

Decatur
Public
Schools

Technology Integration Plan

2010- 2013

Implementation Plan proposed by:

- Max Burgstahler, Director MIS
 - Bobbi Williams, Director Special Programs
 - Deanne Hillman, Director Teaching and Learning
 - Decatur Public Schools District Technology Team
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Planning Team Participants

Co-Chairs:

Max Burgstahler Director of Management Information Systems
Bobbi Williams Director of Special Programs
Deanne Hillman Director of Teaching and Learning

Team Members:

Jim Altig MIS Analyst	Jodi Ferriell Assistant Director Decatur Technical Academy	Chris Oyer Resource Specialist
Linda Anderson Resource Specialist	Dan Fuentes Principal Dennis Elementary	Shannen Ray Principal Thomas Jefferson Middle School
Jim Andrews Network Manager	LeeAnn Grossman Resource Specialist	Bill Reiter Educational Technology Coordinator
Lesandra Andrick Assistant Principal Eisenhower High School	Kelly Mahoney Resource Specialist	Jenny Seitz Assistant Principal Hope Academy
Renee Burdick Principal Stevenson Elementary	Melissa Norfleet Principal Enterprise Elementary	Mike Sotiroff Director Buildings and Grounds
Mona Busch Resource Specialist	Sarah Oakes Assistant Principal MacArthur High School	Kathy Thompson Principal Harris Elementary
Danny Eddy MIS Analyst		

Our Vision for Technology

In partnership with all stakeholders, District 61 technology is a stable, effective, and sustainable foundation for educating all students for lifelong success.

Based on 21st century learning skills, stakeholders will be provided with on- going training, up-to-date tools, and current knowledge to ensure that our students remain prepared to function in the rapidly changing digital age.

This will be accomplished through the use of e-Rate to sustain and expand our telecommunications infrastructure, the use of technology in transforming ways to meet the current and future needs of our students, staff, and community, and the process of converting from a traditional paper-based system to an electronic based information system.

Executive Summary

This three year plan was put together by our District Technology Team Co-Chairs, and our District Technology Coordinator. The entire District technology Team reviewed and approved this document (See Appendix 1). This plan outlines the major technology initiatives which are either already underway or in our Strategic Plan at Decatur Public Schools. Due to various grant funding initiatives (primarily Stimulus funds), we have significant efforts underway to improve our technology infrastructure. This District Technology plan gives us the means to document these initiatives for the purposes of securing our E-Rate discounts.

Examples of initiatives already underway as of January 2010:

- Data Warehouse
- Digital Classroom
- Wireless Access
- Home Access Center
- Online Professional Development (Moodle and DPSWeb)

This plan also introduces two new initiatives:

Technology Teacher Leaders

Each building will designate one or more individuals who will receive intensive training to model and assist other building staff with integrating technology into the curriculum.

Distance Learning

Due to a very recent Title I Grant, we plan to pilot a Distance Learning system to allow key professional development classes and seminars to be viewed live via the web throughout the District as well as archived as easily retrievable video segments.

Online Format

It should be noted that (for convenience of reading) this report is an Executive Summary of the actual Technology Integration Plan which is submitted to the state through a required online system. The online system allows the entire plan to be printed and it is attached to this summary.

Approval Timeline

This plan will be reviewed and approved by the Superintendent and presented to the Board of Education on February 9, 2010. Upon Board approval (anticipated February 23), it will be submitted to the State by March 1, 2010.

Goal Phase 1 (2010-2011): Increase student achievement in literacy and mathematics through the increased use of and access to technology by 7.5% or minimum safe harbor goals.

Phase 1 Curriculum and Instruction Strategies

Strategy 1: Through increased differentiation, data analysis, and technology integration, classrooms will become less teacher centered and more student centered.

Activity 1: Design integrated units and activities using interactive whiteboards for increasing student interaction.

Activity 2: Create vertical alignment handbooks for K-12 technology (Reading and Math).

Activity 3: Implement Data Warehouse (Cognos) at all grade levels to enable more accurate analysis for differentiation.

Activity 4: Develop processes for the establishment of technology teacher leaders in each school. The goal will be to provide each building with an on-site leader to model and assist the building staff with the integration of technology into the curriculum.

Phase 1 Professional Development Strategies

Strategy 1: Develop and implement professional development in student centered strategies to enable teachers to maximize the use of technology to differentiate instruction.

Activity 1: Train all teachers with digital classrooms installed in Phase 1 to use interactive whiteboards as well as how to use Moodle to share associated lesson plans.

Activity 2: Train all teachers with digital classrooms installed in Phase 1 in the NETS*S and NETS*T.

Activity 3: Train all teachers in using the Data Warehouse for data analysis.

Phase 1 Parent and Community Involvement Strategies

Strategy 1: Increase the community/parent communication and collaboration with schools.

Activity 1: Continue the roll out of Home Access Center for student information.

Activity 2: Increase communication of technology goals and structure through increased use of the web portal and community access television.

Activity 3: Expand opportunities for community to observe technology through extended hours, open house opportunities and broadcast media.

Phase 1 Technology Deployment Strategies

Strategy 1: Expand and maintain technology infrastructure to meet the needs of the school district for data, professional development, ubiquitous access, and communication.

Activity 1: Purchase and install interactive whiteboards in 50% of the elementary classrooms.

Activity 2: Purchase and install wireless access points for all elementary schools.

Activity 3: Distance learning pilot program will be initiated.

Activity 4: Continue to enhance infrastructure to provide adequate telecommunications, bandwidth, hardware, and software to support teachers and students; including the leasing of a minimum of 256 computers (4 year lease cycle).

Goal Phase 2: (2011-2012) Increase student achievement in literacy and mathematics through the increased use of and access to technology by 7.5% or minimum safe harbor goals.

Phase 2 Curriculum and Instruction Strategies

Strategy 1: Through increased differentiation, data analysis, and technology integration classrooms will become less teacher centered and more student centered .

Activity 1: Develop and initiate strategies to foster greater differentiation through the use of online (hybrid) classes (Moodle).

Activity 2: Develop guidelines for effective student and teacher use of online resources provided by textbook publishers, purchased web services, and in district support pages.

Activity 3: Continue creation of vertical alignment of technology to curriculum (Social Studies and Science).

Activity 4: Establish a technology teacher leader program where each school will select a teacher leader to assist in the training, analysis, and implementation of enhanced technology integration.

