

Polo CUSD 222

Technology Integration Plan 2009

Submitted	2/27/2009
Plan Resubmitted	
Pending ISBE action	3/10/2009
ISBE Approved	3/27/2009

District Information

District Name:	POLO CUSD 222	District Address:	100 S UNION AVE
City/State/Zip:	POLO,IL,61064 1724	RCDT Number:	470712220260000
Superintendent:	CHRISTOPHER RADEMACHER	Superintendent Email:	crademacher@polo222.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.

District Mission Statement

Polo School District #222 in partnership with students, parents, and community will strive to provide a quality education in a safe learning environment. This partnership will strengthen students' abilities to be life-long learners in all areas with flexibility and meaningful interpersonal relationships. The ultimate goal of

this partnership is to foster productive citizens for our community and the world.

Our Vision

District 222 initiatives focus on joining teachers, students, parents, administrators, and community members in endeavors of learning. Through the use of technology the school doors are opened and students begin to base their learning on real world problems encouraging those in the community such as parents and community members to enter into the process. Through connectivity parents are able to be involved with their students' progress, school activities, and interact with the students' teacher in a timely manner. Public access points through the computer stations at the Polo Public Library (computer access during the day and evening hours) and the schools' facilities in the media centers (open to the public during school hours) provide opportunities for learning and communication. By teaming together learning becomes an ongoing endeavor that invites all to participate.

Vision Explanation

Technology plays an important role in reforming and restructuring education. We view education as a life-long process that does not stop when one leaves school. Technology provides a greater opportunity for continuous education for the entire community through connectivity.

How We Got Here

The vision statement above is a combination of formal and informal discussions with community members, faculty, students, and school administrators. Initially, the vision was developed by the Technology Committee through a series of workshops where the vision of the district was discussed in terms of an overall vision, software and hardware needs, and the skills necessary across the grade levels to use technology to its fullest capacity. Once the initial information was compiled and vision written, the Technology Committee conducted a review of the tech plan, revising it where necessary to help achieve the goals as stated in the vision. The vision is reviewed annually by the district administration and staff, and as requested by the Technology Committee.

Scenario of Education in District #222 in 2012

While many things have changed many things have remained the same. Public education is now offered in a way that accommodates the needs of each student in the community. The curriculum is based on a set of district standards that are based on national and state standards and benchmarks, with a focus on the local educational needs for the core subject areas. In addition, students explore and focus on topics that relate to their interests, abilities, and aptitudes. These topics are selected from a defined list of district approved topics. Students participate in quarterly reviews of their work conducted via the web for worldwide audiences, locally through community/school based interview panels, and the administration of national tests ensure baseline standards are being met.

Students are able to attend school in several ways. For some students this means continuing to attend school in a traditional setting with teachers facilitating instruction using real world problem solving, skill and knowledge-base development (through an online integrated learning system), and collaboration. For other students it means receiving their instruction via the web in their own homes or at work-study sites. Students who qualify for home-based instruction set goals for themselves, work with others online in collaborative partnerships, and communicate with educators worldwide in pursuit of attaining their learning goals. School hours are extended, some students attend during the daytime hours, and others attend during the afternoon and evening hours.

Regardless of the time of day or how they attend school students throughout the district are involved in authentic problem-solving tasks that lend themselves to the betterment of the community. A recent project involved conducting a study to determine how the city's water system could be replaced with maximum expansion at minimal cost to the city. By the turn of the century it was clear that the city's water system had to be replaced if the community was to survive. The students worked collaboratively on this problem based on their interest and knowledge base. Regardless of the time or location of their instruction they were

able to communicate using their hand-held devices. They also accessed information from the school's media center online. Some worked alongside adults trained in civil engineering, some worked with the city on writing grants for funding, and others surveyed national businesses to assess the requirements of businesses that might establish manufacturing in the area. They reported their results to a town council meeting.

As part of promotion requirements students are involved in community support work. They may garden, mow lawns, work at the public library, conduct book reviews at the senior center or online, or host a coffee at the nursing home. They are encouraged to develop a sense of responsibility, respect, and ownership for the community in which they live. They receive credit for their work as a part of their Life Experiences course, which is a 10-12 year course, designed to provide long-term continuity to their education in preparation for adulthood. The Life Experiences course is designed to provide students with the opportunities to explore and refine topics and skills that are of particular interest to them in preparation for their advanced work and training.

The school continues to be a place for lifelong learning. Grandparents and community members join the youth of the community attaining skills in the school setting. Classes range from basic literacy to distance education opportunities for engineering and agricultural science. Regardless of age, all ideas are valued and respected.

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

Is this District making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	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	100.0	Yes	100.0	Yes	80.2		Yes	85.5		Yes	95.6	Yes	96.6	Yes
White	100.0	Yes	100.0	Yes	81.8		Yes	86.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	74.7		Yes	91.1		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

**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	95.6	95.6	96.0	95.8	95.7	95.7	95.6
Truancy Rate (%)	0.3	0.1	0.5	2.0	0.5	0.1	1.1	0.9
Mobility Rate (%)	7.4	8.4	9.0	6.4	9.7	9.1	11.6	9.4
HS Graduation Rate, if applicable (%)	86.9	78.8	88.4	90.3	89.3	92.6	95.8	96.6
HS Dropout Rate, if applicable (%)	3.1	4.9	3.1	1.5	2.3	2.3	1.2	0.4
District Population (#)	826	806	797	777	778	765	762	724
Economically Disadvantaged (%)	15.5	19.0	18.8	22.4	20.1	23.5	24.1	19.3
Limited English Proficient (LEP) (%)	-	-	-	-	-	-	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	96.9	96.4	96.7	96.0	95.8	95.3	95.9	94.8
Black, non-Hispanic (%)	0.2	0.2	0.1	0.3	-	0.4	0.3	0.3
Hispanic (%)	2.1	2.4	2.1	3.1	3.0	2.6	2.2	3.0
Asian/Pacific Islander (%)	0.7	0.9	0.9	0.4	0.5	0.3	0.7	1.0
Native American or Alaskan Native(%)	0.1	0.1	0.1	0.3	0.1	0.5	-	-
Multiracial/Ethnic (%)	-	-	-	-	0.6	0.9	0.9	1.0

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	98.1	0.2	1.4	0.1	0.1	-
	2000	97.8	0.2	1.4	0.4	0.1	-
	2001	96.9	0.2	2.1	0.7	0.1	-
	2002	96.4	0.2	2.4	0.9	0.1	-
	2003	96.7	0.1	2.1	0.9	0.1	-
	2004	96.0	0.3	3.1	0.4	0.3	-
	2005	95.8	-	3.0	0.5	0.1	0.6
	2006	95.3	0.4	2.6	0.3	0.5	0.9
	2007	95.9	0.3	2.2	0.7	-	0.9
	2008	94.8	0.3	3.0	1.0	-	1.0
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	-	18.4	98.1	95.8	10.8	0.0	-	3.2	87.5
	2000	-	16.0	95.2	96.4	8.6	0.0	-	2.4	87.7
	2001	-	15.5	97.0	95.6	7.4	2	0.3	3.1	86.9
	2002	-	19.0	97.2	95.6	8.4	1	0.1	4.9	78.8
	2003	-	18.8	99.1	95.6	9.0	4	0.5	3.1	88.4
	2004	-	22.4	100.0	96.0	6.4	15	2.0	1.5	90.3
	2005	-	20.1	100.0	95.8	9.7	4	0.5	2.3	89.3
	2006	-	23.5	100.0	95.7	9.1	1	0.1	2.3	92.6
	2007	-	24.1	100.0	95.7	11.6	8	1.1	1.2	95.8
	2008	-	19.3	100.0	95.6	9.4	6	0.9	0.4	96.6
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	853	-	-	-	-	-	-
	2000	835	-	-	-	-	-	-
	2001	826	58	60	64	64	64	60
	2002	806	53	57	60	74	69	67
	2003	797	59	53	57	69	66	70
	2004	777	53	58	52	72	64	57
	2005	778	46	57	60	59	66	70
	2006	765	52	46	55	60	59	71
	2007	762	48	52	46	64	62	61
	2008	724	53	46	54	51	66	64
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	55	15	33538	72	28	18	16	-	-
	2000	57	14	34323	75	25	16	15	-	-
	2001	61	12	33867	79	21	16	12	-	-
	2002	60	12	36126	65	35	15	15	-	-
	2003	59	13	38476	63	37	15	15	-	-
	2004	62	15	40143	60	40	14	13	-	-
	2005	59	16	43381	50	50	15	13	-	2
	2006	54	15	44218	52	48	16	14	2	-
	2007	55	14	45167	59	41	16	13	2	-
	2008	55	14	45948	66	34	15	12	-	-
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	74.2	67.9	70.9	88.2	76.1	81.8	-	-	-	66.7	84.9	84.7	69.6	67.9	71.2	67.3	71.1	80.8
White	76.4	67.3	71.1	89.3	77.3	85.7	-	-	-	68.3	85.7	84.1	68.7	68.6	74.5	66.7	79.5	80.8
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	40.0	64.7	80.0	63.7	75.0	-	-	-	47.0	81.3	69.2	41.7	30.0	-	42.8	43.8	81.3
	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	-	-	-	84.6	78.6	89.6	-	-	-	78.7	85.9	81.5	73.5	80.0	75.0	84.7	91.8	93.6
White	-	-	-	83.9	78.6	92.9	-	-	-	79.3	85.5	81.1	74.3	80.9	77.4	84.0	91.4	93.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	30.0	-	-	-	-
Economically Disadvantaged	-	-	-	84.6	75.0	83.3	-	-	-	50.0	76.9	70.0	75.0	69.2	50.0	66.7	78.5	83.3

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	48.4	51.9	71.9	69.6	66.6	57.7
White	50.8	54.0	71.4	69.7	66.6	61.8
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Economically Disadvantaged	-	-	61.5	-	50.0	-

**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	94.9	88.7	79.1	94.1	97.8	98.2	-	-	-	79.2	94.4	97.8	84.0	79.2	81.4	72.8	75.6	96.1
White	96.3	88.5	77.8	95.7	97.8	98.0	-	-	-	80.5	95.9	97.7	84.3	80.4	83.6	72.2	79.5	97.9
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	80.0	76.5	100.0	90.9	100.0	-	-	-	58.8	93.8	100.0	66.7	50.0	-	57.1	50.1	100.0
	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	-	-	-	92.3	91.1	83.4	-	-	-	100.0	96.9	90.7	69.5	69.3	61.8	86.4	93.4	90.5
White	-	-	-	93.6	91.1	85.7	-	-	-	100.0	98.3	90.5	70.2	71.4	64.5	85.7	93.1	90.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	0.0	-	-	-	-
Economically Disadvantaged	-	-	-	92.3	91.6	77.8	-	-	-	100.0	100.0	90.0	58.3	53.9	50.0	86.6	92.8	91.6

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	43.8	50.0	70.3	66.7	63.1	47.5
White	45.8	52.0	69.9	66.7	63.1	49.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Economically Disadvantaged	-	-	53.8	-	30.0	-

Section I A. Data & Analysis — Report Card Data

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

AYP: The district is currently making AYP however, a significant drop was reported in the high school PSAE scores in 2008.

POPULATION: homogeneous with 94.8% white

ENROLLMENT: 724, declining steadily from 826 in 2001

TRUANCY RATE: 0.9%

ECONOMICALLY DISADVANTAGED: 19.3%, dropped about 3% from two years ago

MOBILITY RATE: 9.4%, a 2% rise since 2001

ATTENDANCE RATE: 95.6%, this is a very steady range for the district since 2001

HS DROPOUT RATE: 0.4%, a slight drop from last year

GRADUATION RATE: 96.6%

AVERAGE TEACHER EXPERIENCE: 14 years

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.

AYP: There were not apparent factors in the dropped high school scores. The HS faculty is working hard to bring about a change in this year's scores. There seems to be a disconnect between ISAT and ACT testing. The school is offering online practice to students this year to see if that will help those students borderline students as identified in the EXPLORE and PLAN.

POPULATION: homogeneous with 94.8% white

ENROLLMENT: This is a economically depressed area with no industrial base for funding or attracting new families. Those that do move into the area are trending toward special needs children.

TRUANCY RATE: The administrators work hard to keep this number down through interventions.

ECONOMICALLY DISADVANTAGED: The students who are economically disadvantaged have very limited means. Their families have severely limited means.

MOBILITY RATE: More families are on the move. This makes classroom instruction more challenging as students move in and out of the system. Consistency in instruction is made more difficult.

ATTENDANCE RATE: 95.6%, this is a very steady range for the district since 2001

HS DROPOUT RATE: 0.4%, a slight drop from last year

GRADUATION RATE: The graduation rate remains high.

AVERAGE TEACHER EXPERIENCE: 14 years

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.

Maintain student achievement.
Continue to meet AYP by providing high quality instruction.

Section I B. Data & Analysis — Local Assessment Data

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

Data for Attributes and Challenges of the District and Community came from the following:

RTI Program
EXPLORE Data
PLAN Data

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

DATA ANALYSIS

*Identified Strengths

- District is beginning to work with RTI program at the Elementary level.
- HS using PLAN and EXPLORE data in test prep.

*Identified Weaknesses

- Staff limited in making most of RTI data.
- Workshops in classroom implementation of data is necessary to make data meaningful.

*Synthesis of Results

- Staff is ready for PD involving data interpretation.
- Provide access to data via technology to assist with data interpretation

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.*

LOCAL ASSESSMENT DATA

GAP ANALYSIS

Goal: Teachers knowledgeably use data available via technology to support classroom instruction.

Current: Lack of understanding about how to use local data effectively to support instruction.

Gap: Data is not used as effectively as it could be.

Closing the Gap: Provide workshops to help use data effectively for instruction.

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.*

LOCAL ASSESSMENT DATA

Provide workshops to help use data effectively for instruction.

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.*

Data for Attributes and Challenges of the District and Community came from the following:

Links to the Interactive Illinois Report Card (2008 Data)

Polo Community High School

<http://iirc.niu.edu/School.aspx?schoolID=470712220260004>

Aplington Middle School

<http://iirc.niu.edu/School.aspx?schoolID=470712220261001>

Centennial Elementary School

<http://iirc.niu.edu/School.aspx?schoolID=470712220262001>

Links to US Census Data (2000 data)

Polo

http://factfinder.census.gov/servlet/SAFFFacts?_event=Search&geo_id=&_geoContext=&_street=&_county=polo&_cityTown=polo&_state=04000US17&_zip=&_lang=en&_sse=on&pctxt=fph&pgsl=010

Ogle County

http://factfinder.census.gov/servlet/SAFFFacts?_event=Search&geo_id=16000US1760937&_geoContext=01000US%7C04000US17%7C16000US1760937&_street=&_county=ogle&_cityTown=ogle&_state=04000US17&_zip=&_lang=en&_sse=on&ActiveGeoDiv=geoSelect&_useEV=&pctxt=fph&pgsl=160&_submenuId=factsheet_1&ds_name=DEC_2000_SAFF&_ci_nbr=null&qr_name=null®=null%3Anull&_keyword=&_industry=

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

Characteristics

The Community

Polo is an established, small, rural, agriculture-based community located in the western part of Ogle County in the northwest quadrant of Illinois. Its beginnings are similar to many small prairie communities, with the arrival of the railroad. As Polo grew it reached the outskirts of the original community of Buffalo Grove. Remnants of Buffalo Grove can still be seen today at the southwest edge of town. By the mid-1890s the population had reached 2,000. Polo's current population of 2,477 reflects the stability of the community for the past century.

