher training in how to interpret multiple data sources has been noted at administrator meetings, SIP Data Dives, and Rtl Committee meetings. Teachers have stated that they do not know how all of the reading data for students can be analyzed together, rather than interpreted in isolation.

The need for teachers to have a more detailed knowledge of ACCESS for ELLs scores and the classroom rubrics which accompany them has been mentioned Data Dives and Curriculum Leader meetings.

A lack of data on the Spanish and English reading achievement of Bilingual students has been noted as a factor in efforts to improve instruction for these LEP students.

MATH STRENGTHS

Participation in the voluntary Local Math Pretest has continued to increase.

Correlation studies are currently being conducted in order to set projected ISAT scores.

The Local Math Growth Model pilot has been successfully concluded, and the district will now be able to collect Local Math trend data and conduct specific item analyses similar to those performed for reading.

MATH WEAKNESSES

For a second consecutive year, the district has noted a trend of students falling from Exceeds to Meets in math as they move from third grade to fourth grade. This trend was explored on an individual student basis at SIP Data Dives. While it mirrors a state trend, it is not inevitable. One school elected to target this issue during the 2007 – 2008 school year, and the school was able to cut the percentage of students slipping from Exceeds to Meets from third to fourth

grade by more than half simply by adjusting the pacing of instruction, adding more exposure to problem solving with calculators, and instituting more ongoing review.

At SIP Data Dives and other data training sessions, anecdotal evidence indicates that the district needs to explore the relationship between math fact proficiency and overall math achievement. The cut scores set for the math facts portion of the 2007 – 2008 Local Math Assessment were too low to correlate with overall achievement.

The district mirrored a state trend of decreasing Math Extended Response scores across the elementary level. This can be attributed to the increased rigor of the prompts, which now involve the application of multi-step math processes to real-life data from a chart or table.

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.*

READING

Increased emphasis on non-fiction comprehension will increase student achievement in reading.

READING AND MATH

Analysis of multiple data sources will increase student achievement in reading and math.

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

Description - *Provide a description of other data collected during the development of this plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United State Department of Education, the Universal Services Administrative Company, and the local community upon request.*

State Report Card
CIMS (Student Management System)
School Improvement Plans

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

The percent of SES and LEP students in District 200 has increased dramatically over the past seven years.

The SES and LEP student populations tend to be among the most mobile. After several years of fluctuation, the district has also observed a steady increase in its mobility rate during the last three years.

Mobility, both within and from outside of the district, was an issue discussed at Data Dives and SIP Matriculation meetings, which are a crucial source of qualitative data for the District. Quantitative data pertaining to mobility was analyzed in relation to 2008 reading scores.

Fifth grade ISAT scores were used for the elementary study, because they represent the full impact of a student's elementary experience. Scores were analyzed for each subgroup for students who had attended their elementary school since kindergarten, for those who had moved from outside of the district, and for those who had moved from within the district.

It is important to note that within the Asian subgroup, there was not a statistically significant group for in-district mobility.

It is also important to note that within the Black subgroup, there was not a statistically significant group for no mobility (students who had attended their school since kindergarten).

If the elementary level had been evaluated based solely on students who had attended their schools since kindergarten, it is important to note that all subgroups, including LEP, would have made Adequate Yearly Progress.

For all groups except Black and LEP, students who moved within the district performed at lower levels than those who moved in from outside the district. The performance of Black and LEP students who moved from outside the district demonstrates the academic discrepancies with which these students often arrive in the district.

Eighth grade ISAT scores were used for the middle school study, because they represent the full impact of a student's middle school experience. Scores were analyzed for each subgroup for students who had attended their middle school since sixth grade, for those who had moved from outside of the district, and for those who had moved from within the district.

It is important to note that there was not a statistically significant group of students with no mobility or in-district mobility for the LEP subgroup. For the SES subgroup, it is noted that students moving in from out of district performed better than those who had remained in their middle school since sixth grade. For 2009 scores, a query is being designed through which it will be possible to ascertain how many of the students who remained in their middle school and high school were impacted by mobility at lower levels.

In spite of the fact that our poverty, mobility, and LEP rates have increased dramatically, the amount of state and federal funding awarded to the district has decreased by \$500,000 from the 2007 – 2008 school year to the 2008 – 2009 school year.

Given this decrease and the short notice with which it was enacted, the district had no alternative but to discontinue all extended day programs for the 2008 – 2009 school year.

Key Factors - *The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.*

READING AND MATH STRENGTHS

Extended Day programs were cited and proven by data to have a positive effect on student achievement in reading and math, especially for the very mobile SES and LEP student populations. Schools are working to compensate for the lack of extended day programs, but nothing can replace the academic gains and emotional connections made by students during that time, which did not require them to miss any other instruction in order to receive extra assistance in reading and math.

READING AND MATH WEAKNESSES

Cuts in state and federal funding have forced the cancellation of the Extended Day program for the 2008 – 2009 school year.

A lack of data pertaining to out-of-district and in-district transfer students has been cited at SIP Matriculation Meetings and SIP Data Dives.

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.*

READING AND MATH

Increased emphasis on building a connection between mobile student populations, their families, and their schools will increase student achievement in reading and math.

Analysis of multiple data sources will increase student achievement in reading and math.

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, 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.