Phase 2 Professional Development Strategies

Strategy 1: Develop and implement professional development in student centered strategies to enable teachers to maximize the use of technology to differentiate instruction.

Activity 1: Train teachers in the creation and use of Moodle to allow for greater differentiation and student access.

Activity 2: Offer professional development to all teachers on the current resources available to the district.

Activity 3: Train all teachers with digital classrooms installed in Phase II to use interactive whiteboards and document cameras.

Activity 4: Continue NETS*S and NETS*T training for secondary and new staff.

Activity 5: Implement Initial training for technology teacher leader program, focusing on those schools with the greatest need as evidenced by state and local test scores.

Phase 2 Parent and Community Involvement Strategies

Strategy 1: Increase the community/parent communication and collaboration with schools.

Activity 1: Increase parent and community access to selected Moodle courses and projects.

Activity 2: Develop monthly communications with parents and community through the web portal, television, and online access highlighting technology use.

Phase 2 Technology Deployment Strategies

Strategy 1: Expand and maintain technology infrastructure to meet the needs of the school district for data, professional development, ubiquitous access, and communication.

Activity 1: Purchase and installation of interactive whiteboards for remaining elementary and secondary core classrooms.

Activity 2: Continue to increase data available in Data Warehouse (Cognos).

Activity 3: Continue to expand distance learning.

Activity 4: Continue to enhance infrastructure to provide adequate telecommunications, bandwidth, hardware, and software to support teachers and students; including the leasing of a minimum of 256 computers (4 year lease cycle).

Goal Phase 3: (2012-2013) Increase student achievement in literacy and mathematics through the increased use of and access to technology by 7.5% or minimum safe harbor goals.

Phase 3 Curriculum and Instruction Strategies

Strategy 1: Through increased differentiation, data analysis, and technology integration classrooms will become less teacher centered and more student centered.

Activity 1: Continue work on vertical alignment handbooks for K-12 technology (Non-core subject areas; Foreign Language, Family and Consumer Science, etc).

Activity 2: Continue to enhance the technology teacher leader program.

Phase 3 Professional Development Strategies

Strategy 1: Develop and implement professional development in student centered strategies to enable teachers to maximize the use of technology to differentiate instruction.

Activity 1: Continue training in the integration of digital classroom skills; enhancing skills for those currently trained and training teachers new to the district.

Activity 2: Expand the technology teacher leader program to all district schools.

Phase 3 Parent and Community Involvement Strategies

Strategy 1: Increase the community/parent communication and collaboration with schools.

Activity 1: Continue to enhance communication with parents and community through the use of school/parent and district/community events.

Activity 2: Continue to enhance monthly communications with parents and community through the web portal, television, and online access highlighting technology use.

Phase 3 Technology Deployment Strategies

Strategy 1: Expand and maintain technology infrastructure to meet the needs of the school district for data, professional development, ubiquitous access, and communication.

Activity 1: Continue to enhance infrastructure to provide adequate telecommunications, bandwidth, hardware, and software to support teachers and students; including the leasing of a minimum of 256 computers (4 year lease cycle).

Activity 2: Purchase and install digital classrooms for non-core secondary and libraries.

Submitted	
Plan Resubmitted	
Pending ISBE action	
ISBE Approved	

District Information
1. District Information

District Name:	Decatur SD 61	District Address:	101 W Cerro Gordo St
City/State/Zip:	Decatur,IL 62523 1001	RCDT Number:	390550610250000
Superintendent:	Gloria J Davis	Superintendent Email:	GJDavis@dps61.org
District Phone:	2174243011	District Fax:	2174243009
TIP Contact Name:	William Reiter	TIP Contact Email:	wreiter@dps61.org
TIP Contact Phone:	2174243223	TIP Contact Fax:	2174247153

2. Submission Type

- Original Submission – Check this line if this is the first submission of the technology plan by your district.
- Amended Submission – Check this line for any resubmission of the plan (returning for peer review, etc).

3. Mid-course Correction

The plan was reviewed and evaluated on

Mid-course correction was needed? Yes 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.

In partnership with all stakeholders, District 61 technology is a stable, effective, and sustainable foundation for educating all students for lifelong success. Based on 21st century learning skills stakeholders will be provided with on-going training, up-to-date tools to enhance instructional technology and information technology, in order to ensure that our students remain prepared to function in the rapidly changing digital age. This will be accomplished through the use of e-Rate to sustain and expand our telecommunications infrastructure, the use of technology in transforming ways to meet the current and future needs of our students, staff, and community, and the process of converting from a traditional paper-based system to an electronic based information system.

**Section I A. Data & Analysis – Report Card Data
Item 1– 2009 AYP Report**

Is this District making Adequate Yearly Progress (AYP)?	No	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2009-10 Federal Improvement Status	Corrective Action Year 1
Is this District making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Watch Status Year 1

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	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		70.0			70.0			90.0		78.0	
All	99.8	Yes	99.8	Yes	65.9		No	69.4		Yes	90.9		87.9	
White	99.9	Yes	99.9	Yes	75.3		Yes	77.4		Yes				
Black	99.7	Yes	99.7	Yes	56.5	56.8	Yes	59.9	62.7	No	93.5		89.1	
Hispanic	100.0	Yes	100.0	Yes	66.7		Yes	81.0		Yes				
Asian/Pacific Islander														

Native American													
Multiracial /Ethnic	100.0	Yes	100.0	Yes	68.1		Yes	75.5		Yes			
LEP													
Students with Disabilities	99.7	Yes	99.7	Yes	35.4	39.4	No	45.3	48.3	No	93.1		75.7
Low Income	99.8	Yes	99.8	Yes	60.9	60.9	Yes	66.4	68.1	No	93.1		83.9

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 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% 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 70% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70% 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 – 2009 AMAO Report**

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

English Proficiency Test Type : ACCESS for ELLs

Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent			
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations	Is this district meeting Progress in English Target?	Yes
10.0	85.0	95.0	95.0	70.0	70.0	90.0	78.0	Is this district meeting AYP for LEP Subgroup target?	

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE					
Criterion 1: Attaining Proficiency			Criterion 2: Making Progress in English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress
71	35	49.3	43	41	95.3

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

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

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

1. At least 95.0% tested in Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 62.5% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 62.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
3. At least 90.0% Attendance Rate for elementary school districts or at least 75.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/07.

Safe Harbor Targets of 62.5% or above are not printed.