Settlers of European descent settled in this area and the population continues to be predominately Caucasian. The population has limited representations of African-Americans, Asians, Hispanics, and Native Americans. The community celebrates traditional holidays and with limited exception is Protestant for those who have a religious affiliation.

The School District

The school district is classified by the state as a medium size unit school district with a traditional K-12 setting. There are three buildings in the district K-5, 6-8, 9-12. In addition, there is an early childhood program housed at the elementary school. Every attempt is made to keep class sizes at 25 or less for grades K-3. Due to the small size of the district (pop. 724), some teachers are shared between building, thus enabling the district to provide courses in music and art for example. The district continues to make AYP.

Attributes and Challenges of the Community as a Whole

Attributes

The population has remained stable for almost a century. Many families can trace their ancestry back several generations. As a result there are strong ties to the community. Neighbors know each other and watch out for each other and their children. It is a community where the shop owners know most of the community members by name.

A storefront in the downtown area is home to the Polo Senior Center. The center is easily accessible and serves as the gathering place for many community activities. The Meals on Wheels hot meal program is administered from the Senior Center. One half block to the west a storefront houses the Food Pantry and across the street to the north the local Community Council of Churches operates the second-hand store Second-hand Rose.

Challenges

The economic base is principally agricultural. Light industry and commercial business combine with agriculture to provide a limited tax base.

Unemployment is at or below the state average; however for two-thirds of the families with school aged children, both parents work full-time. With a median

family income below that of the county, many of the district's students have fewer opportunities for enriching experiences and have limited access to Internet-based technologies.

School District Profile

Student Demographics

The student demographics reflect the demographics of the community as a whole. The following statistics were reported in the 2008 School Report Card:

White	Af Am	Hispanic	A/PI	N Am	M-R/E	Total Enrollment
Elementary	92.5%	0.0%	5.7%	1.3%	0.0%	0.6% 318
Middle School	95.2%	0.6%	1.2%	0.0%	0.0%	3.0% 165
High School	97.5%	0.4%	0.8%	1.2%	0.0%	0.0% 241
District	94.8%	0.3%	3.0%	1.0%	0.0%	1.0% 724

Faculty Demographics

The faculty demographics are similar to the demographics of the student population and the community as a whole. The following statistics were reported in the 2008 School Report Card:

White	Af Am	Hispanic	A/PI	N Am	Male	Female	Total Faculty
Elementary	100%	0.0%	0.0%	0.0%	0.0%	33.4%	66.6% 55

Attributes and Challenges of the District

Attributes

The community has been very supportive of the efforts of the District to provide as much access to technology as possible to students and faculty. Many community members see this as a way to provide their children with the skills necessary for their adulthood.

Students tend to form close lifelong bonds with each other during their school years. Many go on to take their place as adults within the community. They are supportive of the educational system and those who work for the district.

Challenges

Providing enrichment activities of every sort is critical for many of the children in the community. The district low income/poverty level is calculated at 19.3% as identified in the School Report Cards (see web links above). Without access to print material, travel, and the Internet many of the school children require a rich learning environment to balance the lack of outside experiences.

Due to the limited tax base the District must practice fiscal restraint to maintain the budget. As a result, the District is challenged with seeking alternative funding methods for some of its technology initiatives through external grants. As funding dwindles the district is in jeopardy of losing its technology edge since annual lab replacement and routine software upgrades are becoming more and more difficult to afford.

Another challenge faced by the district is preparing the students for life in a multicultural world. Since the community is homogenous the educational community is challenged to provide a curriculum including rich exposure to the various elements of living in a multicultural society. Current technology provides a variety of opportunities to bridge the gap.

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.*

SCHOOL FUNDING

GAP ANALYSIS

Goal: Funding sufficient to provide rich learning environment.

Current: Due to the limited tax base the District must practice fiscal restraint to maintain the budget.

Gap: Lack of industrial base and State funding causes short falls that require that purchases are put off or not made.

Closing the Gap: Continue to identify alternative funding sources/methods.

LEARNING ENVIRONMENT

GAP ANALYSIS

Goal: All students have rich learning environments that provide for diverse learning styles and experiences.

Current: The district low income/poverty level is calculated at 19.3%.

Gap: High numbers of low SES creates big learning gaps that must be overcome.

Closing the Gap: Provide students with opportunities to work and learn through high interest activities.

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.*

SCHOOL FUNDING

Continue to identify alternative funding sources/methods.

LEARNING ENVIRONMENT

Provide students with opportunities to work and learn through high interest activities.

Section I C. Data & Analysis – Other Data Item 2 – Educator Qualifications and Professional

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

Data for Educator Qualifications and Professional Growth came from the following:

Teacher Surveys

Teacher Anecdotal Reports

Polo Community High School

<http://iirc.niu.edu/School.aspx?schoolID=470712220260004>
Aplington Middle School
<http://iirc.niu.edu/School.aspx?schoolID=470712220261001>
Centennial Elementary School
<http://iirc.niu.edu/School.aspx?schoolID=470712220262001>

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

B. CURRICULUM AND INSTRUCTION

The district uses the Illinois Learning Standard as the basis for its curriculum. The district faculty use the descriptor breakouts to help guide their lesson planning at each grade level. Curriculum reviews take into account the ILS and the standards set forth by professional organizations such as NSTA and NCTM. Local needs are also factored in as the district wide curriculum is being developed. To be effective curriculum articulation is essential for the learning community at large. When the curriculum is clearly articulated all stakeholders have clear guidelines for expectations and results.

The district believes that teachers should continue to expand their understanding of collaborative learning within their classrooms. Teachers still cling to traditional methods of teaching and are reluctant to embrace constructivist methodologies. The district plans to focus on the engaged learning model for instruction as exemplified by the six essential learnings supported by the State of Illinois and ISBE.

Engaged learners are actively involved in their learning and learn through exploration. They work on authentic and multidisciplinary tasks. Student work and learning is interactive and their assessment is based on their performance of the real tasks that are presented to them. Engaged learners work collaboratively in heterogeneous groups with their teacher acting as facilitator or guide.

The twenty-six indicators of engaged learning listed below in eight categories serve as a foundation for unit development for the teachers of District 222. Faculty use the principles of engaged learning to prepare instruction for students with a focus on encouraging students to think, ask questions, and solve problems within real-world contexts.

The twenty-six indicators of engaged learning divided across the eight categories listed below serve as a foundation for unit development for the teachers of District 222. Faculty use the principles of engaged learning to prepare instruction for students with a focus on encouraging students to think, ask questions, and solve problems within real-world contexts.

The Six Essential Learnings

Each student is

Information seeker, navigator, and evaluator.

Critical thinker, analyzer and selector of information and technologies appropriate to the task.

Creator of knowledge using information resources and technology.

Effective communicator using a variety of appropriate technologies/media.

Technologist.

Responsible citizen in a technological age.

The Six Essential Learnings lend themselves to engaged learners as well. When teachers focus on the Six Essential Learnings and the twenty-six indicators of engaged learning during the planning process they are guided toward developing and presenting problems that are authentic and meaningful for their students.

Teachers attend workshops provided locally, through the ROE, via online courses, and through regional universities. **To date, all teachers are highly qualified to teach in their current assignments.**

B.1 CURRICULUM ARTICULATION

DATA ANALYSIS

*Identified Strengths

- Initial articulation has been completed for Language Arts, Science, Math, and Social Science.
- The district follows the ISBE descriptors for instruction that are based on the ILS.

*Identified Weaknesses

- The curriculum is poorly articulated in terms of documentation.
- Teachers tend to select what they want to teach and resist those areas that they are weak in.
- Lack of long-term commitment to the articulated curriculum.
- Lack of up-to-date articulated standards-based technology curriculum K-12.

*Synthesis of Results

- Establish a curriculum review cycle.
- Review the core content areas for consistency and clear articulation.
- Document the curriculum and make it available throughout the district.
- Review/revise technology curriculum K-12.

B.2 STAFF READINESS

DATA ANALYSIS

*Identified Strengths

- Each building has approx. 30% early adopters.
- Staff members willing to support developing peers.
- Most faculty members realize importance of adopting new technologies for instruction.
- Some are incorporating technology presentations as a requirement for a culminating unit activity for students.

*Identified Weaknesses

- Staff resistant to attending PD workshops.
- Difficult to define effective incentives.
- Some reluctance to try new innovations and methodologies and to explore effects of those integration initiatives on teaching.
- Faculty reluctant to use technology when they lack the skills themselves.

*Synthesis of Results

- Staff is ready for PD involving technology and engaged learning strategies.
- Form faculty study groups to discuss and try engaged learning strategies.
- Obtain support materials to help the faculty and administrators visualize an engaged learning lesson, classroom, and building.
- Define effective incentives for encouraging individual PD.
- Disseminate the Six Essential Learnings and refer to them often.

B.3 STUDENT READINESS

DATA ANALYSIS

*Identified Strengths

- Students are proficient users – lending evidence to the effectiveness of the technology program.
- Some students know more than their teachers.
- Students elect to study computer technologies at HS.
- Some students are able to consider a variety of ways to use technology to support their learning.
- Some students make suggestions for how to use technology for their own learning.

*Identified Weaknesses

- Low SES prevents some students from technology access at home (Equity).
- Students lack ideas for using technology for learning.
- High interest / low attention span.
- Uneven levels of ability due to various opportunities to use technology outside the school day.
- Many students lack the skills of independent learning, critical thinking, problem-solving, and self-directed learning.

*Synthesis of Results

- Identify high interest activities with well-defined objectives.
- Provide learning opportunities to develop critical-thinking and problem-solving skills through open-ended activities including the Internet.
- Provide learning opportunities to develop learning habits that revolve around self-directed learning and independent thinking.
- Provide venues for meaningful dissemination of information learned.

B.4 TECHNOLOGY & LEARNING PRACTICES

DATA ANALYSIS

*Identified Strengths

- A few faculty members are making the transition to facilitated/engaged/PBL learning and are models for remaining staff.
- Most staff view technology as an integrated part of classroom instruction.

*Identified Weaknesses

- Staff lacks skills to teach with integrated technology-based tools, e.g. SMART Boards.
- Little ongoing support to firmly establish new teaching methodologies.

*Synthesis of Results

- More in depth study is necessary for both administrators and faculty.
- Exposure and modeling of integrated instructional strategies is necessary.
- Staff needs support and training to make strides toward achieving integrated instruction.

B.5 INNOVATORS

DATA ANALYSIS

*Identified Strengths

- Each building has trailblazers.
- Participation in the standards aligned classroom (SAC) has caused faculty members to review their current practice and explore new ideas.

*Identified Weaknesses

- Lack of trailblazers at each grade level limits models for instruction.
- Limited knowledge of engaged models for instruction.
- Some experienced teachers are entrenched in their current curriculum and practices.
- Lack of funding for innovative software, hardware, and professional development.
- District funding is limited therefore, the SAC program hasn't been expanded.

*Synthesis of Results

- Provide opportunities to spotlight trailblazers with in their building, district, and community.
- Team trailblazers with other grade level peers to develop a collaborative unit incorporating engaged learning strategies and technology.
- Take advantage of district change to shift the professional/cultural climate of the district.
- Team trailblazers with other grade level peers develop a collaborative unit incorporating engaged learning strategies and technology.

B.6 SOFTWARE

DATA ANALYSIS

*Identified Strengths

- District supports and encourages engaged learning efforts by providing open-ended production software.
- 10% of the faculty members select software that is problem-based with their classroom funds.

*Identified Weaknesses

- Faculty view software from a traditional "skill and practice" viewpoint.
- Lack of curriculum focused committees for all content areas meeting on a regular basis prevents sufficient discussion regarding quality software and its uses.

*Synthesis of Results

- Establish curriculum committees that are familiar with content needs and requirements.
- Review software purchases with the Technology Office personnel and as appropriate library/media personnel.
- Provide instruction on how to effectively implement the software for self-directed problem-based learning.
- Identify strategies for technology integrated learning that can be developed using various pieces of approved software.

- Review software selection protocols.

C. PROFESSIONAL DEVELOPMENT

Three facets of professional development have been identified in District 222 with regard to the acquisition of skills used in engaged learning and the use of technology to support learning. The first facet is oriented toward the teacher's acquisition of basic technology skills for teachers, library/media personnel, and support staff. The second facet is oriented toward the understanding of engaged learning strategies for instruction. The third facet is oriented toward the skills necessary to present technology related materials that accompany curriculum acquired through the curriculum adoption process.

Research across the country indicates that professional development conducted in isolation rarely gets implemented in the classroom. Therefore, the professional development program of the District is designed to provide the staff with integrated skills related to curriculum, methods of teaching, technology integration and technical skills.

SOURCES AND RESOURCES FOR TRAINING

Local

Technology/Curriculum Coordinator

Content Specialists

Workshop Attendees

Regional

Lee/Ogle Regional Office of Education

Area 2 Learning and Technology HUB

North Central Regional Laboratory

ISBE

Vendor

Scholastic

NCS Pearson

Inspiration Software, Inc

SOURCES AND RESOURCES FOR TECHNICAL ASSISTANCE

Local

T6 Computers, Sterling, Illinois

Vendor

IBM

Microsoft

NCS Pearson

The district is a registered professional development provider through the ISBE and can offer CPDUs for professional development. The district is establishing credentials for its mentoring program, currently they work closely with the ROE's mentoring program.

C.1 STAFF DEVELOPMENT

DATA ANALYSIS

***Identified Strengths**

- Innovators and early adopters explore strategies for technology integrated learning in their classrooms.
- Grants supported limited professional development initiatives oriented toward attainment of technology-based learning and teaching strategies.

***Identified Weaknesses**

- Limited faculty experience and PD for instructional support for the six essential learnings and engaged learning practices.
- Limited informational materials.
- Lack of team/collegial approach to PD.
- Lack of funding.

***Synthesis of Results**

- Use early adopters to model for colleagues.
- Encourage grant writing to sustain the acquisition of skills and tools for using technology-based instructional practices with children.
- Attain information and instructional materials to support PD.