Professional Development Evaluations, administered at every inservice or training session
District Improvement Plan
District Report Card
School Improvement Plans
CIMS (Student Management System)
Teacher Service Record
District Professional Development Plan

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

One-tenth of one percent of District 200 teachers are currently listed as not Highly Qualified as per NCLB standards, as compared to the state average of seven tenths of one percent.

Human Resources staff works with teachers to assist them in correctly documenting their certification information in the state system.

The percentage of District 200 teachers with a master's degree or above is 75.9% as compared to the state average of 53.2%.

The average experience of teachers in District 200 is 12.7 years, which is slightly higher than the state average of 12.4.

ELL students at the high school level are now being team-taught by a teacher highly qualified in mathematics and one highly qualified in ELL.

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 high levels of achievement of District 200 students can be attributed in large part to the qualifications, education levels, and efforts of its teaching staff.

The influx of novice new hires over recent years has challenged the district to provide mentoring, guide teachers, and an induction program which ensure a

high level of instructional quality and lead to a high retention rate for new teachers. The induction program includes training on administrative technology and an introduction to available instructional technology resources.

District 200 has an exemplary induction, mentoring, and professional development program. The new teacher evaluation program is now in its second year of full implementation. As a large number of retirements, and as a result, new hires, are projected for the 2010 – 2011 school year, strategic planning for this influx will be essential.

A five-year strategic Professional Development Plan, with an emphasis on ongoing strands of teacher instruction, rather than “one shot” opportunities, will be developed during the 2008 – 2009 school year. Offerings will include non-fiction reading, brain research, and differentiation of instruction.

The strategic Professional Development Plan will include an Rtl strand. The Rtl strand will involve training in problem solving. Rtl sessions will also be offered to equip teachers to implement research-based interventions and administer ongoing progress monitoring assessments to evaluate the success of the instructional approaches. As instructional technology resources are added, training will be provided.

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.*

READING AND MATH

Continued systematic planning for the inducting, guiding, training in the use of technology, and mentoring of new staff will increase reading and math achievement. Providing continuous professional development to all staff is needed for the successful integration of 21st Century Skills in teaching and learning to address the present and future needs of District 200 students.

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, 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.*

Edline
Parent University reports

School Improvement Plans
District Improvement Plan Data Dives

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

STRENGTHS

The Parent Contact rate for District 200 in 2008 is 98.5%, as compared to the state rate of 96.8%. This represents a .2% increase from 2007, in spite of the fact that the Parent Contact rate has reached statistical ceiling levels.

Since 2002, when the District 200 rate was 92.9%, it has increased steadily for a total of 5.6% over six years.

The District 200 Board of Education has a parental involvement policy which applies to all schools and all students. Schools are expected to keep parents and guardians thoroughly informed about and encourage them to be involved with their child's school and education. There is also an expectation that effective two-way communication between all families and the district be established, which includes seeking the advice of parents and guardians on school governance issues. Lastly, parents and guardians must be informed on how they can assist their child's learning.

Each Title I school conducts an additional parent night which informs parents about the reading and math programs offered and also shares strategies parents can use to help their students.

The ELL program conducts regular Parent University programs which provide translated instruction in areas identified by the Parent Advisory Committee, or PAC. The PAC meets regularly with the Director of English Language Learners and other personnel to identify the needs of the ELL parent community. Spanish Parent University is one of the initiatives of the PAC.

The RtI process involves parents in problem solving from the outset of concerns, resulting in shared ownership of student learning.

WEAKNESSES

At a SIP Matriculation Meeting, the issue of late registration and its disruptive effect on students' education was discussed.

Spanish Parent University has traditionally had high rates of attendance. However, an analysis demonstrated that the sessions, which have traditionally been held at Johnson school, have attracted only families from Warrenville and not those from Wheaton or Carol Stream.

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.*

STRENGTHS

Both formal research and anecdotal notes from DIP Data Dives have demonstrated that parent participation makes a significant difference in student achievement.

The increase in the District 200 Parent Contact rate has been followed by an increase in student achievement, as measured by state and local tests.

As the SES and LEP rates in the district increase, schools are implementing innovative strategies, such as providing babysitting or food, to attract parents to school events.

WEAKNESSES

Many parents of SES and LEP students are unable or reluctant to come to their child's school, especially without a translator.

Parents' reluctance to travel outside of their neighborhood has affected attendance at Spanish Parent University.

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.*

READING AND MATH

Increased emphasis on building a connection between mobile student populations, their families, and their schools will increase student achievement in reading and math.

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, 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.

List of Data Collection Tools/Instruments for Technology Deployment Data	Date Administered
Software Inventory	Yearly
Hardware Inventory	Yearly
Technology Help Desk Reports	Monthly
Technology Budget Statements	Monthly
Infrastructure Design	

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

The District 200 network model is a hub and spoke. The SSC is the hub and each facility, except the high schools, is connected back to it via T1 data lines. The high schools are connected via a fiber-based 5Mbps links. Within each school, there is a switched network, running at 100Mbps between computers and other devices on the network and the servers. The bottlenecks of the design are between the schools and the administration center, causing the district to duplicate the deployment of server based resources.

Internet Connection

The District has its Internet connection with Illinois Century Network (ICN). Our District qualifies for 30 Mbps, although we are currently only connected by 20 Mbps due to the initial cost of the bandwidth connection.

Computer Environment

We have close to 4000 computers in the District. These computers are running Microsoft Windows XP. As of 2003, large computer acquisitions have been leased, but computers needed for smaller rollouts and individual requests have been purchased.