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	91.1	91.1	90.9	90.4	90.1	90.0	91.1	90.9
Truancy Rate (%)	1.6	2.8	3.6	4.3	4.9	6.9	5.3	5.1
Mobility Rate (%)	26.1	27.9	21.9	24.0	25.1	22.0	24.4	24.5
HS Graduation Rate, if applicable (%)	81.6	79.5	71.8	74.5	78.7	73.3	87.7	87.9
HS Dropout Rate, if applicable (%)	12.0	8.5	9.6	6.8	7.1	9.5	3.9	1.7
District Population (#)	10,121	9,698	9,617	9,252	9,173	8,763	8,782	8,558
Low Income (%)	66.7	67.0	64.3	64.6	66.6	64.5	67.9	65.7
Limited English Proficient (LEP) (%)	0.5	0.5	0.4	0.6	0.8	0.7	0.6	0.8
Students with Disabilities (%)								
White, non-Hispanic (%)	54.8	53.4	52.1	51.1	49.2	48.1	46.9	44.9
Black, non-Hispanic (%)	43.2	44.4	45.7	42.2	43.0	43.2	43.1	44.6
Hispanic (%)	1.0	1.1	1.2	1.4	1.7	1.8	1.9	1.7
Asian/Pacific Islander (%)	0.8	0.9	0.9	0.7	0.8	0.9	0.9	0.9
Native American or Alaskan Native(%)	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Multiracial/Ethnic (%)	-	-	-	4.5	5.2	5.8	6.9	7.7

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 (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	57.3	40.8	0.9	0.9	0.1	-
	2001	56.0	42.2	0.8	0.9	0.1	-
	2002	54.8	43.2	1.0	0.8	0.1	-
	2003	53.4	44.4	1.1	0.9	0.1	-
	2004	52.1	45.7	1.2	0.9	0.1	-
	2005	51.1	42.2	1.4	0.7	0.1	4.5
	2006	49.2	43.0	1.7	0.8	0.1	5.2
	2007	48.1	43.2	1.8	0.9	0.1	5.8
	2008	46.9	43.1	1.9	0.9	0.2	6.9
	2009	44.9	44.6	1.7	0.9	0.2	7.7
S T A T E	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
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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

**Section I A. Data & Analysis – Report Card Data
Item 5 – Education Environment**

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
DISTRICT	2000	0.3	61.1	99.3	91.6	23.0	127	1.2	12.2	78.0
	2001	0.3	63.1	94.9	91.1	26.7	161	1.6	11.8	78.4
	2002	0.5	66.7	91.7	91.1	26.1	155	1.6	12.0	81.6
	2003	0.5	67.0	87.9	91.1	27.9	262	2.8	8.5	79.5
	2004	0.4	64.3	89.1	90.9	21.9	337	3.6	9.6	71.8
	2005	0.6	64.6	90.1	90.4	24.0	394	4.3	6.8	74.5
	2006	0.8	66.6	94.1	90.1	25.1	428	4.9	7.1	78.7
	2007	0.7	64.5	94.2	90.0	22.0	590	6.9	9.5	73.3
	2008	0.6	67.9	96.0	91.1	24.4	419	5.3	3.9	87.7
	2009	0.8	65.7	97.7	90.9	24.5	412	5.1	1.7	87.9
STATE	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

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	2000	10,857	-	-	-	-	-	-
	2001	10,531	857	958	890	947	759	458
	2002	10,121	810	800	914	931	853	524
	2003	9,698	799	786	780	924	772	553
	2004	9,617	759	780	786	896	775	539
	2005	9,252	723	732	746	805	758	583
	2006	9,173	718	730	725	786	759	516
	2007	8,763	712	692	692	710	716	528
	2008	8,782	700	716	707	727	704	488
S T A T E	2009	8,558	725	655	701	642	642	419
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822	

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)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	554	17	42,554	50	50	20	22	-	-
	2001	553	17	43,282	49	51	20	19	-	-
	2002	465	18	45,036	47	53	22	26	0	3
	2003	460	18	45,781	47	53	20	27	0	2
	2004	454	18	48,440	47	53	21	27	0	3
	2005	471	16	47,820	53	47	19	26	-	0
	2006	476	14	46,392	56	44	19	25	1	1
	2007	443	14	49,228	57	43	19	26	1	1
	2008	462	14	49,397	61	39	19	23	0	1
	2009	512	14	50,523	63	37	18	17	1	-
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	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, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	60.4	60.1	53.3	58.9	65.8	67.2	-	-	55.0	56.5	63.0	65.3	47.5	49.9	52.6	49.2	61.9	63.8
White	70.6	69.0	64.6	66.5	75.0	74.7	-	-	65.3	70.7	70.6	74.4	59.4	61.1	65.5	60.3	74.3	73.3
Black	47.0	47.5	39.9	51.0	58.2	59.3	-	-	43.9	39.7	55.0	56.0	32.9	37.3	37.3	34.6	47.4	55.8
Hispanic	-	81.8	-	-	50.0	58.8	-	-	66.7	-	-	61.1	-	45.5	-	-	50.0	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	71.4	62.0	45.3	56.1	67.2	74.4	-	-	52.8	55.8	60.0	71.6	53.6	47.1	56.7	57.4	64.7	60.3
LEP	-	-	-	-	38.9	-	-	-	-	-	-	38.5	-	-	-	-	-	-
Students with Disabilities	21.6	33.6	19.1	32.0	26.6	36.8	-	-	21.0	20.3	35.2	29.7	15.2	20.0	13.1	17.8	27.9	25.6
Low Income	53.4	52.4	46.0	53.2	61.2	61.8	-	-	47.0	46.9	57.1	59.9	38.3	41.8	45.5	39.5	54.2	58.4

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	62.7	65.9	67.5	73.7	-	-	51.9	54.4	65.8	59.3	50.3	54.6	60.3	67.2	65.5	70.9
White	-	-	72.1	79.3	77.5	84.4	-	-	64.7	65.8	74.9	70.2	61.9	69.3	70.2	78.2	75.3	82.6
Black	-	-	52.3	53.5	55.3	62.5	-	-	37.5	42.0	57.4	47.8	34.8	36.9	51.3	55.2	54.3	60.7
Hispanic	-	-	60.0	-	70.0	-	-	-	50.0	63.6	-	-	-	-	60.0	80.0	81.8	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	60.6	57.9	74.6	69.3	-	-	51.8	58.3	61.4	61.3	52.9	61.5	61.5	65.3	65.7	66.7
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	22.7	25.8	41.0	36.4	-	-	8.9	18.0	27.2	23.7	13.9	18.1	20.6	30.7	22.1	PNKP
Low Income	-	-	55.0	58.0	60.9	69.5	-	-	43.0	46.6	60.4	50.7	39.1	44.6	52.3	60.7	58.7	66.7