C.2 STAFF READINESS**DATA ANALYSIS*****Identified Strengths**

- Small number of faculty participates in ROE programs.
- About 50% of the faculty enroll in PD summer programs.

***Identified Weaknesses**

- Limited incentive program.
- Inservice limited to broad general objectives.

***Synthesis of Results**

- Establish series of mini-workshops.
- Focus on district wide initiatives so teachers across the district can support each other as they acquire new skills for instruction and technology.
- Tie PD with curriculum review, adoption, and implementation.
- Develop collaborative environment to foster change.
- Provide variety of instructional support mechanisms.
- Monitor faculty progress.

C.3 TECHNOLOGY LEADERSHIP**DATA ANALYSIS*****Identified Strengths**

- 1.5 technology coordinators split the duties between network/hardware/system issues and curriculum/technology integration issues.
- Supportive Technology Planning Committee.
- Just-in-time (JIT) software support in place.
- Technology staff well versed in needs of classroom teachers.

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- Support for software “experts” among teaching staff.

*Identified Weaknesses

- Limited funds.
- Limited ability to require teacher attendance for training.
- Lack of identified technology program/structure in each building.
- Technology expertise overlooked during curriculum decision-making process.

*Synthesis of Results

- Bring technology coordinators into planning loop early in the curriculum decision-making process.
- Identify instructional materials that will meet the needs of the staff for staff development.
- Continue to explore ways to encourage teacher inservice and training.
- Develop technology programs and leadership within each building.
- Identify technology leaders in each building.

C.4 ADMINISTRATIVE READINESS

DATA ANALYSIS

*Identified Strengths

- Documents are shared via electronic means.
- Board presence on District website.
- All administrators realize the need for student access to technology.
- Encourage faculty to use technology.
- Responsive to the technology needs and the instructional space required.
- Supportive of new innovations.

*Identified Weaknesses

- Not all administrators work on developing their own technology skills.
- Administrators don't model variety of uses for technology for teachers or students.

*Synthesis of Results

- Provide support for modeling the use of a variety of uses for technology.
- Keep administrators up-to-date regarding current methods and uses of technology in the classroom.

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.*

B.1 CURRICULUM ARTICULATION

GAP ANALYSIS

Goal: Core content area curricula are articulated and clearly based on the ILS.

Current: Some of the content for each to the core subjects is articulated and the curriculum is followed.

Gap: Not all the ILS descriptors are taught and there are gaps in student learning.

Closing the Gap: Fully articulate the core subject curricula through a careful formalized review process. Review/revise technology curriculum based on NETS and ILS guidelines.

B.2 STAFF READINESS

GAP ANALYSIS

Goal: Most staff demonstrate high levels of interest, involvement, and commitment to technology and engaged learning.

Current: Most staff uses technology for basic management of instruction including technology for basic management of instruction including grades and preparation of classroom materials.

Gap: Many staff members are ready to become involved with technology. Those who do not indicate a high level of commitment or involvement are primarily the resisters (they cite a variety of reasons). This is due in part to lack of training, lack of ongoing support, and mixed expectations.

Closing the Gap: Distribute the goals from the State of Illinois for developing the Six Essential Learnings. Provide effective incentives and support to encouraging resisters to work with technology. Clarify goals, classroom behaviors, and expectations associated with engaged learning. Assist faculty with their selection and identification of meaningful high interest activities that use engaged learning strategies and also include critical thinking and problem-based instruction.

B.3 STUDENT READINESS

GAP ANALYSIS

Goal: Most students demonstrate a high level of interest, involvement, and commitment to technology and learning.

Current: District students basic computer skills as appropriate for their grade level.

Gap: Minimal.

Closing the Gap: Provide students with opportunities to work and learn through high interest activities that use engaged learning strategies, critical thinking, and problem-based instruction methodologies.

B.4 TECHNOLOGY & LEARNING PRACTICES

GAP ANALYSIS

Goal: Technology is used primarily for engaged learning practices rather than computer literacy or integration into traditional curriculum models.

Current: Technology is primarily adapted and integrated into traditional curriculum models or for developing computer literacy rather than using it to support integrated instructional approaches practices.

Gap: Students have limited understandings of technology-based learning strategies, its expectations and associated work/learning behaviors. Students think of using technology to support "traditional" models of learning rather than to support their own generative work.

Closing the Gap: Teachers use high interest, engaging lessons, based on the district's articulated core curriculum, that allow students to practice the Six Essential Learnings and engaged learning strategies. Selected technologies focus on fostering problem-solving, critical thinking, and open-ended inquiry in addition to developing basic skills in the core content areas.

B.5 INNOVATORS

GAP ANALYSIS

Goal: 30% of the faculty rate as "trailblazers" exploring/piloting/developing successful curriculum models.

Current: 30% of staff are exploring/piloting/developing models of success.

Gap: There is a limited understanding of what technology integrated learning strategies are and how to implement them.

Closing the Gap: Take advantage of district change to shift the professional/cultural climate of the district. Focus support on the efforts of the small group of trailblazers. Use trailblazers to encourage and support reluctant adopters. Develop a core group of teachers representing each grade level to support late adopters.

B.6 SOFTWARE

GAP ANALYSIS

Goal: A significant amount of district software is selected by curriculum focused committees and supports engaged learning.

Current: Some of the software is selected by curriculum focused committees and support engaged learning strategies. Limited funds limit software purchases. Identify web sites that could be used as an alternative.

Gap: Curriculum committees need to begin to focus on and identify appropriate engaged learning practices, then select appropriate web sites.

Closing the Gap: Establish content specific curriculum committees that identify, support, and use engaged learning strategies for instruction.

C.1 STAFF DEVELOPMENT

GAP ANALYSIS

Goal: 80-100% of the staff has adequate training and support for connecting technology uses to working and learning.

Current: 70-80% of the staff have adequate training for connecting technologies to working and learning.

Gap: Determine incentives to encourage staff, administrators, and library/media personnel to attain adequate training for fully connecting technology to work and learning. continue to offer classes and workshops centered on skills that can be used immediately in the classroom.

Closing the Gap: Identify classes and workshops that will provide training on an ongoing basis and thus, continue to develop and deepen various personnell's knowledge for connecting technology to work and learning. Continue to offer classes and workshops centered on skills that can be used immediately in the classroom.

C.2 STAFF READINESS

GAP ANALYSIS

Goal: Staff development models are in place that supports emerging teacher practices including the strategies and methods that support technology-based learning and working practices.

Current: There are staff development models in place to support the integration of technology into the traditional curriculum. The core curriculum articulation is ready to serve as a springboard for identifying engaged learning activities for student instruction.

Gap: Lack of funding continues to foster minimal PD opportunities to inform and support the development of instructional strategies oriented toward engaged learning and working practices.

Closing the Gap: Establish workshops and classes that support teacher's emerging practices oriented toward engaged learning strategies within the teacher's school day.

C.3 TECHNOLOGY LEADERSHIP

GAP ANALYSIS

Goal: There is a high level of systemic guidance and support for using technology uses for learning goals.

Current: There is a high level of designated staff focused on issues of learning, developing guiding visions, curriculum, hardware, software, staff development

and support.

Gap: Minimal.

Closing the Gap: Continue or increase availability of personnel to work with faculty, library/media personnel, administration, and staff.

C.4 ADMINISTRATIVE READINESS

GAP ANALYSIS

Goal: All administrators demonstrate a high level of interest, involvement, and commitment to technology and learning.

Current: Administrators demonstrate readiness.

Gap: Minimal.

Closing the Gap: Continue to provide opportunities for administrators to gain in confidence and continue honing their technology skills.

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.*

B.1 CURRICULUM ARTICULATION

Fully articulate the core subject curricula through a careful formalized review process. Review/revise technology curriculum based on NETS and ILS guidelines.

B.2 STAFF READINESS

Distribute the goals from the State of Illinois for developing the Six Essential Learnings. Provide effective incentives and support to encouraging resisters to work with technology. Clarify goals, classroom behaviors, and expectations associated with engaged learning. Assist faculty with their selection and identification of meaningful high interest activities that use engaged learning strategies and also include critical thinking and problem-based instruction.

B.3 STUDENT READINESS

Provide students with opportunities to work and learn through high interest activities that use engaged learning strategies, critical thinking, and problem-based instruction methodologies.

B.4 TECHNOLOGY & LEARNING PRACTICES

Teachers use high interest, engaging lessons, based on the district's articulated core curriculum, that allow students to practice the Six Essential Learnings and engaged learning strategies. Selected technologies focus on fostering problem-solving, critical thinking, and open-ended inquiry in addition to developing basic skills in the core content areas.

B.5 INNOVATORS

Take advantage of district change to shift the professional/cultural climate of the district. Focus support on the efforts of the small group of trailblazers. Use trailblazers to encourage and support reluctant adopters. Develop a core group of teachers representing each grade level to support late adopters.

B.6 SOFTWARE

Establish content specific curriculum committees that an identify, support, and use engaged learning strategies for instruction.

C.1 STAFF DEVELOPMENT

Identify classes and workshops that will provide training on an ongoing basis and thus, continue to develop and deepen various personnels' knowledge for connecting technology to work and learning. Continue to offer classes and workshops centered on skills that can be used immediately in the classroom.

C.2 STAFF READINESS

Establish workshops and classes that support teacher's emerging practices oriented toward engaged learning strategies within the teacher's school day.

C.3 TECHNOLOGY LEADERSHIP

Continue or increase availability of personnel to work with faculty, library/media personnel, administration, and staff.

C.4 ADMINISTRATIVE READINESS

Continue to provide opportunities for administrators to gain in confidence and continue honing their technology skills.

**Section I C. Data & Analysis – Other Data
Item 3 – Parent/Community Involvement Data**

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

Data for Community Involvement came from the following:

Parent Teacher Conference Attendance Reports

Parent/Student Surveys

Anecdotal Data from Informal Interviews with Community Members

Technology Committee

Polo Community High School

<http://iirc.niu.edu/School.aspx?schoolID=470712220260004>

Aplington Middle School

<http://iirc.niu.edu/School.aspx?schoolID=470712220261001>

Centennial Elementary School

<http://iirc.niu.edu/School.aspx?schoolID=470712220262001>

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

D. PARENT/COMMUNITY INVOLVEMENT

The District has a rich history of involvement within the schools. Parents support a wide variety of initiatives including parent teacher organizations fund raising such as Market Day and traveling book club offerings, classroom volunteers, and as advocates for education within the community.

Many community members use technology at work or at home. Many are aware of the activities related to technology and share supportive of its use. The public library reports a steady traffic of computer users using the public access machines available during business hours.

In general, the community is aware that technology is in place and is being used by students. There is a growing understanding that there is access to technology and collaborations are beginning to take place.

Technology is increasingly supporting communications between home and school. In addition, students are able to use technology to work on assignments at home and at school. There is access through the school web sites and community members do rely on the information posted on them.

D.1 COLLECTIVE VISION

DATA ANALYSIS

*Identified Strengths

- District Administrative Vision Statement .
- Community members along with teachers and library/media personnel from each building serve on Technology Committee.
- Faculties meet to discuss technology issues.
- Tech Committee has global vision.
- Most district personnel are aware of the implications of the Vision Statement.

*Identified Weaknesses

- Existing collective vision is still limited in scope.
- Tech not fully integrated into collective thinking as an instructional tool.

*Synthesis of Results

- Infrastructure for spreading vision is in place.
- Conduct small group meetings with community members to continually clarify and develop deeper insights into the collective vision.
- Revisit the administrative vision often by administrators, faculties, and innovators.
- Keep Administrative Vision Statement revised.
- Keep Tech Plan Vision Statement revised.

D.2 COMMUNITY READINESS

DATA ANALYSIS

*Identified Strengths

- Support for technology acquisitions in the schools through CPO, APO, VIPS, and Polo Educational Foundation.
- Businesses conduct some work electronically.
- Adopters work with students in community through library, school volunteer programs, and pilot projects.
- Use of technology in professional lives including the farming profession.

- Parents and teachers beginning to communicate regularly using e-mail.

*Identified Weaknesses

- Lack of attendance connectivity – limited broadband access to Internet for rural families.

*Synthesis of Results

- Continue to offer opportunities to community members to view and use district resources.
- Build community bridges through meetings oriented toward parent interests, e.g., farming innovations, school projects, and celebrations.
- Continue publications in the local paper.

D.3 Home/School Connection

DATA ANALYSIS

*Identified Strengths

- Teacher e-mail addresses are posted on school web sites.
- School web sites contain homework help links.
- Student progress reports/grades are available online.

*Identified Weaknesses

- There is limited family support to get children to locations with technology access in the evenings for those lacking connectivity.
- Some homes have the Internet.
- Many parents rely on work-based e-mail accounts.

*Synthesis of Results

- Develop ways to encourage parents to work with their children using the educational services available through Internet.
- Support expansion of school web sites.
- Explore funding opportunities to provide students access to technology during weekends and holidays.
- Transfer homework hotline to online services through the student management package.

D.4 Community Benefits

DATA ANALYSIS

*Identified Strengths

- Several community organizations support grant projects through the schools.
- Community exposure to collaboration is occurring through the local museum.
- Polo Public Library support district technology initiatives.

*Identified Weaknesses

- Limited visits by community members to use technology facilities.

*Synthesis of Results

- Continue to attend meetings of any local organization to showcase student work.
- Continue working with the local museum.
- Circulate student work on videotape through the public library.

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.*

D.1 COLLECTIVE VISION

GAP ANALYSIS

Goal: Throughout the community there is a widespread commitment to skills and practices possible only with technology and most share this common vision.

Current: Many share a commitment to the district's vision for technology, including those who are directly involved with technology uses in the schools.

Gap: There still exists a small gap between the vision of the district and the community. There continues to be a need to include an ever wider variety of voices.

Closing the Gap: Continue to provide opportunities to the community to view the available technology, discuss what it means to be literate, and have input into the collective vision.

D.2 COMMUNITY READINESS

GAP ANALYSIS

Goal: Most community members demonstrate a readiness: The level of interest, involvement, and commitment to technology and learning demonstrated by the community is high.

Current: Many community members use technology within their workplace or at home. Many are aware of the activities related to technology and are supportive of its use.

Gap: There continues to be a gap within the community (of educators and the community at large) of the full "potential" of technology for education, though their interest is high and they are committed to using technology in the schools they still look at technology from a traditional perspective.

Closing the Gap: Expand the number and ways community members can be involved in supporting the district's technology related instructional initiative.

Provide mechanisms for community members to view and use the district's technologies.

D.3 Home/School Connection

GAP ANALYSIS

Goal: There is full connectivity in place between homes and school and equity is not an issue.

Current: Technology is increasingly supporting communications between home and school. In addition, students are able to use technology to work on assignments at home and at school. There is access to faculty and schools through the district and school web sites and community members do rely on the information posted on them.