The high schools each have multiple wireless computer carts. The first ones were purchased in 2003. The middle schools each have two. These carts have 16 laptops each and they can be rolled into classrooms and connected to the network to allow for small group computer work to be integrated into the instruction.

Each elementary school has a computer lab and multiple search stations in the LLCs for Internet searching. Most instructional spaces in the elementary schools have 2 computers.

The middle school classrooms have computers that were deployed in the summer of 2008. Most middle school classrooms have one computer that is mainly used for teacher administrative use, i.e. attendance and grading. The LLCs have multiple computers available for student to conduct Internet research. Each middle school has a classroom lab, an applied technology lab, and a flexible schedule lab.

High school classrooms usually have one computer for teacher administrative use. Many of these were originally deployed the summer of 2002, with newer computers installed as the new instructional spaces were added over the last six years. The high schools have multiple labs for business and technology classes, photo and graphics, and flexible scheduled classes.

Staffing

The Department of Technology consists of 14 staff members: a Director, administrative assistant, Help Desk Coordinator, Data Analyst, 3 Network Analysts, Security/Web Analyst, and 6 PC Techs. The department is responsible for the support of the following areas:

All computer, printer and network devices

Cell Phones/Pagers

Computer/Software Inventory

Data Integration

Data Reporting

Food Service Point-of-Sale System

Library System

Purchasing Technology Equipment

Telephone Systems/Voice Mail

Televisions/Video distribution

Website Administration

The ratio of computers supported to staff is over 300:1. Industry standard is between 50 to 100:1 and educational organizations have anywhere from 150:1 to 250:1. Since the start of August, 2008, there have been over 4000 tracked requests.

Challenges

Bandwidth

Although we are increasing the amount of bandwidth we will have to access the Internet, we are concerned that the bottleneck will shift to the data lines out to each school. Currently, the utilization reports of the data lines to each facility show we are bursting to an average of approximately 60% of available bandwidth to the schools. Typical use is much lower. Increasingly, instruction requires more access to Internet resources. The time delay to load pages is becoming a major impediment to instruction as we saturate our Internet connection. The hope is that the increased Internet bandwidth, through the AT&T project, will cause an improvement in the speed of classroom and school lab access.

Computer Replacement Cycle

The District has been leasing computers for a number of years and has seem to found the right replacement cycle of 4 years. The District is very close to attaining that cycle across the entire district.

Funding

The District is experiencing the same financial strain as the rest of the country. Securing appropriate funding to continue advancing and integrating technology into the curriculum is a challenge. The District is looking at the reallocation of existing funds to supplement the technology budget. Efforts are also being taken to look for outside funding sources.

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 cost of providing greater bandwidth to schools and to the Internet has limited the expansion of Internet resources to teachers. The lack of bandwidth between schools requires the duplication of network resources and, therefore, expenses. Ensuring that the computers that teachers and students have access to are in good shape and running properly is a demanding task that is easier to attain with a regular equipment replacement schedule.

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.

The District should change the data links to broadband speeds to allow for greater flexibility in controlling the bandwidth available to all sites. There is also a need to increase the bandwidth to the Internet to allow faster access for teachers and students to Internet-based instructional resources.

District Technology Inventory - District Information

Number	Item
13563	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).
201	Number of K-12 special education self-contained classroom students
1091	Number of Teachers (FTE - this does not include teacher aides)
60	Number of Administrators
20	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
20	Subtotal
2	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

Number	Item
2	Subtotal
20	Total number of instructional school buildings
2	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	735
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	20
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	19

Location	Type	Number of Rooms
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	17
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	54
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	27
	Dedicated Cable	0
	DSL	0

Location	Type	Number of Rooms
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	48
	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	962	0	962	962	0	962	0	0	0	0	0	0
	2-5 years	1042	0	1042	1042	0	1042	0	0	0	0	0	0
	5+ years	359	0	359	359	0	359	0	0	0	0	0	0
	SubTotal	2363	0	2363	2363	0	2363	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	132	0	132	132	0	132	0	0	0	0	0	0
	2-5 years	464	0	464	464	0	464	0	0	0	0	0	0
	5+ years	62	0	62	62	0	62	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	658	0	658	658	0	658	0	0	0	0	0	0
Media Center/Library	Under 2 years	46	0	46	46	0	46	0	0	0	0	0	0
	2-5 years	138	0	138	138	0	138	0	0	0	0	0	0
	5+ years	41	0	41	41	0	41	0	0	0	0	0	0
	SubTotal	225	0	225	225	0	225	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	27	0	27	27	0	27	0	0	0	0	0	0
	2-5 years	48	0	48	48	0	48	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	75	0	75	75	0	75	0	0	0	0	0	0
Teacher Offices	Under 2 years	30	0	30	30	0	30	0	0	0	0	0	0
	2-5 years	55	0	55	55	0	55	0	0	0	0	0	0
	5+ years	15	0	15	15	0	15	0	0	0	0	0	0
	SubTotal	100	0	100	100	0	100	0	0	0	0	0	0
Other Locations	Under 2 years	86	0	86	86	0	86	0	0	0	0	0	0
	2-5 years	86	0	86	86	0	86	0	0	0	0	0	0
	5+ years	12	0	12	12	0	12	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	184	0	184	184	0	184	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	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	96	0	96	96	0	96	0	0	0	0	0	0
	2-5 years	176	0	176	176	0	176	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	272	0	272	272	0	272	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
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(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