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Reading grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	47.6	50.7	41.8	41.8	32.6	47.3
White	58.7	61.2	54.7	51.2	44.7	62.0
Black	28.0	33.2	25.8	28.0	15.3	29.2
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	30.8	-	63.7
LEP	-	-	-	-	-	-
Students with Disabilities	16.9	7.1	2.8	9.4	3.2	9.8
Low Income	35.0	36.7	27.0	27.3	22.9	37.6

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	75.0	72.7	74.7	76.1	81.5	79.0	-	-	71.1	74.5	75.8	78.5	57.2	61.4	65.3	66.3	73.1	73.2
White	81.9	83.7	82.0	83.8	87.8	86.2	-	-	77.7	83.6	79.9	82.6	68.4	69.1	76.0	75.2	80.3	81.3
Black	66.2	59.1	66.8	66.1	73.9	71.0	-	-	61.6	65.8	69.8	73.2	44.5	50.1	52.7	53.7	64.9	65.5
Hispanic	-	45.5	-	-	90.9	76.5	-	-	75.0	-	-	83.3	-	81.8	-	-	75.0	70.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	82.8	82.0	64.3	87.7	86.5	84.6	-	-	83.0	62.8	80.0	85.0	53.6	73.5	73.0	74.1	70.0	72.6
LEP	-	-	-	-	83.4	-	-	-	-	-	-	76.9	-	-	-	-	-	-
Students with Disabilities	47.7	59.3	40.9	52.0	56.7	57.5	-	-	40.4	42.9	50.9	57.1	25.4	28.2	31.3	43.4	41.4	44.3
Low Income	70.5	66.8	69.9	71.5	78.0	74.8	-	-	65.2	70.5	73.1	75.6	49.0	52.6	57.9	59.3	69.7	69.3

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	68.3	75.8	68.0	75.5	-	-	56.3	61.3	69.1	61.7	33.8	30.6	56.6	65.8	64.7	67.8
White	-	-	75.7	84.3	77.6	82.9	-	-	71.9	71.9	81.5	73.1	46.0	43.6	70.3	76.9	75.2	80.3
Black	J	-	57.6	66.8	55.2	67.3	-	-	38.6	49.0	55.9	47.5	17.6	15.6	42.2	53.7	52.3	55.9
Hispanic	-	-	80.0	-	81.8	-	-	-	70.0	72.7	-	-	-	-	80.0	80.0	90.9	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	81.8	79.0	78.5	71.1	-	-	55.5	72.2	75.0	75.5	23.5	30.8	72.0	66.7	65.7	68.9
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	28.6	40.6	43.7	43.4	-	-	18.5	24.0	27.2	30.7	5.2	3.8	16.8	46.9	34.1	31.3
Low Income	-	-	61.7	70.9	61.5	72.2	-	-	47.8	54.1	63.4	54.4	23.0	18.9	46.2	57.5	58.3	62.9

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Mathematics grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	36.3	35.3	31.3	33.4	29.9	30.2
White	48.4	46.8	46.1	45.8	39.4	45.6
Black	13.0	15.8	10.7	16.6	16.2	12.4
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	7.7	-	27.3
LEP	-	-	-	-	-	-
Students with Disabilities	3.9	5.7	1.4	7.9	3.2	2.4
Low Income	20.7	21.9	16.5	22.2	20.2	20.0

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

Section I A. Data & Analysis – Report Card Data

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

As the District population changes, faculty and staff requires ever increasing access to strategies and training designed to support and build relationships with in the two identified subgroups. Teachers need more support at the classroom level to become highly effective. Because there is a lack of high expectations for all students, the identified subgroups are not performing at the District expected levels. The larger community is in constant flux and our graduates need a 21st century education grounded in digital skills to prepare them for the future.

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

1. The high mobility rate, although improving (25.1% to 24.4%), continues to negatively impact student achievement.
2. The continually increasing truancy rate.
 - a. 2001—1.6% (161 students)
 - b. 2006 - 4.9% (428 students)
 - c. 2008 - 5.3% (465 students)
3. The high school graduation rate in 1999 was 71.8% and, in 2006, improved to 78.7%. The 2007-2008 school year demonstrated a growth to 87.7%. This has surpassed the AYP target. However, students with disabilities (78.0%) and those economically disadvantaged (78.2%), still hover near the AYP target (75.0%). However, the State's Report card indicates 86.5% for all, and 81.2% and 78.2% respectively for the subgroups. Indicating that there is still work to be done.
4. Although the dropout rates continue to improve from a high of 10.2% in 1999, the 2008 dropout rate of 3.9% is still too high.
5. The economic well being of the Decatur continues to be in flux. The district population, although experiencing a 19 actual student count increase, continues to see an increase in the low economic rate. Moving from a 49.3% in 1999 to 66.6% in 2006 and a new high of 67.9% in 2008, the low income factor continues to present challenges to the district.
6. Employing and retaining highly effective teachers over time coupled with an increasing retirement rate.
7. There is a lack of high expectations for all students.
8. Participation in Professional Development designed to address these issues.
9. Lack of data-driven decision making.

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.

As the District population changes, faculty and staff requires ever increasing access to strategies and training designed to support and build relationships with in the two identified subgroups. Teachers need more support at the classroom level to become highly effective. Because there is a lack of high expectations for all students, the identified subgroups are not performing at the District expected levels. The larger community is in constant flux and our graduates need a 21st century education grounded in digital skills to prepare them for the future. There is a significant need to better analyze data, differentiate instruction based on that data, and effectively leverage that to enhance student learning

Section I B. Data & Analysis – Local Assessment Data

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

District Assessments/ThinkLink 3 times per year for grades 3-8 (Math and Reading) (Fall, Winter, Spring)

SRI 3 times per year grades (Reading assessment) grades 7-9 (Fall, Winter, Spring)

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

Local assessments correlate strongly with standardized testing (ISAT and PSAE)

Academically and across academic areas, achievement gaps exist between Caucasian and African-American students as well as regular education and special education students

A similar gap is noted between those identified and not identified as part of the low-economic subgroup

This gap widens from elementary to middle to high school.