Gap: Technology is not used as a means of providing extensions of local school-based learning. While students have access to technology at home, equity for Internet access continues to be a problem for some students.

Closing the Gap: Identify ways technology can be used between home and school with current facilities and available software and Internet resources. Develop home/school connections related to classroom assignments and enrichment activities.

D.4 Community Benefits

GAP ANALYSIS

Goal: The community perceives that, as a result of the technology investments, there is extensive access to technology and collaborative projects exist between the school and community that are locally useful.

Current: In general, the community is aware that technology is in place and is being used by students. There is growing understanding that there is access to technology and some collaborations are taking place.

Gap: The number of community members aware of collaborative projects supported through student activities continues to grow.

Closing the Gap: Publicized collaborative projects through a variety of media. Provide opportunities for community and students to interact using technology.

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.*

D.1 COLLECTIVE VISION

Continue to provide opportunities to the community to view the available technology, discuss what it means to be literate, and have input into the collective vision.

D.2 COMMUNITY READINESS

Expand the number and ways community members can be involved in supporting the district's technology related instructional initiative. Provide mechanisms for community members to view and use the district's technologies.

D.3 Home/School Connection

Identify ways technology can be used between home and school with current facilities and available software and Internet resources. Develop home/school connections related to classroom assignments and enrichment activities.

D.4 Community Benefits

Publicized collaborative projects through a variety of media. Provide opportunities for community and students to interact using technology.

Section I D. Data & Analysis — Technology Deployment Data

Please complete the Technology Inventory Spreadsheet so it can be included in this plan (click on "Technology Inventory" to open the spreadsheet). When finished, please complete the following information:

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

Data for Technology Deployment came from the following:
Teacher Surveys, Fall 2008

Technology Inventory, Winter 2008-09
Administrator Anecdotal Reporting, Winter 2008-09
Technology Committee, Monthly meetings

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

E. TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY

System Overview

The District runs on a Windows based environment (Windows NT). The elementary, middle, and high schools are networked and use a shared T-1 line for Internet access.

Electrical Capacity

All three buildings have had their electrical capacity evaluated by a qualified electrician and improved where deemed necessary.

Infrastructure Design

Centennial Elementary School

The elementary school is wired for a Fast Ethernet LAN with access to the Internet using a wireless bridge to the middle school/high school network. Each elementary classroom grades 1-5 (13) has 2-3 Pentium-based computers, a networked printer and a TV. The Special Ed, Early Childhood, Music, and Title 1 areas each have one Pentium-based computer on the LAN. Each of these computers has multimedia capacity, and in fact, the greatest use of the computers lies in running grade level appropriate CD-ROM based programs.

Aplington Middle School

Two computer labs are present: one adjacent to the media center with 24 Pentium-based stations used mainly by grades 6 & 7, and a newer 24 station Pentium-based lab for grade 8 on the third floor. Grades 6 through 8 are scheduled into the labs on a daily basis allowing for considerable interdisciplinary work. Each of the regular classrooms (15) have one Pentium-based computer and printer. All the classroom and lab computers are connected to a Fast Ethernet LAN that is fiber optically connected to the high school in order to share the T1 line for Internet access.

Polo High School

Academic/core curriculum classrooms (10) have one Pentium-based computer connected to a Fast Ethernet LAN. This LAN also supports 3 20-station Pentium-based computer labs, and 15 additional Pentium-based machines in the media center. A few classrooms (3) and the vocational areas (3) each have one Pentium-based computer on the Fast Ethernet LAN, the only exception is the Industrial Arts area which has four Pentium-based LAN connected computers for CAD work. The administrative offices (5) are also connected to the Fast Ethernet LAN. The tech office runs three servers, one for logon and storage, one for applications, and one for the student management system that was installed this year. A T1 line is connected to the Linc-On network for Internet access services the district topology.

Technology Related Inventories

See inventory section of this document.

Technical Support

There is a defined hierarchy for technical support. Ultimately, the district's System Administrator who is a specialist in networking, hardware, and systems design has the final say. This person is responsible for making all decisions with regard to technical support for the District's technology. Repair is often completed onsite. Parts are ordered and installations/repairs are managed in-house.

Interoperability and Redeployment

The District's system is viewed as a whole unit. Upon review by the Technology Office district and site-based purchases are made. This measure is in place to ensure new equipment and software will run smoothly on the system. The System Administrator is the only staff member who can load software onto the system. Again, this measure is the final check-and-balance for system compatibility.

Old Equipment

Existing or "old equipment" is always a consideration when new additions are proposed and made to the system. Interoperability is checked and confirmed by the System Administrator. A variety of sources are consulted before a decision is rendered including the Internet, operations manuals, and through direct vendor contacts. Patches are identified and investigated prior to the purchase of new equipment to ensure interoperability between existing and new equipment.

When equipment is scheduled to be replaced, it is carefully evaluated by the System Administrator for redeployment. With only three buildings in the district the System Administrator has a clear picture of the needs within each building. If the old equipment is still usable it is reassigned to a more suitable location. In general, old equipment is continuously redeployed to less demanding uses until it is beyond repair. At that point it is disposed of.

New Equipment

New additions to the system are proposed and carefully considered prior to purchase. Interoperability is checked and confirmed by the System Administrator. A variety of sources are consulted before a decision is rendered including the Internet, operations manuals, and through direct vendor contacts. Patches are identified and investigated prior to the purchase of new equipment to ensure interoperability between existing and new equipment.

Software

Generally, system software is upgraded when major changes require a system upgrade. With limited funding the District does not adhere to constantly changing the system unless it is warranted. Proposed application and instructional software is carefully considered prior to purchase. Interoperability is checked and confirmed by the System Administrator. A variety of sources are consulted before a decision is rendered including the Internet, operations manuals, and through direct vendor contacts. Patches are identified and investigated prior to the purchase of new software to ensure interoperability on the district's system.

Assessment and Evaluation Guiding Future Purchases

Currently, the System Administrator and the Technology/Curriculum Coordinator evaluate each area, then recommendations are made to the superintendent who makes the final purchasing decisions.

Hardware

When new equipment is requested by the Technology Committee, the district administration, or classroom teacher the request is carefully evaluated by the System Administrator. With only three buildings in the district the System Administrator has a clear picture of the needs within each building. New equipment is

deployed at the point of greatest need. Technology labs are considered as entire units and are replaced at the same time. This eases the burden for maintenance, as the system is consistent from machine to machine, rather than using a hodge-podge of old and new equipment. Teacher, classroom, and administrative stations are replaced based on need. As systems age the oldest equipment is replaced first.

Connectivity Supplies

The System Administrator carefully monitors the network system. As new hardware is added or software is updated stresses to the system are evaluated. The System Administrator monitors the requirements for system changes including connectivity, hardware and software necessary to maintain the system. When warranted the System Administrator recommends the appropriate upgrades.

Software

When new software is requested by the Technology Committee, the district administration, or classroom teacher the request is carefully evaluated by the Technology/Curriculum Coordinator and the System Administrator. With only three buildings these staff members have a clear picture of the needs within each building. Based on district needs, curriculum needs (including student test scores), and funding a prioritized list is created and decisions regarding software purchases are made by the Technology/Curriculum Coordinator, System Administrator, and Superintendent; and after Board approval purchases are made.

E.1 POLICIES AND PROCEDURES

DATA ANALYSIS

*Identified Strengths

- AUP and CIPA are in place.
- Technology Committee is consulted about major policy issues.
- All decisions filter through top administration to ensure consistency within the district.

*Identified Weaknesses

- Existing procedures not followed consistently.
- Procedures need broader dissemination.

*Synthesis of Results

- Review process for established procedures.
- Initiate district-wide formal dissemination process for policies and procedures.
- Continue with Technology Committee oversight and approval followed by recommendations to Board of Education.

E.2 PURCHASING DECISIONS

DATA ANALYSIS

*Identified Strengths

- Technology Committee develops, agrees to, and supports recommendations to the board.
- 1.5 full-time district personnel designated to technology.
- Superintendent works closely with technology personnel when making district software and hardware purchasing decisions.

*Identified Weaknesses

- Procedures not fully implemented.

- Procedures not followed consistently.

*Synthesis of Results

- Review procedures for technology evaluation, purchase, and use.
- Evaluate purchasing decision process.
- Meet with faculties and staff for input on technology purchasing.

E.3 BUDGET SUPPORT

DATA ANALYSIS

*Identified Strengths

- Technology requirements/needs are included during early considerations within the budget cycle.
- E-rate funding is used.
- Title IId funding is used.

*Identified Weaknesses

- Need staff development support for technology within school day.
- Most budget items must be prioritized.
- Ongoing support for consumables is limited.

*Synthesis of Results

- Continue working with the tech committee and superintendent on budget issues.
- Identify grants and foundations as sources for funding.
- Make applications to identified alternative funding sources.
- Continue to use E-rate & Title IId funding.

E.4 EQUITABLE OPPORTUNITIES

DATA ANALYSIS

*Identified Strengths

- Limited access for all teachers to use building labs for instruction.

*Identified Weaknesses

- ES has 2 full labs -- one using SuccessMaker software (Intelligent tutoring) and the other is open for classroom projects.
- ES classrooms have 2-3 computers (outdated).
- MS 2 full labs – equipment is outdated
- MS teaming for integrated instruction including use of technology.
- HS has 3 full labs.
- HS library has full lab.
- HS “living” technology curriculum based on NETS.

4/17/2009 1:50:06 PM

- All buildings -- One computer in classroom.

*Synthesis of Results

- Encourage flexible scheduling MS to allow various team teachers to use lab with classes.
- Maintain level of access to technology.
- Increase number of high performance computers in ES and HS classrooms.

E.5 CONNECTIVITY

DATA ANALYSIS

*Identified Strengths

- HS/MS has T1 line.
- MS/HS networked within and between buildings.
- ES connected through wireless to T1.
- All faculty have e-mail access.
- All classrooms have Internet access.

*Identified Weaknesses

- Occasionally, bridge is lost between ES & MS complex disrupting Internet service.
- While T1 is a strength, system needs to be more robust to sustain current and future bandwidth requirements.

*Synthesis of Results

- Evaluate current system topology.
- Increase number of peripherals.
- Upgrade servers to handle more traffic.
- Investigate upgrade to T3 or broadband.
- Explore wireless solution.

E.6 TOOL CAPACITY

DATA ANALYSIS

*Identified Strengths

- 100% classrooms have one high performance workstation.
- 100% schools have 1 digital camera.
- 100% schools have 1 digital scanner.
- ES and HS computer labs have high performance workstations.

*Identified Weaknesses

- All schools have limited quantities and access to digital cameras and scanners.
- Older machines not able to support some newer networked software.

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- System is divided due to MS OS issues.
- Older software doesn't run on Win 2000/XP.
- District faces a financial burden to upgrade instructional software.
- MS has old computer labs

*Synthesis of Results

- Provide high quality production station at all buildings.
- Provide digital projection device all buildings.
- Consider laptops for portable multimedia classrooms at each building.

E.7 UBIQUITOUS ACCESS

DATA ANALYSIS

*Identified Strengths

- Elementary – machines available in all classrooms.
- MS – all students have contact with computers daily.
- District – 100% classrooms have Internet access.

*Identified Weaknesses

- All schools have limited number of software licenses.
- Some software limited to specific machines.

*Synthesis of Results

- Increase student access to computers in the classroom.
- Increase number of basic software licenses to cover all machines in a building.
- Explore addition of a second computer lab at ES for research.

E.8 FACILITIES

DATA ANALYSIS

*Identified Strengths

- All buildings have sufficient capacity.
- Onsite maintenance maintains system to ensure proper electrical and structural support.

*Identified Weaknesses

- Limited drops and electrical outlets.
- Limited placements in classrooms due to drop and outlet limitations.
- Finite classroom space in each building – limits the number of labs that can be added.

*Synthesis of Results

- Review increasing drops in each classroom.
- Increase flexibility of electrical outlets in classrooms.
- Continue to maintain facilities.

E.9 TECHNICAL SUPPORT

DATA ANALYSIS

*Identified Strengths

- District personnel able to pull wire and connect cables.
- District personnel designated to provide hardware support and onsite repair.
- Most hardware problems are resolved quickly with little downtime.
- Full time district personnel designated for support, repairs, and network administration.

*Identified Weaknesses

- Limited repair inventory.
- Occasional lag time for repair.

*Synthesis of Results

- Continue level of existing technical support.
- Increase repair inventory.
- Reduce down time.

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.*

E.1 POLICIES AND PROCEDURES

GAP ANALYSIS

Goal: A systemic approach exists for technology usage, decisions, and issues. All policies and procedures are clearly defined and formally communicated.

Current: Policies and procedures are in place, clearly defined, and formally communicated.

Gap: Minimal.

Closing the Gap: Documentation for policies and procedures need wider dissemination for a fully systemic approach to technology usage, decision-making, and dealing with technology related issues.

E.2 PURCHASING DECISIONS

GAP ANALYSIS

Goal: A systemic, cost efficient process is tied to instructional needs. It clearly defines procedures regarding technology evaluation, purchase, and use.

Current: Procedures are clearly defined and in place for the evaluation and purchasing of technology related to instructional needs.

Gap: Minimal.

Closing the Gap: Review documentation for policies and procedures that address the decision-making process for purchasing hardware and software tied to instructional needs.

E.3 BUDGET SUPPORT

GAP ANALYSIS

Goal: Technology funding for hardware/software/support staff development and personnel are included in the budget process.

Current: Technology is a consideration when determining building and district budgets.

Gap: Minimal.

Closing the Gap: Identify additional ways dollars from various funding sources can be used to support the technology expenses of the district.

E.4 EQUITABLE OPPORTUNITIES

GAP ANALYSIS

Goal: 90 - 100 % of the students have access to technology experiences whenever and wherever their needs or interests arise.

Current: Most students have access to technology experiences initiated by teachers for specific assignments. However, students with special needs have limited access to technology experiences.

Gap: While students have access to technology facilities, the facilities do not allow for open access to all software. In addition, security and licensure issues continue to limit student access.

Closing the Gap: Maintain the lab spaces to open work areas for JIT student access. Continue to evaluate appropriate adaptive software for special needs students.

E.5 CONNECTIVITY

GAP ANALYSIS

Goal: There are networks and telecommunications structures in place to allow universal access by all staff and students (WAN).

Current: Networks and telecommunications are in place and allow full access to all students and staff (WAN).

Gap: Minimal, however, equipment is aging out and the infrastructure hardware and software needs to be upgraded to remain robust and current.

Closing the Gap: Maintain the level of access and maintain or increase the speed of the system by upgrading the line connections or exploring alternative solutions.