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
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	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	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
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

Servers													
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

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
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
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	6	0	6	6	0	6	0	0	0	0	0	0
	2-5 years	28	0	28	28	0	28	0	0	0	0	0	0
	5+ years	8	0	8	8	0	8	0	0	0	0	0	0
	SubTotal	42	0	42	42	0	42	0	0	0	0	0	0

District Technology Inventory - Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	2363
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	2363
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	658
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	658
Media Center/Library	Windows Vista	0
	Windows XP (any version)	225
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0

	Subtotal	225
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	272
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	272
Administrative Offices	Windows Vista	0
	Windows XP (any version)	76
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	76
Teacher Offices	Windows Vista	0
	Windows XP (any version)	100
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	100
Other Locations	Windows Vista	0
	Windows XP (any version)	226

	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	226
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
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	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
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	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	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
Teacher Offices	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 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	71
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0

Location	Equipment	Number
	Switches	62
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	44
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	19
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0

Location	Equipment	Number
	Routers	0
	Switches	20
	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
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	23
	Switches	247
	Wireless Access Points	0
	Firewall	1
	Spam Filter	1
	Content Filter	3
	Intrusion Detector	0

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.)
No	Programming packages (Computer Programming)
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	152	271	423
Stand-alone Printers	203	346	549
Scanners	80	3	83
Digital Cameras	135	2	137
Camcorders/Movie Cameras	51	0	51
Satellite Dishes	0	1	1
Televisions	690	0	690

Technology Type	Instructional	Administrative	Total
Video Microscopes	0	0	0
LCD Panels/Projection Devices	208	4	212
Fax Machines	0	37	37
Graphing Calculators	0	0	0
PDAs	18	54	72
Assistive/Adaptive Devices	754	0	754
GPS Devices	0	0	0
Science Probeware	40	0	40
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	49	0	49
Whiteboard Capture Devices	0	0	0
Document Cameras	73	0	73
MP3 Players	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	215	550	765
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	100	100
Classrooms with Telephones			
	Number		
Classrooms with telephones	290		

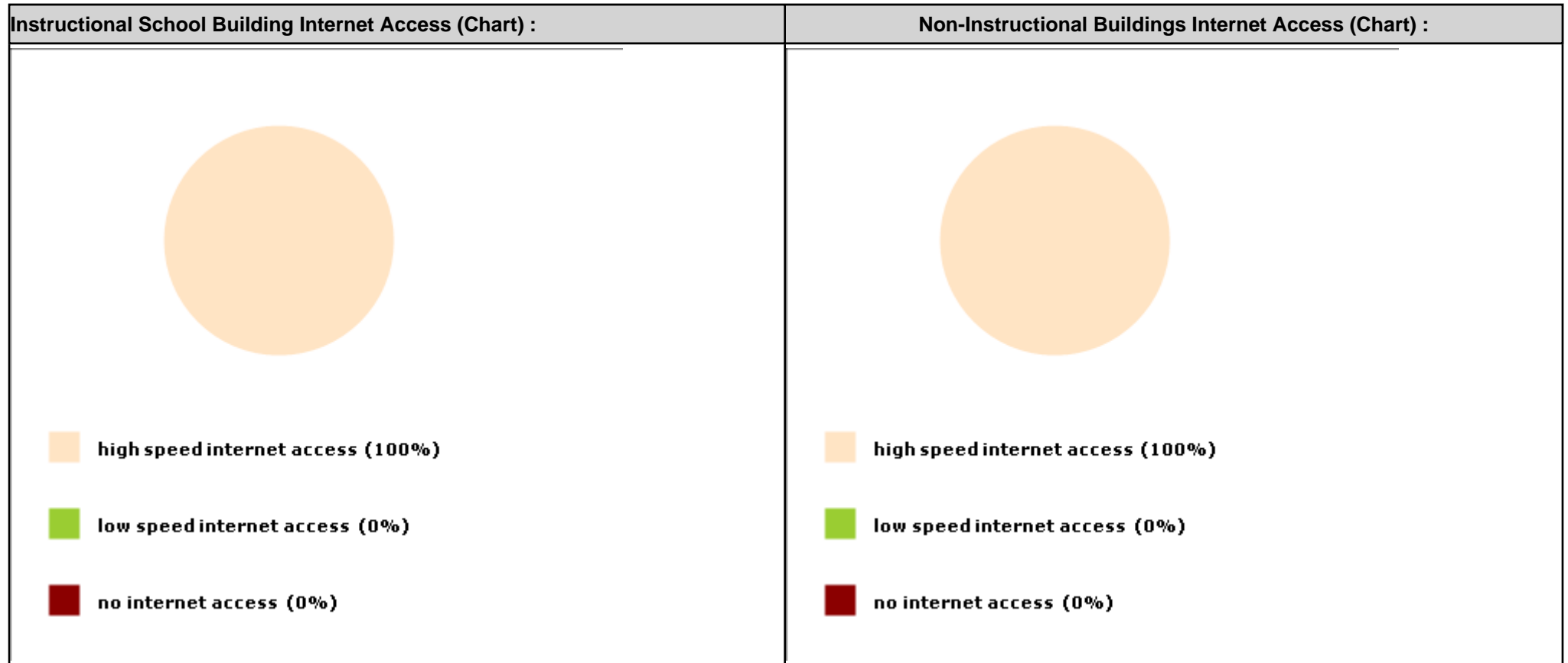
District Technology Inventory - Distance Learning