Systemic and systematic on-going progress monitoring across grade levels and curricular areas has not been fully implemented (students in grades 6-8 are tested and monitored at least 4 times per year, while high school students do not receive the same level of monitoring)

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

The district has an ongoing issue with attendance—although the district is down .38% as of the end of first quarter 2008, there are five schools whose absence rate has increased 3% to 5% (20% of schools). This increases the difficulty in accurately analyzing our internal data and tracking longitudinal progress.

Professional development focused on data driven decision making is in the implementation stage

The lack of quality time devoted to the creation of quality common assessment for learning and of learning.

Limited effectiveness of outreach practices focused on parental and community involvement

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.

Investigation into more aligned and beneficial universal screening strategies will continue to provide teachers with the necessary data to continuously monitor and adapt teaching methodology to meet the needs of their students.

Increased on-going monitoring of curricular practices particularly at the high school level

Section I C. Data & Analysis - Other Data Item 1 - Attributes and Challenges of the District and Community That Have Affected Student Learning

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

Walk-throughs designed to observe curricular practices: 3 times per year grades 7-12 (Fall, Winter, Spring)

Teacher, student, and parent survey data on the use of technology at home and school. (October/ November each year: last November 2009)

New teacher survey (2008, 2009)

Community, district, and school data, including census data from District department of research and information and financial data from the District finance department (Census data 2000, update 2007)

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

Parents and the community have little awareness of the technology that is available, or the gaps that exist, in the Decatur Schools system. (Only 32% of parents are aware of what skills are taught in the elementary schools, and fewer than 40% have viewed the technology)

Teachers have a basic skill set in computer operation, but those skills are not transformative in nature, nor do they lend themselves to higher order thinking skills or differentiation. Teacher surveys indicate a need for better access to technology, increased on-site support of technology, and improved training on how to integrate technology into the curriculum. (While nearly all teachers use school computers to enter grades, update home access, and for basic computer skills, fewer than 50% use the computer for expanded professional knowledge, and nearly 60% are unaware of the NETS)

Students report that they have little access to computers at the high school level, and that at the elementary level they only access technology during their official computer lab time. (Student survey: Fall 2009)

The community population has declined by 18,000 in the past 15 years, and the student population has declined by 35% in the past 15 years and continues on a downward trend. As several major employers have left the city, the number of low income families has increased dramatically. This trend continues as fewer manufacturing and professional opportunities exist. As the tax base has continued to shrink the district has been forced to rely more and more on soft money and state aid to fund district. This has made

improvements in technology a challenge.

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.

Teacher training and professional development is structured toward basic skills rather than transforming skills. While teachers have generally become more competent and comfortable in using technology for personal and instructional needs, these are primarily teacher centered.

Students do not have sufficient access to technology at appropriate times and places. As more and more curriculum is delivered digitally, the district has not been able to keep pace with the access to the curriculum.

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on attributes and challenges of the district and community that have affected student learning.

The district needs to do a better job of training staff to use technology in transforming ways.

Student and community access to technology must be increased.

Parents and community need to be better informed of the technologies which exist, how they are being used, and have greater access to these technologies.

Section I C. Data & Analysis - Other Data Item 2 - Educator Qualifications and Professional Growth and Development Data

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

Highly qualified data from Human Resources (2009)

Data from MyLearningPlan.com on workshops, conferences and trainings. (2007,2008,2009)

Professional growth data from individual buildings including minutes from leadership teams, grade level meetings, and Professional Learning Community meetings. (2008, 2009)

Grappling Technology and Learning Spectrum survey (including NextSteps data) (2006, 2008)

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

The teachers in Decatur Public Schools are highly qualified. 99.5%

The majority of trainings, workshops and conferences relate to basic skill development with limited follow-up and monitoring (70%)

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.

Teachers are becoming better skilled in basic technology, but are not taking classes or learning skills that would enable them to help students raise their achievement. (70% of teachers report being comfortable in using basic 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.

Teachers need to have additional training in using technology in transforming ways to increase student achievement. This includes data analysis, differentiation, and moving away from teacher centered to a more student centered pedagogy.

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

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

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

Parent survey(s) fall 2007-2009

District Improvement Committee: Assistant Superintendents (Marla Robinson, Brian Hodges), Director of Teaching and Learning (Deanne Hillman), Director of Special Programs (Bobbi Williams), Director of Student Services (Fred Miner), Chief Communications Officer (Debbie Holman Shipp), Special Education Assistant Directors (Debbie Wiley, Kathy Massey), Director of MIS (Max Burgstahler), Decatur Education Association representative (Jim Forrester), Reading and Language Arts Resource Specialists (Rhonda Daugherty, Phyllis German, Carole Hill, Kelly Mahoney, Karla McAdam), Math Resource Specialist (Mona Busch), Science Resource Specialist (Susan Golden), Science Inquiry Coach (Rebecca Kidwell), Technology Coordinator (William Reiter), Library Media Resource Specialist (Chris Oyer), District Mentor Coordinator (Ann Mathieson), School Improvement

Specialist (Mary Durnil), Parents (Jo Wrigley and Sara Davis), Regional Office of Education Director of School Improvement (Diane Beedy). The school support team members include: George Stanhope (Curriculum Director of Champaign Schools), Marilyn Yokel (retired administrator and Millikin Student Teacher Supervisor), David Coopridier (Retired Regional Superintendent), Linda Dawson (Illinois Association of School Boards/Parent), Brenda Roach (retired math resource specialist), Barb Preston (Literacy Consultant from ROE), Janie Butts (parent)

DPS Web data (2008)

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

The data indicates a significant lack of parent involvement and understanding related to technology in District 61. Many parents either do not have access to the technologies or an understanding of the technology skills needed for 21st century student success. (The majority of parents (80%) believe that technology is an important skill, but less than 50% know what or how technology is utilized in the schools)

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

The high poverty rate, high mobility rate, and high unemployment rate of the community reduces community accessibility and interest in technology. (Fewer than 65% have computers in their home, and only 50% have internet access in the home)

Note: This is a slight decline from 2008 data and may be a result of the increase in the unemployment rate from 9% to over 12%.

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

The district needs to make its technology more accessible and visible to external stakeholders in as many ways as possible to overcome the issues inherent in a community with high poverty and limited resources.