E.6 TOOL CAPACITY

GAP ANALYSIS

Goal: A majority of workstations are high performance (minimum 3:1 ratio) and there is adequate access to other types of technology.

Current: Workstations (60%) are high performance, however, other technologies are limited.

Gap: Minimal, complete multimedia classroom installations (6 remaining).

Closing the Gap: Continually evaluate and maintain the existing system.

E.7 UBIQUITOUS ACCESS

GAP ANALYSIS

Goal: Technology tools are located in labs and distributed in classrooms and adjacent learning areas in adequate ratios for learning projects to happen anytime anywhere - networking allows files, programs and resource sharing wherever learning is occurring.

Current: Technology tools are located in labs and distributed in classrooms and are in adequate ratios or combinations for continuous learning uses. There is limited access at ES.

Gap: MS Office is outdated.

Closing the Gap: Maintain existing labs and classroom workstations, upgrade software.

E.8 FACILITIES

GAP ANALYSIS

Goal: All buildings are structurally, electrically, and mechanically able to fully utilize technology.

Current: The schools are structurally, electrically, and mechanically able to fully utilize technology including multiple workstations in classrooms, networks and telecommunications.

Gap: Minimal.

Closing the Gap: Continue to maintain facilities.

E.9 TECHNICAL SUPPORT

GAP ANALYSIS

Goal: Technical support is supplied when needed by designated district personnel or outsourced, instructional use/time is not affected.

Current: Technical support is supplied by highly qualified and designated district personnel or outsourced, and instructional use/time is not greatly affected.

Gap: Minimal.

Closing the Gap: Continue to identify and implement strategies that will reduce downtime.

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.*

E.1 POLICIES AND PROCEDURES

Documentation for policies and procedures need wider dissemination for a fully systemic approach to technology usage, decision-making, and dealing with technology related issues.

E.2 PURCHASING DECISIONS

Review documentation for policies and procedures that address the decision-making process for purchasing hardware and software tied to instructional needs.

E.3 BUDGET SUPPORT

Identify additional ways dollars from various funding sources can be used to support the technology expenses of the district.

E.4 EQUITABLE OPPORTUNITIES

Maintain the lab spaces to open work areas for JIT student access. Continue to evaluate appropriate adaptive software for special needs students.

E.5 CONNECTIVITY

Maintain the level of access and maintain or increase the speed of the system by upgrading the line connections or exploring alternative solutions.

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E.6 TOOL CAPACITY

Continually evaluate and maintain the existing system.

E.7 UBIQUITOUS ACCESS

Maintain existing labs and classroom workstations, upgrade software.

E.8 FACILITIES

Continue to maintain facilities.

E.9 TECHNICAL SUPPORT

Continue to identify and implement strategies that will reduce downtime.

District Technology Inventory - District Information

Number	Item
705	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).
3	Number of K-12 special education self-contained classroom students
58	Number of Teachers (FTE - this does not include teacher aides)
4	Number of Administrators
3	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
3	Subtotal
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
1	Number of non-instructional school buildings with no internet access
1	Subtotal
3	Total number of instructional school buildings

Number	Item
1	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	75
	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	192
	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	11
	Dedicated Cable	0
	DSL	0

Location	Type	Number of Rooms
	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	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	23
	Dedicated Cable	0
	DSL	0
	Wireless	3
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0

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

District Technology Inventory - Computer Inventory(Desktop Computers)

Desktop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	38	0	38	38	0	38	0	0	0	0	0	0
	5+ years	27	0	27	27	0	27	0	0	0	0	0	0
	SubTotal	66	0	66	66	0	66	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	29	0	29	29	0	29	0	0	0	0	0	0
	2-5 years	95	0	95	95	0	95	0	0	0	0	0	0
	5+ years	68	0	68	68	0	68	0	0	0	0	0	0
	SubTotal	192	0	192	192	0	192	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	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
	2-5 years	6	0	6	6	0	6	0	0	0	0	0	0
	5+ years	4	0	4	4	0	4	0	0	0	0	0	0
	SubTotal	10	0	10	10	0	10	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	6	0	6	6	0	6	0	0	0	0	0	0
	5+ years	13	0	13	13	0	13	0	0	0	0	0	0
	SubTotal	19	0	19	19	0	19	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(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	3	0	3	3	0	3	0	0	0	0	0	0
	2-5 years	2	0	2	2	0	2	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	5	0	5	5	0	5	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	1	0	1	1	0	1	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	1	0	1	1	0	1	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	3	0	3	3	0	3	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

Laptop Computers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	SubTotal	4	0	4	4	0	4	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													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

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
	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	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

Tablet Computers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

Servers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	2	0	2	2	0	2	0	0	0	0	0	0
	SubTotal	4	0	4	4	0	4	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

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
	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	2	0	2	2	0	2	0	0	0	0	0	0
	SubTotal	3	0	3	3	0	3	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 - Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0

	Windows XP (any version)	45
	Windows 2000 (any version)	26
	Windows 98	0
	Windows 95	0
	Other PC	4
	Subtotal	75
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	143
	Windows 2000 (any version)	49
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	192
Media Center/Library	Windows Vista	0
	Windows XP (any version)	7
	Windows 2000 (any version)	3
	Windows 98	1
	Windows 95	0
	Other PC	0
	Subtotal	11
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0

	Windows 95	0
	Other PC	0
	Subtotal	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	17
	Windows 2000 (any version)	6
	Windows 98	0
	Windows 95	0
	Other PC	3
	Subtotal	26
Teacher Offices	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0

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	8
	Routers	1
	Switches	2
	Wireless Access Points	0
	Firewall	1
	Spam Filter	0
	Content Filter	1
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	8
	Routers	0
	Switches	2
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0

Location	Equipment	Number
	Intrusion Detector	0
Media Center/Library	Hubs	3
	Routers	0
	Switches	0
	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	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	2
	Routers	0
	Switches	3
	Wireless Access Points	3
	Firewall	0
	Spam Filter	0

Location	Equipment	Number
	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	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0

District Technology Inventory - Licensing Software

	Software Type
Yes	Networking

	Software Type
Yes	Utility Programs (Service Programs, File Compression, Disk Optimizers, etc.)
Yes	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
Yes	Graphics (Business, Illustration, CAD, Animation, etc.)
Yes	Desktop Publishing
Yes	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
Yes	Programming packages (Computer Programming)
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	14	3	17
Stand-alone Printers	24	14	38
Scanners	6	0	6
Digital Cameras	4	0	4
Camcorders/Movie Cameras	2	0	2
Satellite Dishes	0	0	0
Televisions	12	0	12
Video Microscopes	0	0	0
LCD Panels/Projection Devices	0	0	0

Technology Type	Instructional	Administrative	Total
Fax Machines	4	0	4
Graphing Calculators	40	0	40
PDAs	0	0	0
Assistive/Adaptive Devices	0	0	0
GPS Devices	0	0	0
Science Probeware	6	0	6
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	20	0	20
Whiteboard Capture Devices	0	0	0
Document Cameras	10	0	10
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)	0	8	8
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	1	1
Classrooms with Telephones			
	Number		
Classrooms with telephones	29		

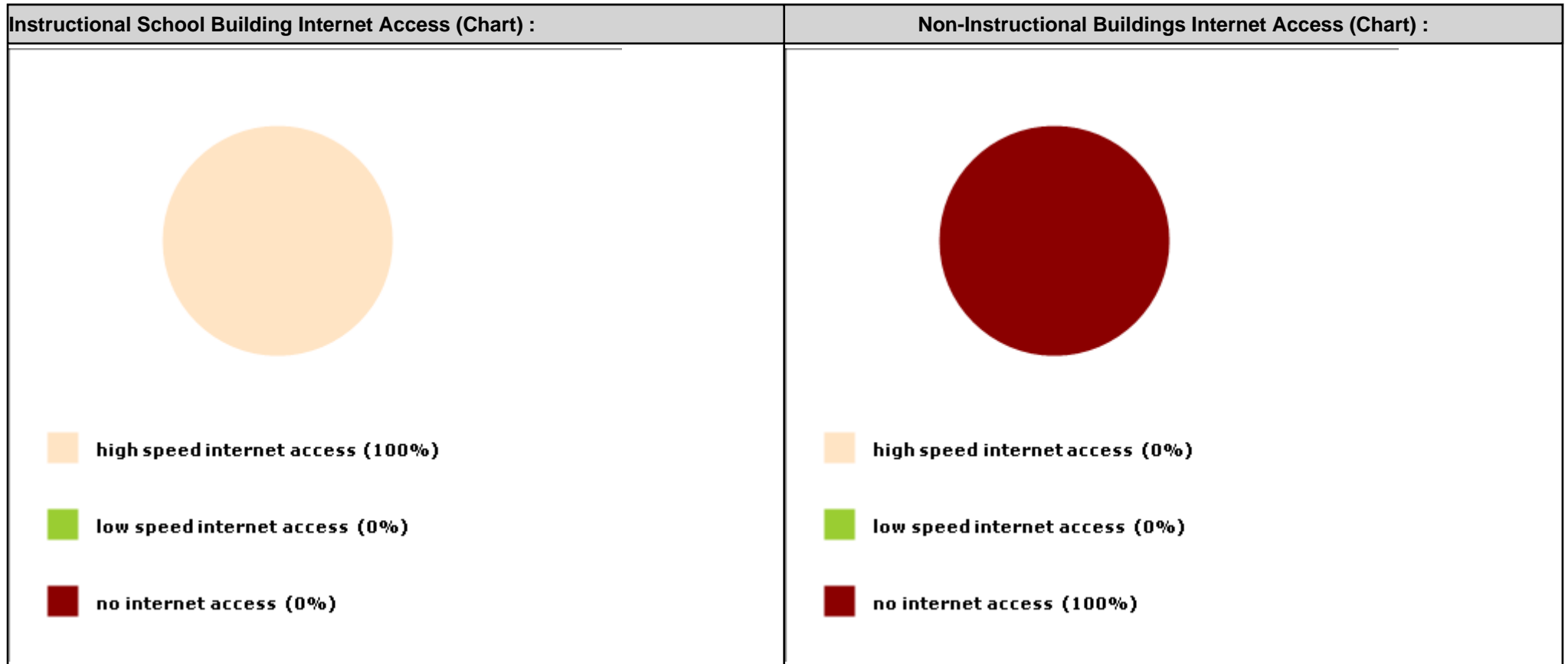
District Technology Inventory - Distance Learning

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
705	3	58	4

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



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	66	0	192	0	10	0	0	0	19	0	0	0	0	0
Laptops	5	0	0	0	1	0	0	0	4	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	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	4	0	0	0	0	0	0	0	3	0	0	0	0	0
	75	0	192	0	11	0	0	0	26	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	
	75		192		11		0		26		0		0	
Students per Computer													2.33	

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	66	0	192	0	10	0	0	0	19	0	0	0	0	0
Laptops	5	0	0	0	1	0	0	0	4	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	4	0	0	0	0	0	0	0	3	0	0	0	0	0
	75	0	192	0	11	0	0	0	26	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	
	75		192		11		0		26		0		0	
Students per Computer													2.33	

Computers with Low Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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	
	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
30	7	0	145	3	0	112	0	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
301	100+ mg Ethernet
0	Dedicated Cable
0	DSL
3	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
212	Windows XP (any version)
84	Windows 2000 (any version)
1	Windows 98
0	Windows 95
7	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
17	Number of Networked Printers
38	Number of Stand-alone Printers
6	Number of Scanners
4	Number of Digital Cameras
2	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
12	Number of Televisions
0	Number of Video Microscopes
0	Number of LCD Panels/Projection Devices

Other Technologies

Total	Type
4	Number of Fax Machines
40	Number of Graphing Calculators
0	Number of PDAs
0	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
6	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
20	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
10	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.

Phase I
77.5% (AYP) of students grades 3-11 will meet or exceed on ISAT/PSAE testing for Reading and Math for FY 2010. This will be supported by the District's ongoing support of the technology infrastructure, integration, implementation, and use for all facets of the educational process.

Phase II
85% (AYP) of students grades 3-11 will meet or exceed on ISAT/PSAE testing for Reading and Math for FY 2010. This will be supported by the District's ongoing support of the technology infrastructure, integration, implementation, and use for all facets of the educational process.

Phase III
92% (AYP) of students grades 3-11 will meet or exceed on ISAT/PSAE testing for Reading and Math for FY 2010. This will be supported by the District's ongoing support of the technology infrastructure, integration, implementation, and use for all facets of the educational process.

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

Goal 1 Description for Phase I :2009-2010

77.5% (AYP) of students grades 3-11 will meet or exceed on ISAT/PSAE testing for Reading and Math for FY 2010. This will be supported by the District's ongoing support of the technology infrastructure, integration, implementation, and use for all facets of the educational process.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1													
The technology curriculum is reviewed/revised/refined using ISTE and State technology standards.													
	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	100% of the high school technology curriculum is revised and aligned.	6/1/2009	6/30/2010	2000	0			0	2000	0	0	0	0

Strategy 2													
Multimedia classrooms use technology for instruction on a daily basis.													

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 Multimedia Classrooms - 100% of students in multimedia classrooms interact with curriculum content via technology based instruction. (NOTE: There are only 4 classrooms throughout the district not mm equipped. Will complete PII and PIII.)	8/24/2009	6/30/2010	0	0			0	0	0	0	0	0
2 Video on Demand – Streaming Service 100% of students in HS Social Sciences department use streaming video for instruction and students assist in the evaluation of its effectiveness.	8/24/2009	12/18/2009	0	0			0	0	0	0	0	0
3 100% of multimedia classrooms use technology on daily basis to support instruction.	8/21/2009	5/31/2010	0	0			0	0	0	0	0	0

Strategy 3

The District migrates to a web-based student management system.

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 100% of students can track their academic progress using web-based student management system. Migration continues into PII	8/24/2009	6/30/2010	0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

Provide onsite instruction to support integrating and using technology in the classroom.

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 Deliver introductory workshop to faculty who receive new SMART Boards. Target: 100% attendance	8/20/2009	9/30/2009	4000	0			0	4000	0	0	0	0

2	Deliver required workshops to all new faculty to assess PowerPoint and Excel skills with a focus on using each for classroom instruction. Target: 100% attendance	8/10/2009	8/21/2009	1500	0			0	1500	0	0	0	0
3	Deliver optional workshops to develop skills for PowerPoint and Excel using trailblazers in each building. Target: 90% attendance	8/20/2009	12/18/2009	0	0			0	0	0	0	0	0
4	Deliver introductory workshop to faculty who receive new multimedia classrooms, Kg and Grade 1. Target: 100% attendance	8/21/2009	11/30/2009	0	0			0	0	0	0	0	0
5	100% of the high school social science faculty attends an onsite workshop on the streaming video service.	8/20/2009	9/4/2009	0	0			0	0	0	0	0	0

Strategy 2

Provide onsite workshops for transitioning to upgraded software.