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

Section I D Data & Analysis — District Technology Inventory Report

District Information			
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information 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
13563	201	1091	60

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
20	0	0	2	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
Computers														
Desktops	2363	0	658	0	225	0	0	0	75	0	100	0	184	0
Laptops	0	0	0	0	0	0	272	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	1	0	0	0	0	0

Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Servers	0	0	0	0	0	0	0	0	0	0	0	0	42	0
	2363	0	658	0	225	0	272	0	76	0	100	0	226	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	
	2363		658		225		272		76		100		226	
Students per Computer													3.51	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	2363	0	658	0	225	0	0	0	75	0	100	0	184	0
Laptops	0	0	0	0	0	0	272	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	42	0
	2363	0	658	0	225	0	272	0	76	0	100	0	226	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	
	2363		658		225		272		76		100		226	
Students per Computer													3.51	

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

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

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

Computer Ages								
Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
1283	96	0	1833	176	1	489	0	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
903	100+ mg Ethernet
0	Dedicated Cable
0	DSL
17	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
3920	Windows XP (any version)
0	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
0	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
423	Number of Networked Printers
549	Number of Stand-alone Printers
83	Number of Scanners
137	Number of Digital Cameras
51	Number of Camcorders/Movie Cameras
1	Number of Satellite Dishes
690	Number of Televisions
0	Number of Video Microscopes
212	Number of LCD Panels/Projection Devices

Other Technologies

Total	Type
37	Number of Fax Machines
0	Number of Graphing Calculators
72	Number of PDAs
754	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
40	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
49	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
73	Number of Document Cameras
0	Number of MP3 Players

Distance Learning

Number of Access Points	Distance Learning
0	Satellite
0	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.

District 200 students will increase Reading scores for meeting or exceeding over three years by 2%, to 91%, and increase Math scores for meeting or exceeding over three years by 1%, to 93%, for all students taking the ISAT using appropriate instructional technology and resourses.

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

Goal 1 Description for Phase I :2009-2010

Increase student achievement in math from the 2008 results of 92% Meeting/Exceeding Standards towards the 3 year goal of 93% by utilizing technology.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Students will use instructional technology and information technology to support math 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 Provide districtwide access to NetTrekker/HotMath	7/1/2009	6/30/2010	13400	7100			0	6300	0	0	0	0

Strategy 2

Utilize multiple data sources for analysis

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 Use Scantron Achievement Series, Microsoft Excel, and Microsoft Access to provide analysis of student achievement data	7/1/2009	6/30/2010	47000	47000			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	0

Section II C. Action Plan — Professional Development

Strategy 1													
Research and provide enhanced opportunities for math instruction using technology as a resource.													
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 new technologies for instructional impact.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0	0
2 Create an implementation plan for any identified technology solutions.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0	0

Strategy 2													
Provide and support professional development opportunities that offer new instructional methods.													
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 Development of instructional resources to be shared with staff.	7/1/2009	6/30/2010	0	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	0

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

Strategy 1

Use technology solutions to promote awareness of curricular activities 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 Use digital communication tools (email, website) to reinforce parent awareness of curriculum resources available online.	7/1/2009	6/30/2010	15000	15000			0	0	0	0	0	0

Strategy 2

Provide a rapid communication tool to relay messages to parents.

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 Maintain a mass calling/email system	7/1/2009	6/30/2010	35000	35000			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

Acquire the necessary services to maintain and sustain a 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 Upgrade existing WAN connections to fiber based, broadband speeds.	7/1/2009	6/30/2010	360000	220000	140000	R	0	0	0	0	0	0

2	Upgrade existing Internet connection to higher speeds.	7/1/2009	6/30/2010	6120	3550	2570	R	0	0	0	0	0	0
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Strategy 2

Implement the 4 year refresh cycle for technology throughout the district.

	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 plan for summer rollout	7/1/2009	6/30/2010	0	0	0	D	0	0	0	0	0	0
2	Purchase equipment and conduct rollout.	7/1/2009	6/30/2010	301000	241000	0	D	0	0	0	0	0	60000

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	D	0	0	0	0	0	0

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

Goal 2 Description for Phase I :2009-2010

Increase student achievement in reading from the 2008 results of 89% Meeting/Exceeding Standards towards the 3-year goal of 91% by utilizing technology.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Students will use instructional technology and information technology to support reading.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
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1	Provide Districtwide access to NetTrekker for short reading passages, lesson ideas, and graphic organizers.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
2	Provide access to Discovery Education Streaming to build background knowledge for students.	7/1/2009	6/30/2010	230000	230000			0	0	0	0	0	0

Strategy 2

Utilize multiple data sources for analysis

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 Use Scantron Achievement Series, Microsoft Excel, and Microsoft Access to provide analysis of student achievement data	7/1/2009	6/30/2010	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

Research and provide enhanced opportunities for reading instruction using technology as a resource.