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 the Action Plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

District technology inventory (fall 2009)

District teacher needs survey (spring 2008, fall 2009)

District parent/student survey (spring 2008, fall 2009)

Professional development/training surveys (2008-2009)

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

Despite a student/ computer ratio of 4+ / 1 students and teachers often have limited access to technology. (Both teacher and student surveys indicate a lack of access to computers)

Other than standard access (internet and software), resources are not equitable. While the district has significantly improved bandwidth, hardware, and software over the past 3 years, the pace of change in technology has exceeded the resources available. (Teachers report (2009) that as the technology expectations have increased (additional data analysis, home access, online grades) the access to technology has not increased significantly) Technology has become a major component of curricular adoptions in both math and language arts, increasing the need for ubiquitous access, teacher training, and support.

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.

At the elementary level, there is one computer lab in each building. Once time is removed for scheduled classes, testing, and training, there is little open-lab access.

At the middle school level one building has 2.5 labs, the other has 4 labs. With the same number of students and subtracting one lab for 7th grade computer literacy classes, access is inequitable.

The high schools have only one "open" lab for class use, the others being assigned for curricular courses.

While mobile labs exist at middle and high school inadequate wireless access and short battery life limits the usability of these labs.

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.

Wireless access needs to be increased to enable full use a mobile labs.

Inequities between buildings and grade levels need to be addressed.

Curricular adoptions which include technologies, must contain both the process for implementing the new technologies, and the process for supporting and sustaining the technologies.

District Technology Inventory - District Information

Number	
8911	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).
192	Number of K-12 special education self-contained classroom students
492	Number of Teachers (FTE - this does not include teacher aides)
43	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
25	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
25	Subtotal
25	Total number of instructional school buildings
0	Total number of non-instructional buildings
3	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
3	Subtotal
0	Total number of instructional school buildings
3	Total number of non-instructional buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	504
	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	34
	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	25
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	10
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	28
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	75
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	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	882	0	882	0	0	0	0	0	0	882	0	882
	SubTotal	882	0	882	0	0	0	0	0	0	882	0	882
Dedicated Computer Lab	Under 2 years	480	0	480	0	0	0	0	0	0	480	0	480
	2-5 years	608	0	608	0	0	0	0	0	0	608	0	608
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1088	0	1088	0	0	0	0	0	0	1088	0	1088
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	84	0	84	0	0	0	0	0	0	84	0	84
	SubTotal	84	0	84	0	0	0	0	0	0	84	0	84
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	294	0	294	0	0	0	0	0	0	294	0	294
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	294	0	294	0	0	0	0	0	0	294	0	294
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	75	0	75	0	0	0	0	0	0	75	0	75
	SubTotal	75	0	75	0	0	0	0	0	0	75	0	75
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)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	30	0	30	0	0	0	0	0	0	30	0	30
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	30	0	30	0	0	0	0	0	0	30	0	30
<i>Dedicated Computer Lab</i>	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
<i>Media Center/Library</i>	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
<i>Mobile Computer Lab</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	298	0	298	0	0	0	0	0	0	298	0	298
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	298	0	298	0	0	0	0	0	0	298	0	298
<i>Administrative Offices</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	60	0	60	0	0	0	0	0	0	60	0	60
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	60	0	60	0	0	0	0	0	0	60	0	60
<i>Teacher Offices</i>	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

<i>Other Locations</i>	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)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	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
<i>Dedicated Computer Lab</i>	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
<i>Media Center/Library</i>	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
<i>Mobile Computer Lab</i>	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
<i>Administrative Offices</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

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

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Servers		
		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	22	0	22	0	0	0	0	0	0	22	0	22
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	22	0	22	0	0	0	0	0	0	22	0	22
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	6	0	6	0	0	0	0	0	0	6	0	6
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	6	0	6	0	0	0	0	0	0	6	0	6
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	12	0	12	0	0	0	0	0	0	12	0	12
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	12	0	12	0	0	0	0	0	0	12	0	12

District Technology Inventory - Operating Systems

PCs		
Location	Type	Number
Instructional Classroom	Windows Vista	380
	Windows XP (any version)	855
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	1235
Dedicated Computer Lab	Windows Vista	224
	Windows XP (any version)	952
	Windows 2000 (any version)	0
	Windows 98	0

	Windows 95	0
	Other PC	0
	Subtotal	1176
Media Center/ Library	Windows Vista	16
	Windows XP (any version)	62
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	78
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	163
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	163
Administrative Offices	Windows Vista	54
	Windows XP (any version)	283
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	337
Teacher Offices	Windows Vista	0
	Windows XP (any version)	18
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	18
Other Locations	Windows Vista	17

	Windows XP (any version)	58
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	75
Macintosh		
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	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	135
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	75
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	25
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	8

	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	20
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	32
	Switches	78
	Wireless Access Points	125
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	0

District Technology Inventory - Licensed Software

Yes	No	Software Type
<input checked="" type="radio"/>	<input type="radio"/>	Networking
<input type="radio"/>	<input checked="" type="radio"/>	Utility Programs (Service Programs, File Compression, Disk Optimizers, etc.)
<input checked="" type="radio"/>	<input type="radio"/>	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
<input checked="" type="radio"/>	<input type="radio"/>	Graphics (Business, Illustration, CAD, Animation, etc.)
<input checked="" type="radio"/>	<input type="radio"/>	Desktop Publishing
<input checked="" type="radio"/>	<input type="radio"/>	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
<input type="radio"/>	<input checked="" type="radio"/>	Programming packages (Computer Programming)
<input checked="" type="radio"/>	<input type="radio"/>	Student Information Management Systems
<input checked="" type="radio"/>	<input type="radio"/>	Filtering/Blocking Software
<input checked="" type="radio"/>	<input type="radio"/>	Anti-Virus
<input checked="" type="radio"/>	<input type="radio"/>	Other

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	194	182	376
Stand-alone Printers	310	0	310
Scanners	32	10	42
Digital Cameras	30	16	46
Camcorders/ Movie Cameras	12	2	14
Satellite Dishes	0	0	0
Televisions	322	58	380
Video Microscopes	12	0	12
LCD Panels/ Projection Devices	227	0	227

Fax Machines	0	34	34
Graphing Calculators	600	0	600
PDA's	0	0	0
Assistive/ Adaptive Devices	30	0	30
GPS Devices	0	0	0
Science Probeware	300	0	300
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	149	4	153
Whiteboard Capture Devices	0	0	0
Document Cameras	200	3	203
MP3 Players	12	0	12