	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	100% of the faculty attends the MS Office upgrade workshop.	9/1/2009	12/18/2009	1500	0			0	1500	0	0	0	0
2	100% of the faculty attends the workshop for the web-based student management system	8/20/2009	10/23/2009	1500	0			0	1500	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

The District will maintain telecommunications with parents and community members.

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 e-mail services to continue contact with parents and community members.	7/1/2009	6/30/2010	1000	1000			0	0	0	0	0	0
2 Provide web-based student status reports through a web-based student management system upgrade.	7/1/2009	5/31/2010	0	0			0	0	0	0	0	0

Strategy 2

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

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

The District will purchase hardware to support the instructional goals of the technology plan.

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 computers to meet baseline standards: 1G RAM, 40Gb hard drive, Windows XP, 2+GHz processor. 55-upgrade, 57 replace	7/1/2009	6/30/2010	40000	40000	0	D	0	0	0	0	0	0

2	Replace Log In servers. 1 Server for each network is purchased (total = 2).	7/1/2009	8/21/2009	5000	5000	0	D	0	0	0	0	0	0
3	Establish 4 Multimedia classrooms at Centennial Elementary School, Kg, Gr. 1. System includes: projector, SMART Board, DVD.	7/1/2009	10/1/2009	11600	11600	0	D	0	0	0	0	0	0
4	Server is established at Centennial Elementary School for long-term storage for RTI data.	6/1/2009	8/21/2009	6000	6000	0	D	0	0	0	0	0	0

Strategy 2

The District will purchase software to support the instructional goals of the technology plan.

	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	Begin MS Office upgrade - 310 computers, will complete PII.	7/1/2009	6/30/2010	15500	15500	0	D	0	0	0	0	0	0

Strategy 3

The District will purchase services to support the instructional goals of the technology plan.

	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	District will migrate connectivity from the current T1 service to a wireless connection through T6.	7/1/2009	6/30/2010	7500	7500	0	D	0	0	0	0	0	0
2	Video on Demand – Streaming Service - Continue exploring options for service.	7/1/2009	12/31/2009	8000	8000	0	D	0	0	0	0	0	0
3	District purchases a web-based student management system.	6/1/2010	8/20/2010	30000	30000	0	D	0	0	0	0	0	0

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

Goal 1 Description for Phase II :2010-2011

85% (APY) of students grades 3-11 will meet or exceed on ISAT/PSAE testing for Reading and Math for FY 2011. This will be supported by the District's ongoing support of the technology infrastructure, integration, implementation, and use for all facets of the educational process.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

The technology curriculum is reviewed/revised/refined using ISTE and State technology standards.

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 100% of the middle school technology curriculum is revised and aligned.	8/20/2010	5/27/2011	2000	0			0	2000	0	0	0	0

Strategy 2

Multimedia classrooms use technology for instruction on a daily basis.

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 100% of multimedia classrooms use technology on daily basis to support instruction.	8/23/2010	6/30/2011	0	0			0	0	0	0	0	0
2 Multimedia classrooms - 100% of students in multimedia classrooms interact with curriculum content via technology based instruction. (NOTE: There are only 2 classrooms throughout the district not mm equipped. Will complete PIII.)	8/23/2010	5/31/2011	0	0			0	0	0	0	0	0

Strategy 3

The District migrates to a web-based student management system.

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 100% of students can track their academic progress using web-based student management system. This transition is complete, began in PI.	8/23/2010	6/30/2011	0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

Provide onsite instruction to support integrating and using technology in the classroom.

	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	Deliver introductory workshop to who receive new SMART Boards. Target: 100% attendance.	8/20/2010	9/30/2010	4000	0			0	4000	0	0	0	0
2	Deliver required workshops to all new faculty to assess PowerPoint and Excel skills with a focus on using each for classroom instruction. Target: 100% attendance	8/9/2010	8/20/2010	1500	0			0	1500	0	0	0	0
3	Deliver introductory workshop to faculty who receive new multimedia classrooms, PreK and middle school (1 classroom). Target: 100% attendance	8/23/2010	11/30/2010	0	0			0	0	0	0	0	0

Strategy 2

Provide onsite workshops for transitioning to upgraded software.

	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	100% of the faculty attends the MS Office upgrade workshop.	9/1/2010	12/20/2010	1500	0			0	1500	0	0	0	0
2	100% of the faculty attends the workshop for the web-based student management system.	8/23/2010	10/22/2010	1500	0			0	1500	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

The District will maintain telecommunications with parents and community members.

	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 e-mail services to continue contact with parents and community members.	7/1/2010	6/30/2011	1000	1000			0	0	0	0	0	0
2	Provide web-based student status reports through a web-based student management system upgrade.	7/1/2010	5/31/2011	0	0			0	0	0	0	0	0

Strategy 2

	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

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

The District will purchase hardware to support the instructional goals of the technology plan.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)

1	Establish 2 Multimedia classrooms, 1 at Centennial Elementary School and 1 at Aplington Middle School. System includes: projector, SMART Board, DVD.	7/1/2010	10/1/2010	6000	6000	0	D	0	0	0	0	0	0
2	Establish a computer rotation program for the District.	11/1/2010	4/15/2011	25000	25000	0	D	0	0	0	0	0	0
3	Begin increasing the number of classroom computers at Centennial. Target set at 3-5. Continued PIII. 2 grade levels	6/15/2010	8/20/2010	15000	15000	0	D	0	0	0	0	0	0

Strategy 2

The District will purchase software to support the instructional goals of the technology plan.

	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	Complete MS Office upgrade - 310 computers, began in PI	6/7/2010	8/20/2010	1500	1500	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 - Action Plan - Phase III Goals, Strategies, and Activities

Goal 1 Description for Phase III :2011-2012

92.5% (AYP) of students grades 3-11 will meet or exceed on ISAT/PSAE testing for Reading and Math for FY 2010. This will be supported by the District's ongoing support of the technology infrastructure, integration, implementation, and use for all facets of the educational process.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1													
The technology curriculum is reviewed/revised/refined using ISTE and State technology standards.													
	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	100% of the elementary school technology curriculum is revised and aligned.	6/1/2011	6/29/2012	3000	0			0	3000	0	0	0	0
2				0	0			0	0	0	0	0	0

Strategy 2													
Multimedia classrooms use technology for instruction on a daily basis.													
	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	100% of multimedia classrooms use technology on daily basis to support instruction.	8/19/2011	6/1/2012	0	0			0	0	0	0	0	0
2	Multimedia classrooms - 100% of students in multimedia classrooms interact with curriculum content via technology based instruction.	8/19/2011	6/1/2012	0	0			0	0	0	0	0	0

Strategy 3													
The District establishes a web-based student registration system.													
	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	100% of students can register for classes using web-based student management system.	12/1/2011	4/13/2012	5000	5000			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1													
Provide onsite instruction to support integrating and using technology in the classroom.													

	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	Deliver introductory workshop to who receive new SMART Boards. Target: 100% attendance.	8/15/2011	9/30/2011	2500	0			0	2500	0	0	0	0
2	Deliver required workshops to all new faculty to assess PowerPoint and Excel skills with a focus on using each for classroom instruction. Target: 100% attendance.	8/8/2011	8/22/2011	2000	2000			0	0	0	0	0	0
3	Deliver introductory workshop to faculty who receive new multimedia classrooms, middle school (1 classroom) and high school (1 classroom). Target: 100% attendance.	8/22/2011	11/30/2011	1000	1000			0	0	0	0	0	0

Strategy 2

	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

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

The District will maintain telecommunications with parents and community members.

	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	Maintain e-mail services to continue contact with parents and community members.	7/1/2011	6/29/2012	2000	2000			0	0	0	0	0	0
2	Provide web-based student status reports through a web-based student management system upgrade.	7/1/2011	5/31/2012	0	0			0	0	0	0	0	0

Strategy 2

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

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

The District will purchase hardware to support the instructional goals of the technology plan.

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 Establish 2 Multimedia classrooms, 1 at Centennial Elementary School and 1 at Aplington Middle School. System includes: projector, SMART Board, DVD.	7/1/2011	10/3/2011	10000	10000	0	D	0	0	0	0	0	0
2 Implement the computer rotation program for the District.	7/1/2011	6/29/2012	0	0	0	D	0	0	0	0	0	0

3	Complete increasing the number of classroom computers at Centennial. Target set at 3-5. 2 Grade Levels To be completed 2013	6/15/2011	8/22/2011	15000	15000	0	D	0	0	0	0	0	0
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Strategy 2

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

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

GENERAL MONITORING DESCRIPTION

BENCKMARK INDICATORS OF SUCCESS

The District's technology program is fully funded, connectivity is complete, materials and funding are equitably allocated, and there is sufficient support staff. The students are investigating real world problems and are supported by community and worldwide resources.

EVALUATION CYCLES

On an annual basis and through a quarterly cycle, the district technology coordinator/system administrator, technology/curriculum coordinator, district administrators, and the technology committee evaluate the district's progress in providing necessary hardware and network capabilities to advance the district's technology/curriculum goals. Teacher, student, and community input is continuously obtained and used to shape and drive improvement initiatives through anecdotal reporting and surveys.

Annually, during the spring quarter, each School Improvement Team (SIP) is responsible for the evaluation of their school/student progress toward goal achievement and makes recommendations to the administration and technology committee on what is needed to facilitate student progress.

The assessment process continues to evaluate the four overarching goals for technology/curriculum integration:

1. The use of engaged learning principles incorporating problem-solving strategies, authentic learning situations, and collaborative projects with students responsible for their own learning aided by the teacher-coach.
2. The integration of the six essential learnings as identified by the state of Illinois to product students who are information seekers, critical thinkers, creators of knowledge, effective communicators, responsible citizens, and who are comfortable with all facets of technology.
3. The integration of technology into each classroom as an instructional tool to enhance student achievement of the state learning goals.
4. Continued provision to provide for safe Internet access to each classroom/student for instruction and research purposes.

ASSESSMENT INSTRUMENTS

Quantitative Formats

Annual surveys are conducted to help establish the needs of the community, parents, students, faculty, administration, and staff. These assessments are constructed to evaluate the effectiveness of the district's technology integration program for the year. The assessments are conducted in the spring and the results are compiled and used to inform the development of the following year's program.

Faculty, administration, and staff self-evaluations regarding skill levels based on NETS Standards are used. These surveys, in differing forms, are administered in the fall and again in the spring to gauge what teachers have learned about curriculum, instruction, and technology integration through their professional development during the year.

Qualitative Formats

Comments are solicited from technology committee members throughout the year, especially during the review of the district's technology plan. The plan provides the grounding for the district's technology related activities. It is considered a living document – requiring formal annual review and adjustments to reflect accomplishments, provide for the setting of new goals, and updating equipment through a systematic analysis process.

Teacher and student artifacts such as software products, hard copies of student and teacher work, newspaper clippings, memos, and meeting minutes are collected and evaluated for insights into the progress of students and staff toward ubiquitous access. Information collected through data collection are presented to the School Board and disseminated to the community.

The assessment cycle includes fall, winter, spring, and ongoing assessments. Fall assessments include: a faculty needs assessment, AUP sign-offs, and software inventory updates. The winter assessments include: the home/school survey, and a skills survey of the faculty and staff. The spring assessments include: SAT, ISAT, Prairie State Achievement Exam, a survey of administrators expectations for professional development for the following year, the hardware inventory, the aging equipment inventory, and the final report for the curriculum review cycle. Ongoing evaluations include: workshop and professional development evaluations, and grant evaluations.

Reports

District: School Improvement Plans

State: School Report Cards, Illinois Interactive Report Card

ANNUAL EVALUATION TIMELINE

FALL

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Evaluation Instrument: AUP

Stakeholders Involved: Faculty, Students, Parents, School Library/Media Personnel, Aides, Staff, Administration

Type of Instrument: Form

Level of Expectation: 100% compliance.

Evaluation Instrument: Software Inventory Update

Stakeholders Involved: Faculty, School Library/Media Personnel, Technology Staff

Type of Instrument: Form

Level of Expectation: 100% return rate.

WINTER

Evaluation Instrument: Aging Inventory

Stakeholders Involved: Technology Staff

Type of Instrument: Checklist and Open-ended

Level of Expectation: 100% return rate. Includes recommendations for redeployment.

SPRING

Evaluation Instrument: Skills Survey

Stakeholders Involved: Faculty, School Library/Media Personnel, Administration

Type of Instrument: Online Checklist, Likert, and Open-ended Questions

Level of Expectation: 100% return rate. Stakeholders indicate improved skills for using technology.

Evaluation Instrument: Curriculum ReView

Stakeholders Involved: Content Area Specialists

Type of Instrument: Existing Documents, Forms, Standards and Benchmarks

Level of Expectation: Curriculum reviewed, problem areas identified, and suggested corrective action given.

Evaluation Instrument: ISAT

Stakeholders Involved: Students

Type of Instrument: Varies

Level of Expectation: 100% return rate. Scores indicate students are working at grade level.

Evaluation Instrument: Prairie State Achievement Exam (PSAE)

Stakeholders Involved: HS Juniors

Type of Instrument: Varies

Level of Expectation: 100% return rate. Scores indicate students are working at grade level or above.

Evaluation Instrument: Administrative Expectations for PD

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Stakeholders Involved: Administrators
 Type of Instrument: Open-ended Questions, Interviews
 Level of Expectation: 100% return rate. Expectations help shape PD for next fiscal year.

Evaluation Instrument: Hardware Inventory
 Stakeholders Involved: Faculty, School Library/Media Personnel, Technology Staff
 Type of Instrument: Checklist
 Level of Expectation: 100% return rate.

ONGOING

Evaluation Instrument: Workshop Evaluations
 Stakeholders Involved: Workshop Participants
 Type of Instrument: Open-ended Questions
 Level of Expectation: 100% return rate.

Evaluation Instrument: PD Class Evaluations
 Stakeholders Involved: Class Participants
 Type of Instrument: Open-ended Questions
 Level of Expectation: 100% return rate.