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 new technologies for instructional impact.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
2 Create an implementation plan for any identified technology solutions.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

Strategy 2													
Provide and support professional development opportunities that offer new instructional methods.													
	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	Development of instructional resources to be shared with staff.	7/1/2009	6/30/2010	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 D. Action Plan — Parental/Community Involvement
 <h5>(such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1													
Use technology solutions to promote awareness of curricular activities 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	Use digital communication tools (email, website) to reinforce parent awareness of curriculum resources available online.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

Strategy 2													
Provide a rapid communication tool to relay messages to parents.													
	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	Maintain a mass calling/email system	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0

Strategy 3													
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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			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy 1

Acquire the necessary services to maintain and sustain a 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 Upgrade existing WAN connections to fiber based, broadband speeds.	7/1/2009	6/30/2010	0	0	0	D	0	0	0	0	0	0
2 Upgrade existing Internet connection to higher speeds.	7/1/2009	6/30/2010	0	0	0	D	0	0	0	0	0	0

Strategy 2

Implement the 4 year refresh cycle for computers throughout the district.

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 plan for summer rollout	7/1/2009	6/30/2010	0	0	0	D	0	0	0	0	0	0
2 Purchase equipment and conduct rollout.	7/1/2009	6/30/2010	0	0	0	D	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	D	0	0	0	0	0	0

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

Goal 1 Description for Phase II :2010-2011

Increase student achievement in math from the 2008 results of 92% Meeting/Exceeding Standards towards the 3 year goal of 93% by utilizing technology.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Students will use instructional technology and information technology to support math 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	Provide districtwide access to NetTrekker/HotMath	7/1/2010	6/30/2011	14500	8000			0	6500	0	0	0	0

Strategy 2

Utilize multiple data sources for analysis

	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	Use Scantron Achievement Series, Microsoft Excel, and Microsoft Access to provide analysis of student achievement data	7/1/2010	6/30/2011	47000	47000			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

Research and provide enhanced opportunities for math instruction using technology as a resource.

	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	Continue to evaluate new technologies for instructional impact.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	Continue to create implementation plans for any identified technology solutions.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

Strategy 2

Provide and support professional development opportunities that offer new instructional methods.

	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	Continue to develop instructional resources to be shared with staff.	7/1/2010	6/30/2011	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 D. Action Plan — Parental/Community Involvement

<h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Use technology solutions to promote awareness of curricular activities 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	Use digital communication tools (email, website) to reinforce parent awareness of curriculum resources available online.	7/1/2010	6/30/2011	17000	17000			0	0	0	0	0	0

Strategy 2

Provide a rapid communication tool to relay messages to parents.

	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	Maintain a mass calling/email system	7/1/2010	6/30/2011	35000	35000			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

Acquire the necessary services to maintain and sustain a 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	Continue to maintain Internet connections.	7/1/2010	6/30/2011	6120	3550	2570	R	0	0	0	0	0	0
2	Continue to maintain broadband WAN connections.	7/1/2010	6/30/2011	360000	220000	140000	R	0	0	0	0	0	0

Strategy 2

Implement the 4 year refresh cycle for computers throughout the district.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
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1	Develop plan for summer rollout	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0
2	Purchase equipment and conduct rollout	7/1/2010	6/30/2011	275000	215000	0	D	0	0	0	0	0	60000

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	D	0	0	0	0	0	0

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

Goal 2 Description for Phase II :2010-2011

Increase student achievement in reading from the 2008 results of 89% Meeting/Exceeding Standards towards the 3-year goal of 91% by utilizing technology.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Students will use instructional technology and information technology to support reading.

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 Districtwide access to NetTrekker for short reading passages, lesson ideas, and graphic organizers.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2 Provide access to Discovery Education Streaming to build background knowledge for students.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

Strategy 2

Utilize multiple data sources for analysis

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 Use Scantron Achievement Series, Microsoft Excel, and Microsoft Access to provide analysis of student achievement data	7/1/2010	6/30/2011	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

Research and provide enhanced opportunities for reading instruction using technology as a resource.

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 Continue to evaluate new technologies for instructional impact.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2 Continue to create implementation plans for any identified technology solutions.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

Strategy 2

Provide and support professional development opportunities that offer new instructional methods.

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 Continue to develop instructional resources to be shared with staff.	7/1/2010	6/30/2011	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 D. Action Plan — Parental/Community Involvement
 <h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Use technology solutions to promote awareness of curricular activities 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 Use digital communication tools (email, website) to reinforce parent awareness of curriculum resources available online.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

Strategy 2

Provide a rapid communication tool to relay messages to parents.

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 Maintain a mass calling/email system	7/1/2010	6/30/2011	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 E. Action Plan — Technology Deployment

Strategy 1

Acquire the necessary services to maintain and sustain a 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	Continue to maintain broadband WAN connections.	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0
2	Continue to maintain Internet connections.	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0

Strategy 2

Implement the 4 year refresh cycle for computers throughout the district.

	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 plan for summer rollout	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0
2	Purchase equipment and conduct rollout	7/1/2010	6/30/2011	0	0	0	D	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	D	0	0	0	0	0	0

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

Goal 1 Description for Phase III :2011-2012

Increase student achievement in math from the 2008 results of 92% Meeting/Exceeding Standards towards the 3 year goal of 93% by utilizing technology.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Students will use instructional technology and information technology to support math 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 Provide districtwide access to NetTrekker/HotMath	7/1/2011	6/30/2012	16500	9000			0	7500	0	0	0	0

Strategy 2

Utilize multiple data sources for analysis

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 Use Scantron Achievement Series, Microsoft Excel, and Microsoft Access to provide analysis of student achievement data	7/1/2011	6/30/2012	47000	47000			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

Research and provide enhanced opportunities for math instruction using technology as a resource.

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 Continue to evaluate new technologies as they become available for instructional impact.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
2 Continue to create implementations plans for any identified technology solutions.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

Strategy 2

Provide and support professional development opportunities that offer new instructional methods.