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)	0	386	386
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	130	130
	Number		
Classrooms with telephones	360		

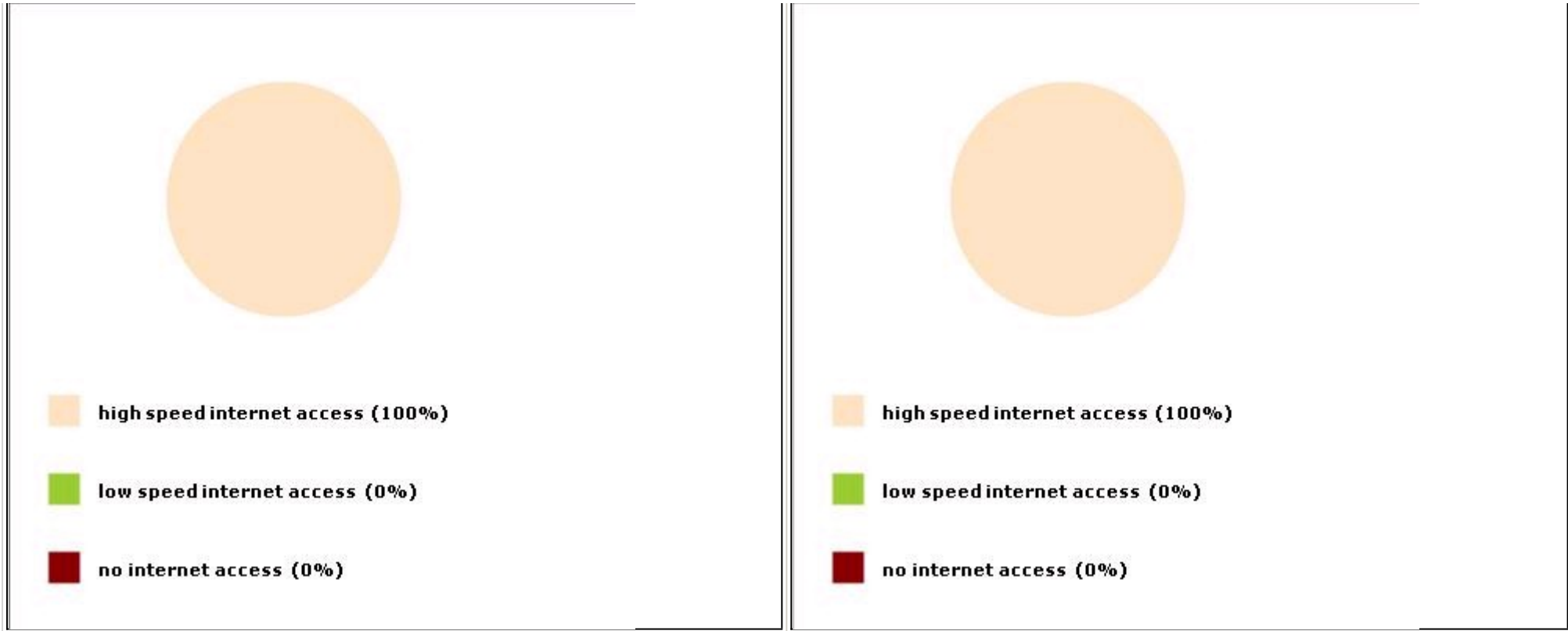
District Technology Inventory - Distance Learning

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:

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					
8911		192		492		43					
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	
25		0		0		3		0		0	
Instructional School Building Internet Access (Chart) :						Non-Instructional Buildings Internet Access (Chart) :					



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
<i>Computers</i>	882	0	1088	0	84	0	0	0	294	0	75	0	0	0
<i>Desktops</i>	882	0	1088	0	84	0	0	0	294	0	75	0	0	0
<i>Laptops</i>	30	0	0	0	0	0	298	0	60	0	0	0	0	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	0	0	22	0	0	0	0	0	6	0	0	0	12	0
	912	0	1110	0	84	0	298	0	360	0	75	0	12	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
	912	1110	84	298	360	75	12
Students per Computer						3.19	

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	882	0	1088	0	84	0	0	0	294	0	75	0	0	0
Laptops	30	0	0	0	0	0	298	0	60	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	22	0	0	0	0	0	6	0	0	0	12	0
	912	0	1110	0	84	0	298	0	360	0	75	0	12	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	
	912		1110		84		298		360		75		12	
Students per Computer with High Speed Access											3.19			

Computers with Low Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined		Combined		Combined		Combined		Combined		Combined		Combined	

Location	PC and Mac	PC and Mac	PC and Mac	PC and Mac	PC and Mac	PC and Mac	PC and Mac
	0	0	0	0	0	0	0
Students per Computer with Low Speed Access						0	

Computers with No Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
<i>Computers</i>														
<i>Desktops</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Laptops</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	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 with No Internet Access											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
480	0	0	902	388	0	1041	0	0

Internet Access:

Number of Rooms	Type
0	10 mg Ethernet

666	100+ mg Ethernet
0	Dedicated Cable
0	DSL
10	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
691	Total Number of Computers with Windows Vista	0	Total Number of Computers with MAC System 10.x
2391	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 9.x
0	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 8.x
0	Total Number of Computers with Windows 98	0	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
376	Number of Networked Printers	0	Number of PDAs
310	Number of Stand-alone Printers	30	Number of Assistive/Adaptive Devices
42	Number of Scanners	0	Number of GPS Devices
46	Number of Digital Cameras	300	Number of Science Probeware
14	Number of Camcorders/Movie Cameras	0	Number of Modems (below 28.8 kbps)

0	Number of Satellite Dishes	0	Number of Modems (28.8 kbps or above)
380	Number of Televisions	153	Number of Electronic Whiteboards
12	Number of Video Microscopes	0	Number of Whiteboard Capture Devices
227	Number of LCD Panels/Projection Devices	203	Number of Document Cameras
34	Number of Fax Machines	12	Number of MP3 Players
600	Number of Graphing Calculators		

Distance Learning

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

1. Increase student achievement in literacy and mathematics through the increased effective use of and access to technology by 7.5% or minimum safe harbor goals.

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

Phase I Goal 1 Title:

Increase student achievement in Math and Reading as measured by state testing.