Evaluation Instrument: Grant Evaluations
 Stakeholders Involved: Grant Participants
 Type of Instrument: Varies
 Level of Expectation: Completed, as grants require.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	S1A1. Curriculum alignment documents S2A1. Checklist S2A2. Checklist, media evaluations S2A3. Log-in data S3A1. Log-on data	S1A1. Curriculum is aligned S2A1. Students participate at 100% S2A2. Students complete forms S2A3. Teachers use technology daily for instruction S3A1. Management system is accessed	S1A1. Quarterly S2A1. Monthly S2A2. Quarterly S2A3. Monthly S3A1. Monthly	S1A1. B. Wiegmann, Tech/Curr. Coord. S2A1. B. Wiegmann, Tech/Curr. Coord. S2A2. B. Wiegmann, Tech/Curr. Coord.; HS SocSci. classroom (CR) teachers S2A3. R. Hewes, Sys. Admin.; CR teachers. S3A1. R. Hewes, Sys. Admin.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	S1A1. Workshop evaluation S1A2. Workshop evaluation S1A3. Workshop evaluation S1A4. Workshop evaluation S1A5. Workshop evaluation S2A1. Workshop evaluation S2A2. Workshop evaluation	S1A1. Positive Evaluation, Teachers go back and use skills learned, 100% attend S1A2. Positive Evaluation, Teachers go back and use skills learned, 100% attend S1A3. Positive Evaluation, Teachers go back and use skills learned, 90% attend S1A4. Positive Evaluation, Teachers go back and use skills learned, 100% attend S1A5. Positive Evaluation, Teachers go back and use skills learned, 100% attend S2A1. Positive Evaluation, Teachers go back and use skills learned, 100% attend S2A2. Positive Evaluation, Teachers go back and use skills learned, 100% attend	S1A1. At end of workshop S1A2. At end of workshop S1A3. At end of workshop S1A4. At end of workshop S1A5. At end of workshop S2A1. At end of workshop S2A2. At end of workshop	S1A1. B. Wiegmann, Tech/Curr. Coord.; presenter S1A2. B. Wiegmann, Tech/Curr. Coord.; presenter S1A3. B. Wiegmann, Tech/Curr. Coord.; presenter S1A4. B. Wiegmann, Tech/Curr. Coord.; presenter S1A5. B. Wiegmann, Tech/Curr. Coord.; presenter S2A1. B. Wiegmann, Tech/Curr. Coord.; presenter S2A2. B. Wiegmann, Tech/Curr. Coord.; presenter
P/C Strategy	S1A1. E-mail for faculty is posted on website. S1A2. Student report cards available online through the student management system.	S1A1. Parents use e-mail; server traffic S1A2. Server traffic	S1A1. Monthly S1A2. Monthly	S1A1. R. Hewes, Sys. Admin. S1A2. R. Hewes, Sys. Admin.
Tech D Strategy	S1A1. PO Written, payment approved, installation completed S1A2. PO Written, payment approved, installation completed S1A3. PO Written, payment approved, installation completed S1A4. PO Written, payment approved, installation completed S2A1. PO Written, payment approved, installation completed S3A1. PO Written, payment approved, online with service S3A2. Checklist, services evaluated and selected S3A3. PO Written, payment approved, installation completed	S1A1. Order received, installation complete S1A2. Order received, installation complete S1A3. Order received, installation complete S1A4. Order received, installation complete S2A1. Order received, upgrade installation complete S3A1. Order received, online with service S3A2. Service is selected S3A3. Order received, installation complete	S1A1. 1x, upon delivery, payment, and installation. S1A2. 1x, upon delivery and payment, and installation. S1A3. 1x, upon delivery and payment, and installation. S1A4. 1x, upon delivery and payment, and installation. S2A1. 1x, upon delivery and payment, and installation. S3A1. Upon delivery and payment, and installation. S3A2. 1x, upon delivery and payment, and installation. S3A3. 1x, upon delivery and payment, and installation.	S1A1. R. Hewes, Sys. Admin.; Dist. Supt. S1A2. R. Hewes, Sys. Admin.; Dist. Supt. S1A3. R. Hewes, Sys. Admin.; Dist. Supt. S1A4. R. Hewes, Sys. Admin.; Dist. Supt. S2A1. R. Hewes, Sys. Admin.; Dist. Supt. S3A1. R. Hewes, Sys. Admin.; Dist. Supt. S3A2. R. Hewes, Sys. Admin.; Dist. Supt. S3A3. R. Hewes, Sys. Admin.; Dist. Supt.

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

GENERAL MONITORING DESCRIPTION

BENCKMARK INDICATORS OF SUCCESS

The District's technology program is fully funded, connectivity is complete, materials and funding are equitably allocated, and there is sufficient support staff. The students are investigating real world problems and are supported by community and worldwide resources.

EVALUATION CYCLES

On an annual basis and through a quarterly cycle, the district technology coordinator/system administrator, technology/curriculum coordinator, district administrators, and the technology committee evaluate the district's progress in providing necessary hardware and network capabilities to advance the district's technology/curriculum goals. Teacher, student, and community input is continuously obtained and used to shape and drive improvement initiatives through anecdotal reporting and surveys.

Annually, during the spring quarter, each School Improvement Team (SIP) is responsible for the evaluation of their school/student progress toward goal achievement and makes recommendations to the administration and technology committee on what is needed to facilitate student progress.

The assessment process continues to evaluate the four overarching goals for technology/curriculum integration:

1. The use of engaged learning principles incorporating problem-solving strategies, authentic learning situations, and collaborative projects with students responsible for their own learning aided by the teacher-coach.
2. The integration of the six essential learnings as identified by the state of Illinois to product students who are information seekers, critical thinkers, creators of knowledge, effective communicators, responsible citizens, and who are comfortable with all facets of technology.
3. The integration of technology into each classroom as an instructional tool to enhance student achievement of the state learning goals.
4. Continued provision to provide for safe Internet access to each classroom/student for instruction and research purposes.

ASSESSMENT INSTRUMENTS

Quantitative Formats

Annual surveys are conducted to help establish the needs of the community, parents, students, faculty, administration, and staff. These assessments are constructed to evaluate the effectiveness of the district's technology integration program for the year. The assessments are conducted in the spring and the results are compiled and used to inform the development of the following year's program.

Faculty, administration, and staff self-evaluations regarding skill levels based on NETS Standards are used. These surveys, in differing forms, are administered in the fall and again in the spring to gauge what teachers have learned about curriculum, instruction, and technology integration through their professional development during the year.

Qualitative Formats

Comments are solicited from technology committee members throughout the year, especially during the review of the district's technology plan. The plan provides the grounding for the district's technology related activities. It is considered a living document – requiring formal annual review and adjustments to reflect accomplishments, provide for the setting of new goals, and updating equipment through a systematic analysis process.

Teacher and student artifacts such as software products, hard copies of student and teacher work, newspaper clippings, memos, and meeting minutes are collected and evaluated for insights into the progress of students and staff toward ubiquitous access. Information collected through data collection are presented to the School Board and disseminated to the community.

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Reports

District: School Improvement Plans

State: School Report Cards, Illinois Interactive Report Card

ANNUAL EVALUATION TIMELINE

FALL

Evaluation Instrument: AUP

Stakeholders Involved: Faculty, Students, Parents, School Library/Media Personnel, Aides, Staff, Administration

Type of Instrument: Form

Level of Expectation: 100% compliance.

Evaluation Instrument: Software Inventory Update

Stakeholders Involved: Faculty, School Library/Media Personnel, Technology Staff

Type of Instrument: Form

Level of Expectation: 100% return rate.

WINTER

Evaluation Instrument: Aging Inventory

Stakeholders Involved: Technology Staff

Type of Instrument: Checklist and Open-ended

Level of Expectation: 100% return rate. Includes recommendations for redeployment.

SPRING

Evaluation Instrument: Skills Survey

Stakeholders Involved: Faculty, School Library/Media Personnel, Administration

Type of Instrument: Online Checklist, Likert, and Open-ended Questions

Level of Expectation: 100% return rate. Stakeholders indicate improved skills for using technology.

Evaluation Instrument: Curriculum ReView

Stakeholders Involved: Content Area Specialists

Type of Instrument: Existing Documents, Forms, Standards and Benchmarks

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Level of Expectation: Curriculum reviewed, problem areas identified, and suggested corrective action given.

Evaluation Instrument: ISAT

Stakeholders Involved: Students

Type of Instrument: Varies

Level of Expectation: 100% return rate. Scores indicate students are working at grade level.

Evaluation Instrument: Prairie State Achievement Exam (PSAE)

Stakeholders Involved: HS Juniors

Type of Instrument: Varies

Level of Expectation: 100% return rate. Scores indicate students are working at grade level or above.

Evaluation Instrument: Administrative Expectations for PD

Stakeholders Involved: Administrators

Type of Instrument: Open-ended Questions, Interviews

Level of Expectation: 100% return rate. Expectations help shape PD for next fiscal year.

Evaluation Instrument: Hardware Inventory

Stakeholders Involved: Faculty, School Library/Media Personnel, Technology Staff

Type of Instrument: Checklist

Level of Expectation: 100% return rate.

ONGOING

Evaluation Instrument: Workshop Evaluations

Stakeholders Involved: Workshop Participants

Type of Instrument: Open-ended Questions

Level of Expectation: 100% return rate.

Evaluation Instrument: PD Class Evaluations

Stakeholders Involved: Class Participants

Type of Instrument: Open-ended Questions

Level of Expectation: 100% return rate.

Evaluation Instrument: Grant Evaluations

Stakeholders Involved: Grant Participants

Type of Instrument: Varies

Level of Expectation: Completed, as grants require.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	S1A1. Curriculum alignment documents S2A1. Log-in data S2A2. Checklist S3A1. Log-on data	S1A1. Curriculum is aligned S2A1. Teachers use technology daily for instruction S2A2. Students participate at 100% S3A1. Management system is accessed	S1A1. Quarterly S2A1. Monthly S2A2. Monthly S3A1. Monthly	S1A1. B. Wiegmann, Tech/Curr. Coord. S2A1. R. Hewes, Sys. Admin.; CR teachers. S2A2. B. Wiegmann, Tech/Curr. Coord. S3A1. R. Hewes, Sys. Admin.
PD Strategy	S1A1. Workshop evaluation S1A2. Workshop evaluation S1A3. Workshop evaluation S2A1. Workshop evaluation S2A2. Workshop evaluation	S1A1. Positive Evaluation, Teachers go back and use skills learned, 100% attend S1A2. Positive Evaluation, Teachers go back and use skills learned, 100% attend S1A3. Positive Evaluation, Teachers go back and use skills learned, 100% attend S2A1. Positive Evaluation, Teachers go back and use skills learned, 100% attend S2A2. Positive Evaluation, Teachers go back and use skills learned, 100% attend	S1A1. At end of workshop S1A2. At end of workshop S1A3. At end of workshop S2A1. At end of workshop S2A2. At end of workshop	S1A1. B. Wiegmann, Tech/Curr. Coord.; presenter S1A2. B. Wiegmann, Tech/Curr. Coord.; presenter S1A3. B. Wiegmann, Tech/Curr. Coord.; presenter S2A1. B. Wiegmann, Tech/Curr. Coord.; presenter S2A2. B. Wiegmann, Tech/Curr. Coord.; presenter
P/C Strategy	S1A1. E-mail for faculty is posted on website. S1A2. Student report cards available online through the student management system.	S1A1. Parents use e-mail; server traffic S1A2. Server traffic	S1A1. Monthly S1A2. Monthly	S1A1. R. Hewes, Sys. Admin. S1A2. R. Hewes, Sys. Admin.
Tech D Strategy	S1A1. PO Written, payment approved, installation completed S1A2. Meeting Records S1A3. PO Written, payment approved, installation completed S2A1. PO Written, payment approved, installation completed	S1A1. Order received, installation complete S1A2. Drafts are shared S1A3. Order received, installation complete S2A1. Order received, upgrade installation complete	S1A1. 1x, upon delivery and payment, and installation. S1A2. Quarterly S1A3. 1x, upon delivery, payment, and installation. S2A1. 1x, upon delivery and payment, and installation.	S1A1. R. Hewes, Sys. Admin.; Dist. Supt. S1A2. R. Hewes, Sys. Admin.; Dist. Supt. S1A3. R. Hewes, Sys. Admin.; Dist. Supt. S2A1. R. Hewes, Sys. Admin.; Dist. Supt.

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

GENERAL MONITORING DESCRIPTION

BENCKMARK INDICATORS OF SUCCESS

The District's technology program is fully funded, connectivity is complete, materials and funding are equitably allocated, and there is sufficient support staff. The students are investigating real world problems and are supported by community and worldwide resources.

EVALUATION CYCLES

On an annual basis and through a quarterly cycle, the district technology coordinator/system administrator, technology/curriculum coordinator, district

administrators, and the technology committee evaluate the district's progress in providing necessary hardware and network capabilities to advance the district's technology/curriculum goals. Teacher, student, and community input is continuously obtained and used to shape and drive improvement initiatives through anecdotal reporting and surveys.

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The assessment process continues to evaluate the four overarching goals for technology/curriculum integration:

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2. The integration of the six essential learnings as identified by the state of Illinois to product students who are information seekers, critical thinkers, creators of knowledge, effective communicators, responsible citizens, and who are comfortable with all facets of technology.
3. The integration of technology into each classroom as an instructional tool to enhance student achievement of the state learning goals.
4. Continued provision to provide for safe Internet access to each classroom/student for instruction and research purposes.

ASSESSMENT INSTRUMENTS

Quantitative Formats

Annual surveys are conducted to help establish the needs of the community, parents, students, faculty, administration, and staff. These assessments are constructed to evaluate the effectiveness of the district's technology integration program for the year. The assessments are conducted in the spring and the results are compiled and used to inform the development of the following year's program.

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Reports

District: School Improvement Plans

State: School Report Cards, Illinois Interactive Report Card

ANNUAL EVALUATION TIMELINE

FALL

Evaluation Instrument: AUP

Stakeholders Involved: Faculty, Students, Parents, School Library/Media Personnel, Aides, Staff, Administration

Type of Instrument: Form

Level of Expectation: 100% compliance.

Evaluation Instrument: Software Inventory Update

Stakeholders Involved: Faculty, School Library/Media Personnel, Technology Staff

Type of Instrument: Form

Level of Expectation: 100% return rate.

WINTER

Evaluation Instrument: Aging Inventory

Stakeholders Involved: Technology Staff

Type of Instrument: Checklist and Open-ended

Level of Expectation: 100% return rate. Includes recommendations for redeployment.

SPRING

Evaluation Instrument: Skills Survey

Stakeholders Involved: Faculty, School Library/Media Personnel, Administration

Type of Instrument: Online Checklist, Likert, and Open-ended Questions

Level of Expectation: 100% return rate. Stakeholders indicate improved skills for using technology.

Evaluation Instrument: Curriculum ReView

Stakeholders Involved: Content Area Specialists

Type of Instrument: Existing Documents, Forms, Standards and Benchmarks

Level of Expectation: Curriculum reviewed, problem areas identified, and suggested corrective action given.

Evaluation Instrument: ISAT

Stakeholders Involved: Students

Type of Instrument: Varies

Level of Expectation: 100% return rate. Scores indicate students are working at grade level.

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Evaluation Instrument: Prairie State Achievement Exam (PSAE)
 Stakeholders Involved: HS Juniors
 Type of Instrument: Varies
 Level of Expectation: 100% return rate. Scores indicate students are working at grade level or above.