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 Continue to develop instructional resources to be shared with staff.	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 D. Action Plan — Parental/Community Involvement
 <h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Use technology solutions to promote awareness of curricular activities 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 Use digital communication tools (email, website) to reinforce parent awareness of curriculum resources available online.	7/1/2011	6/30/2012	20000	20000			0	0	0	0	0	0

Strategy 2

Provide a rapid communication tool to relay messages to parents.

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 Maintain a mass calling/email system	7/1/2011	6/30/2011	35000	35000			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

Acquire the necessary services to maintain and sustain a 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 Continue to maintain Internet connections.	7/1/2011	6/30/2012	6120	3550	2570	R	0	0	0	0	0	0
2 Continue to maintain broadband WAN connections.	7/1/2011	6/30/2012	360000	220000	140000	R	0	0	0	0	0	0

Strategy 2

Implement the 4 year refresh cycle for technology throughout the district.

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 plan for summer rollout	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0
2 Purchase equipment and conduct rollout	7/1/2011	6/30/2012	210000	150000	0	D	0	0	0	0	0	60000

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	D	0	0	0	0	0	0

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

Goal 2 Description for Phase III :2011-2012

Increase student achievement in reading from the 2008 results of 89% Meeting/Exceeding Standards towards the 3-year goal of 91% by utilizing technology.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Students will use instructional technology and information technology to support reading.

	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 Districtwide access to NetTrekker for short reading passages, lesson ideas, and graphic organizers	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
2	Provide access to Discovery Education Streaming to build background knowledge for students.	7/1/2011	6/30/2012	28000	28000			0	0	0	0	0	0

Strategy 2

Utilize multiple data sources for analysis

	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	Use Scantron Achievement Series, Microsoft Excel, and Microsoft Access to provide analysis of student achievement data	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 (\$)
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1				0	0			0	0	0	0	0	0
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Section II C. Action Plan — Professional Development

Strategy 1

Research and provide enhanced opportunities for math instruction using technology as a resource.

	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	Continue to evaluate new technologies for instructional impact.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
2	Continue to create implementation plans for any identified technology solutions.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

Strategy 2

Provide and support professional development opportunities that offer new instructional methods.

	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	Continue to develop instructional resources to be shared with staff.	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 D. Action Plan — Parental/Community Involvement

<h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Use technology solutions to promote awareness of curricular activities 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 Use digital communication tools (email, website) to reinforce parent awareness of curriculum resources available online.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

Strategy 2

Provide a rapid communication tool to relay messages to parents.

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 Maintain a mass calling/email system	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 E. Action Plan — Technology Deployment

Strategy 1

Acquire the necessary services to maintain and sustain a 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 Continue to maintain broadband WAN connections.	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0
2 Continue to maintain Internet connections.	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0

Strategy 2

Implement the 4 year refresh cycle for computers throughout the district.

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 plan for summer rollout	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0
2	Purchase equipment and conduct rollout	7/1/2011	6/30/2012	0	0	0	D	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	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process Phase I

Reports generated from data analysis of local assessments. This will allow us to review the progress of the students.
 Reviews of information gathered about possible new technology resources that could be implemented will be given consideration.
 Through the monitoring of website usage, we can see the impact of providing increased information through electronic methods.
 Through the monitoring of bandwidth utilization and site requests, we can make a determination of the effectiveness of the increased bandwidth.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Data analysis of achievement data	Increase in student academic success shown in subject areas	Bi-annually	-Director of Elementary and Middle School Curriculum -Director of Information Management -District Data Team
PD Strategy	New Technology evaluation recommendation reports	Pilot/Testing evaluations	Quarterly	-Director of Elementary and Middle School Curriculum -Director of High School Curriculum -Director of Information Management
P/C Strategy	-District Website -Edline Website	Website usage/hits reports	Yearly	-Director of Information Management -District Webmaster
Tech D Strategy	Bandwidth	Monitor and report on bandwidth utilization	Ongoing	-Director of Information Management -District Technology Department

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

Reports generated from data analysis of local assessments. This will allow us to review the progress of the students.
 Reviews of information gathered about possible new technology resourses that could be implemented will be given consideration.
 Through the monitoring of website usage, we can see the impact of providing increased information through electronic methods.
 Through the monitoring of bandwidth utilization and site requests, we can make a determination of the effectiveness of the increased bandwidth.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Data analysis of achievement data	Increase in student academic success shown in subject areas	Bi-annually	-Director of Elementary and Middle School Curriculum -Director of Information Management -District Data Team
PD Strategy	New Technology evaluation recommendation reports	Pilot/Testing evaluations	Quarterly	-Director of Elementary and Middle School Curriculum -Director of High School Curriculum -Director of Information Management
P/C Strategy	-District Website -Edline Website	Website usage/hits report	Yearly	-Director of Information Management -District Webmaster
Tech D Strategy	Bandwidth	Monitor and report on bandwidth utilization	Ongoing	-Director of Information Management -District Technology Department

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

Reports generated from data analysis of local assessments. This will allow us to review the progress of the students.
 Reviews of information gathered about possible new technology resourses that could be implemented will be given consideration.
 Through the monitoring of website usage, we can see the impact of providing increased information through electronic methods.
 Through the monitoring of bandwidth utilization and site requests, we can make a determination of the effectiveness of the increased bandwidth.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Data analysis of achievement data	Increase in student academic success shown in subject areas	Bi-annually	-Director of Elementary and Middle School Curriculum -Director of Information Management -District Data Team