Evaluation Instrument: Administrative Expectations for PD
 Stakeholders Involved: Administrators
 Type of Instrument: Open-ended Questions, Interviews
 Level of Expectation: 100% return rate. Expectations help shape PD for next fiscal year.

Evaluation Instrument: Hardware Inventory
 Stakeholders Involved: Faculty, School Library/Media Personnel, Technology Staff
 Type of Instrument: Checklist
 Level of Expectation: 100% return rate.

ONGOING

Evaluation Instrument: Workshop Evaluations
 Stakeholders Involved: Workshop Participants
 Type of Instrument: Open-ended Questions
 Level of Expectation: 100% return rate.

Evaluation Instrument: PD Class Evaluations
 Stakeholders Involved: Class Participants
 Type of Instrument: Open-ended Questions
 Level of Expectation: 100% return rate.

Evaluation Instrument: Grant Evaluations
 Stakeholders Involved: Grant Participants
 Type of Instrument: Varies
 Level of Expectation: Completed, as grants require.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	S1A1. Curriculum alignment documents S2A1. Log-in data S2A2. Checklist S3A1. Log-on data	S1A1. Curriculum is aligned S2A1. Teachers use technology daily for instruction S2A2. Students participate at 100% S3A1. Management system is accessed	S1A1. Quarterly S2A1. Monthly S2A2. Monthly S3A1. Monthly	S1A1. B. Wiegmann, Tech/Curr. Coord. S2A1. R. Hewes, Sys. Admin.; CR teachers. S2A2. B. Wiegmann, Tech/Curr. Coord. S3A1. R. Hewes, Sys. Admin.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	S1A1. Workshop evaluation S1A2. Workshop evaluation S1A3. Workshop evaluation	S1A1. Positive Evaluation, Teachers go back and use skills learned, 100% attend S1A2. Positive Evaluation, Teachers go back and use skills learned, 100% attend S1A3. Positive Evaluation, Teachers go back and use skills learned, 100% attend	S1A1. At end of workshop S1A2. At end of workshop S1A3. At end of workshop	S1A1. B. Wiegmann, Tech/Curr. Coord.; presenter S1A2. B. Wiegmann, Tech/Curr. Coord.; presenter S1A3. B. Wiegmann, Tech/Curr. Coord.; presenter
P/C Strategy	S1A1. E-mail for faculty is posted on website. S1A2. Student report cards available online through the student management system.	S1A1. Parents use e-mail; server traffic S1A2. Server traffic	S1A1. Monthly S1A2. Monthly	S1A1. R. Hewes, Sys. Admin. S1A2. R. Hewes, Sys. Admin.
Tech D Strategy	S1A1. PO Written, payment approved, installation completed S1A2. Meeting Records S1A3. PO Written, payment approved, installation completed	S1A1. Order received, installation complete S1A2. Drafts are shared S1A3. Order received, installation complete	S1A1. 1x, upon delivery and payment, and installation. S1A2. Quarterly S1A3. 1x, upon delivery, payment, and installation.	S1A1. R. Hewes, Sys. Admin.; Dist. Supt. S1A2. R. Hewes, Sys. Admin.; Dist. Supt. S1A3. R. Hewes, Sys. Admin.; Dist. Supt.

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
77.5% (AYP) of students grades 3-11 will meet or exceed on ISAT/PSAE testing for Reading and Math for FY 2010. This will be supported by the District's ongoing support of the technology infrastructure, integration, implementation, and use for all facets of the educational process.	135100	124600	0	0	10500	0	0	0	0
Total Budget for Phase I - 2009-2010	135100	124600	0	0	10500	0	0	0	0
Phase II 2010 -2011	Budget & Funding Sources (\$)								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other

Phase I-II-III -Budget Summary									
85% (APY) of students grades 3-11 will meet or exceed on ISAT/PSAE testing for Reading and Math for FY 2011. This will be supported by the District's ongoing support of the technology infrastructure, integration, implementation, and use for all facets of the educational process.	59000	48500	0	0	10500	0	0	0	0
Total Budget for Phase II - 2010-2011	59000	48500	0	0	10500	0	0	0	0
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
92.5% (AYP) of students grades 3-11 will meet or exceed on ISAT/PSAE testing for Reading and Math for FY 2010. This will be supported by the District's ongoing support of the technology infrastructure, integration, implementation, and use for all facets of the educational process.	40500	35000	0	0	5500	0	0	0	0
Total Budget for Phase III - 2011-2012	40500	35000	0	0	5500	0	0	0	0
Total Budget for Phases I, II, and III - 2009 - 2012	234600	208100	0	0	26500	0	0	0	0

Section III Plan Development, Review and Implementation

A. Stakeholder Involvement

Stakeholder Involvement - Using a narrative, describe specifically how stakeholders (including parents, school staff and others) have been consulted in the development or revision of the plan. Also describe how the adult literacy service providers and public libraries were consulted when preparing this plan. If no adult literacy service provider or library exists, please explain within your narrative your attempts at locating these entities.

Stakeholder Involvement

Just as it takes a community to raise a child, it takes a community to support the technology initiatives of the district.

Stakeholder Involvement

Stakeholders are involved in a variety of ways to support technology within the district. Often they provide their services as the district and they deem appropriate. Their services are obtained through a variety of methods. Some call the district and volunteer their expertise. Some are recruited because of their community involvement and activities. Some are invited to join due to their personal interests and background, or professional expertise.

Stakeholders serve in various capacities. Some prefer to serve in an oversight capacity. They are often asked to serve as technology committee members or evaluators. Others are able to pull wire, and install electronic connections and equipment. They are called upon as facilities are developed, renovated, and upgraded. Others enjoy working directly with people. They are encouraged to work in the classrooms directly with students and teachers.

Technology Committee

The development of the Polo School District's Technology Plan has been due to the efforts of our Technology Committee. The committee includes personnel from the administrative staff, the school board, the teaching staff, and the local community at large. They have given freely of their time and ideas to help shape the vision of technology in Polo's schools. Their ongoing efforts help maintain a vision that is grounded in reality. They help establish the goals and evaluate the progress of those involved directly with technology implementation within the school district.

Educational Partners

Our educational partners also assist with the implementation of technology in the Polo School District on an ongoing as needed basis. Historically, they have provided consulting services, labor, and assisted in the vision making process. The community groups listed below have been helpful in supporting the technology integration and deployment efforts of the district. The district continues to consult with each of these educational partners when deemed appropriate and continues to seek additional partners to widen the circle of community support.

Polo Education Foundation

The Polo Education Foundation is a local not-for-profit organization established to provide grant dollars to the three Polo schools to fund worthy projects that cannot be supported by the district's budget. Foundation Board Members come from the community and school district. Foundation board members serve a three year term.

Parents

Parents provide a supportive resource for the school district in terms of technology. Because the community is small all of the persons who serve on the

Technology Committee are also parents or grandparents of children who are enrolled in the district schools. Through their representation on the Technology Committee parents help define the requirements for technology needs within and beyond the school walls as well as provide partners for instruction. At the elementary level parents volunteer their services to help students use various computer programs. They also provide insights into quality educational software and its value to their children. The district relies heavily on their insights and ideas.

Polo Public Library

The Polo Public Library librarian is invited to participate as a member of the Technology Committee. The public library also works closely with the school district by providing Internet instruction for local parents during the evening hours. The library maintains a computer available to community members at no charge during library hours. Students use this computer to perform online searches, conduct research, or word process term papers after school hours. The "community computer" also provides students without a computer at home with the opportunity to show their parents what they are learning in school after school hours and on weekends when it may be more convenient for families to share with each other.

Parochial Schools

There are no parochial schools within the local school district. Parochial schools in nearby communities work with the school district within that community. While the Polo School District would welcome a team effort, the current school district stands as the sole corporate educational institution.

Adult Literacy Providers

Other than the Polo Public Library there are no other adult literacy providers in the immediate community except for the school district itself. Through both entities, programs that support the implementation of the Technology Plan have been developed to help parents and community members develop basic literacy skills. In addition, classes for learning about technology have been offered. These classes range from the Internet to how to use various computer applications. Information is also available through both entities for adult literacy classes available at the community colleges in the surrounding communities such as Sauk Valley Community College in Sterling, Illinois, and Highland Community College in Freeport, Illinois.

The Regional Office of Education in Grand Detour, Illinois has and continues to provide opportunities to the district's professional community through workshops, seminars, one-to-one instruction, and the hosting of district websites. They also provide materials for instruction. The Regional Office of Education in Sterling, Illinois provides e-mail support/hosting to the district.

The Area 2 Learning and Technology HUB also provides ongoing support for the development of programs that provide instruction designed to promote adult literacy.

Business Leaders

Local business leaders have provided financial support to support the district's efforts to integrate technology. They have actively supported grant efforts requiring matching funds by providing material and financial support. They have offered space to hold community meetings during the day and evening hours for technology related discussions and training, and they have also offered financial support through discounts on equipment and supplies as needed to sustain the district technology program.

Community Leaders

Community leaders continue to support the efforts of the district. They lend support to granting efforts requiring community involvement. They also work with students through the community volunteer program in each school. Through this program community leaders model by example and help students learn to use

technology which in turn reinforces and supports the skills they are learning in class.

Polo Historical Society

The Polo schools have a close working relationship with the local historical society. Their collaborative work began with a Building Based Technology Grant in 1996-97. The society has continued to work closely with the schools on various projects requiring historical photos and documentation for use in student created multimedia projects. At this point the Polo Historical Society does not have permanent representation on the Technology Committee, however, the society is represented in an ancillary since members of the Technology Committee are also members of the historical society.

Educational Partners

Aplington Parent Organization (Implementation of the Technology Plan: Conduct fund raising activities that provide educational software, encourage the use of technology for all community members, provide after school activities for students including sessions related to technology; Assessment of the Technology Plan: Provide anecdotal information from the community class participants regarding current skill levels and perceived needs of the community.)

Polo Public Library (Implementation of the Technology Plan: Provide public access to the Internet for all library district patrons, provide a forum for community literacy initiatives; Assessment of the Technology Plan: Through informal conversations information is gleaned from the library staff regarding the skill level of patrons and the strengths and weaknesses of student users.)

Centennial Parents Organization (Implementation of the Technology Plan: Conduct fund-raising activities that provide a great deal of the school's instructional software, encourage the use of technology by all community members.)

Polo Chamber of Commerce (Implementation of the Technology Plan: support the district through community-technology collaborative projects. Provide financial and human resources as appropriate.)

Polo Educational Foundation (Implementation of the Technology Plan: Provide funding for hardware and software through building grants.)

Tri-County Press (Assessment of the Technology Plan: Provide coverage for technology related activities of the district schools and through the publication of said articles provide anecdotal records for identifying and confirming plan goals.)

Volunteers in Polo Schools (Implementation of the Technology Plan: Provide funding for technology grants for the high school faculty through building grants that are the result of fund raising efforts.)

Technology Committee Membership for 2009-2010

District Administrative and Technology Staff

Chris Rademacher District Superintendent, Lion

Rick Hewes Technology Coordinator/System Administrator

Beth Wiegmann Technology/Curriculum Coordinator

Keri Netzel Centennial Elementary Principal

District Teaching Staff

Jennifer Lahti Centennial Elementary School

Lisa Martin Aplington Middle School

Ryan Deets Polo Community High School

JoAnn Kaminski Polo Community High School

Jonette Wood Library/Media Center, K-12

School Board Representative
Randy Cox Board Member

Community Members

Scott Armstrong Technology Coordinator Kiswaukee College, Parent

Gail Carillo Buffalo Township Librarian

Paula Rademacher Counselor, Chadwick-Milledgeville CUSD 399, Milledgeville High School,
Parent

Mike Scholl Lindgren, Callihan, VanOsdol, Parent

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.*

Internet Safety

NOTE: For clarity the Internet Safety portion of the Board Policy Manual section 6:235-AP1 has been moved to the front of this section. The Acceptable Use of Electronic Networks document which follows below is also part of section 6:235-AP1 in the Board Policy Manual and actually precedes the Internet Safety guidelines in the official district document. District reference: <http://www.polo222.org/Pdf/section6.pdf>

Internet Safety

Internet access is limited to only those "acceptable uses" as detailed in these procedures. Internet safety is almost assured if users will not engage in

“unacceptable uses,” as detailed in these procedures, and otherwise follow these procedures.

Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
Children’s Internet Protection Act, 47 U.S.C. §254(h) and (l).
Enhances Education Through Technology, 20 U.S.C §6751 et seq.
720 ILCS 135/0.01.
REVISED: May 2006

Administrative Procedure - Acceptable Use of Electronic Networks

All use of electronic networks shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Terms and Conditions

Acceptable Use - Access to the District’s electronic network must be: (a) for the purpose of education or research, and be consistent with the District’s educational objectives, or (b) for legitimate business use.

Privileges - The use of the District’s electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading copyrighted material for other than personal use;
- d. Using the network for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;

- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Web or on District Web sites or file servers without explicit written permission.

- a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- b. Students and staff engaged in producing Web pages must provide library media specialists with email or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
- d. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Electronic Mail - The District’s electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District’s Internet gateway carry with them an identification of the user’s Internet “domain.” This domain name is a registered domain name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.
- e. Use of the School District’s electronic mail system constitutes consent to these regulations.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
Children’s Internet Protection Act, 47 U.S.C. §254(h) and (l).
Enhances Education Through Technology, 20 U.S.C §6751 et seq.
720 ILCS 135/0.01.
REVISED: May 2006

Peer Review Feedback Form

District Name	Polo CUSD 222	RCDT #:	470712220260000
Original Submission: True		Approval Date:	03/27/2009
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

There is so much information and so many conclusion statements that it is difficult to determine a focus.

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 	Meets
COMMENTS	
There is a question about phase start and end dates appearing in one or more phases of this plan. Please check activity start, end dates for all phases, be prepared to provide budgetary information, upon request, which align to actual start, and end dates of activities listed. Please note start and end dates of activities listed in the action plan, especially telecommunication and internal connection activities, which do not align with the 12-month fiscal year. Some changes may be necessary to stay in compliance state and federal guidelines, as well as e-Rate rules and regulations. Notify ISBE if a mid-course is needed upon annual review of this plan. FBishop ISBE, 3/27/2009	
Part B. Curriculum Integration Strategies and Activities	Meets
COMMENTS	
Part C. Professional Development Strategies and Activities	Meets
COMMENTS	
Some professional development on general integration strategies may be helpful.	
Part D. Parent/Community Involvement	Meets

COMMENTS	
Part E. Technology Deployment	Meets
COMMENTS	
Part F. Monitoring	Meets
COMMENTS	
Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
COMMENTS	
Nice overall plan!	

ISBE Review
Approved
COMMENTS
3/27/2009 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.