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	New Technology evaluation recommendation reports	Pilot/Testing evaluations	Quarterly	-Director of Elementary and Middle School Curriculum -Director of High School Curriculum -Director of Information Management
P/C Strategy	-District Website -Edline Website	Website usage/hits reports	Yearly	-Director of Information Management -District Webmaster
Tech D Strategy	Bandwidth	Monitor and report on bandwidth utilization	Ongoing	-Director of Information Management -District Technology Department

Section II G. Action Plan — Budget Summary

Phase I-II-III -Budget Summary

Phase I 2009 -2010	Budget & Funding Sources (\$)								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Increase student achievement in math from the 2008 results of 92% Meeting/Exceeding Standards towards the 3 year goal of 93% by utilizing technology.	777520	568650	142570	0	6300	0	0	0	60000
Increase student achievement in reading from the 2008 results of 89% Meeting/Exceeding Standards towards the 3-year goal of 91% by utilizing technology.	230000	230000	0	0	0	0	0	0	0
Total Budget for Phase I - 2009-2010	1007520	798650	142570	0	6300	0	0	0	60000
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

Phase I-II-III -Budget Summary									
Increase student achievement in math from the 2008 results of 92% Meeting/Exceeding Standards towards the 3 year goal of 93% by utilizing technology.	754620	545550	142570	0	6500	0	0	0	60000
Increase student achievement in reading from the 2008 results of 89% Meeting/Exceeding Standards towards the 3-year goal of 91% by utilizing technology.	0	0	0	0	0	0	0	0	0
Total Budget for Phase II - 2010-2011	754620	545550	142570	0	6500	0	0	0	60000
Phase III 2011 -2012	Budget & Funding Sources (\$)								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Increase student achievement in math from the 2008 results of 92% Meeting/Exceeding Standards towards the 3 year goal of 93% by utilizing technology.	694620	484550	142570	0	7500	0	0	0	60000
Increase student achievement in reading from the 2008 results of 89% Meeting/Exceeding Standards towards the 3-year goal of 91% by utilizing technology.	28000	28000	0	0	0	0	0	0	0
Total Budget for Phase III - 2011-2012	722620	512550	142570	0	7500	0	0	0	60000

Phase I-II-III -Budget Summary									
Total Budget for Phases I, II, and III - 2009 - 2012	2484760	1856750	427710	0	20300	0	0	0	180000

**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.

Technology planning and implementaton is addressed throughout the year in various forums in CUSD 200; through school and district improvement planning, and specific monthly school technology focus teams. The involvement includes discussions of future technology needs to keep up with predictable trends, allocation of career grant monies, and sharing professional development activities with community private schools to technology involvement with special school events.

Technology direction has been provided with great assistance from the Board of Education by allowing the District to conduct an assessment of the state of technology in the District. Through this process of meeting with focus groups across the District, the assessment provided recommendations for the advancement of technology that are being considered for current and planned technology upgrades. This assessment was completed with the help of community members.

The District has collaborated with the local park district in providing technology classes at the schools and using district teachers to lead the adult classes. The District ELL and Special Education departments have offered numerous opportunities to the community for adult literacy and education.

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 Board of Education has adopted the following policy to comply with the Children's Internet Protection Act of 2000. Our methods to provide protection include our Internet filter, DansGuardian. This filter uses a database of sites and addresses that comes from URL BlackList, the Platform for Internet Content Selection (PICS), and the Family Online Safety Institute (www.fosi.org). The database contains over 2.2 million entries, classified into 58 categories, of which we block 22 potentially harmful categories. It filters the actual content of pages based on many methods including phrase matching, PICS filtering and URL filtering. It does not purely filter based on a banned list of sites.

CUSD 200 Board Policy 6.235, adopted April 2007

Peer Review Feedback Form

District Name	CUSD 200	RCDT #:	190222000260000
Original Submission: True		Approval Date:	04/14/2009
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:	03/10/2009
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.	Meets

COMMENTS

Section I: 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) 	Meets

COMMENTS

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 	<p style="text-align: center;">Meets</p>
COMMENTS	
Part B. Curriculum Integration Strategies and Activities	<p style="text-align: center;">Meets</p>
COMMENTS	
Part C. Professional Development Strategies and Activities	<p style="text-align: center;">Meets</p>
COMMENTS	
Part D. Parent/Community Involvement	<p style="text-align: center;">Meets</p>
COMMENTS	
Part E. Technology Deployment	<p style="text-align: center;">Meets</p>
COMMENTS	

Need to have costs associated for purchasing equipment. 4/9/09 -- Cost updated for purchasing equipment. Section Meets.

Part F. Monitoring

Meets

COMMENTS

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement
Part B. Internet Safety Policy

Meets

COMMENTS

ISBE Review

Approved

COMMENTS

3/20/2009 FBishop: Based upon a review of your plan, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments regarding necessary corrections/actions above and contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 3/20/2009 Fbishop, ISBE writes: For e-Rate Compliance, USAC has a website, which may offer additional tech plan writing support and/or guidance:
<http://www.usac.org/sl/applicants/step02/technology-planning/questions-consider-technology-planning.aspx> 4/14/2009 Fbishop: The Illinois State Board of Education (ISBE) hereby approves your technology plan as resubmitted.