Phase I Goal 1 Description:

Increase student achievement in literacy and mathematics through the increased effective use of and access to technology by 7.5% or minimum safe harbor goals.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:

Increase student achievement in Math and Reading as measured by state testing.

Strategy 1

Through increased differentiation, data analysis, and technology integration classrooms will become less teacher centered and more student centered.

				Budget & Funding Sources (\$)								
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 Design Integrated units and activities using interactive whiteboards for increasing student interaction	08/ 16/ 2010	05/ 31/ 2011	13,000	2,400			2,000	0	0	0	0	8,600
2 Create Vertical alignment handbooks for K-12 technology (Reading and Math)	08/ 16/ 2010	05/ 31/ 2011	2,400	0			1,200	1,200	0	0	0	0
3 Implement Data Warehouse (Cognos) at all grade levels to enable more accurate analysis for differentiation	08/ 16/ 2010	05/ 31/ 2011	20,000	20,000			0	0	0	0	0	0
4 Develop guidelines and processes for the establishment of technology teacher leaders in each school. The goal will be to provide each building with an on-sight leader to model and assist the building staff with the integration of technology into the curriculum	08/ 16/ 2010	05/ 31/ 2011	8,800	1,800			1,000	1,000	0	0	0	5,000

5			0	0			0	0	0	0	0	0
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Strategy 2												
			Budget & Funding Sources (\$)									
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												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:												
Increase student achievement in Math and Reading as measured by state testing.												
Strategy 1												
Develop and implement professional development in student centered strategies to enable teachers to maximize the use of technology to differentiate instruction												
			Budget & Funding Sources (\$)									
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 Train all teachers with digital classrooms installed in Phase 1 to use interactive whiteboards, document cameras, and in the use of Moodle to share associated lessons	08/ 23/ 2010	05/ 31/ 2011	10,500	2,500			2,500	1,500	0	0	0	4,000
2 Train all teachers with digital classrooms installed in Phase 1 in the NETS'S and NETS'T	08/ 31/ 2010	05/ 31/ 2011	6,000	0			1,500	1,500	0	0	0	3,000

3 Train all teachers in using the Data Warehouse for data analysis	08/31/2010	05/31/2011	8,000	5,000			0	0	0	0	0	3,000
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Strategy 2												
			Budget & Funding Sources (\$)									
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												
			Budget & Funding Sources (\$)									
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

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

Phase I Goal 1 Title:												
Increase student achievement in Math and Reading as measured by state testing.												
Strategy 1												
Increase the community/parent communication and collaboration with schools												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue the roll out of Home Access for student information	08/16/2010	05/31/2011	2,400	1,200			1,200	0	0	0	0	0
2 Increase communication of technology goals and												

structure through increased use of the web portal and community access television	08/ 16/ 2010	05/ 31/ 2011	3,000	1,500			0	0	0	0	0	1,500
3 Expand opportunities for community to observe technology through extended hours, open house opportunities and broadcast media	08/ 16/ 2010	05/ 31/ 2011	6,000	3,000			0	0	0	0	0	3,000

Strategy 2

			Budget & Funding Sources (\$)									
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

			Budget & Funding Sources (\$)									
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

Phase I Goal 1 Title:

Increase student achievement in Math and Reading as measured by state testing.

Strategy 1

Expand and maintain technology infrastructure to meet the needs of the school district for data, professional development, ubiquitous access, and communication

			Budget & Funding Sources (\$)									
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 Purchase and install interactive whiteboards in 50% of the elementary classrooms	08/ 31/ 2010	05/ 31/ 2011	605,000	5,000	0	D	400,000	0	0	0	0	200,000

2Purchase and install wireless access points for all elementary schools	08/31/2010	05/31/2011	85,000	25,000	0	D	60,000	0	0	0	0	0
3Distance learning pilot program will be initiated	08/31/2010	05/31/2011	14,000	2,000	0	D	12,000	0	0	0	0	0
4Continue to enhance infrastructure to provide adequate telecommunications, bandwidth, hardware, and software to support teachers and students; including the leasing of a minimum of 256 computers (4 year lease cycle)	08/31/2010	05/31/2011	524,000	100,000	350,000	D	10,000	0	0	0	0	64,000

Strategy 2												
			Budget & Funding Sources (\$)									
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												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

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

Phase II Goal 1 Title:
Increase student achievement in Math and Reading as measured by state testing.
Phase II Goal 1 Description:
Increase student achievement in literacy and mathematics through the increased effective use of and access to technology by 7.5% or minimum safe harbor goals.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:

Increase student achievement in Math and Reading as measured by state testing.

Strategy 1

Through increased differentiation, data analysis, and technology integration classrooms will become less teacher centered and more student centered

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Develop and initiate strategies to foster greater differentiation through the use of online (hybrid) classes (Moodle)	08/15/2011	05/31/2012	4,000	2,000			1,000	1,000	0	0	0	0
2 Develop guidelines for effective student and teacher use of online resources provided by textbook publishers, purchased web services, and in district support pages	08/15/2011	05/31/2012	3,000	0			1,000	0	0	0	0	2,000
3 Continue creation of vertical alignment of technology to curriculum (Social Studies and Science)	08/15/2011	05/31/2012	2,500	1,000			1,000	500	0	0	0	0
4 Establish a technology teacher leader program where each school will select a teacher leader to assist in the training, analysis, and implementation of enhanced technology integration. In K-8 and secondary buildings this will include the library media specialist and/or the librarian	08/15/2011	05/31/2012	5,700	1,200			1,500	1,000	0	0	0	2,000

Strategy 2												
			Budget & Funding Sources (\$)									
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												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:												
Increase student achievement in Math and Reading as measured by state testing.												
Strategy 1												
Develop and implement professional development in student centered strategies to enable teachers to maximize the use of technology to differentiate instruction												
			Budget & Funding Sources (\$)									
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 Train teachers in the creation and use of Moodle to allow for greater differentiation and access	08/ 15/ 2011	05/ 31/ 2012	4,000	1,000			1,000	2,000	0	0	0	0
2 Offer professional development to all teachers on the current resources available to the district	08/ 15/ 2011	05/ 31/ 2012	3,500	500			1,000	1,000	0	0	0	1,000
3 Train all teachers with digital classrooms installed in Phase II to use interactive whiteboards and document cameras	08/ 15/ 2011	05/ 31/ 2012	4,500	1,500			1,500	500	0	0	0	1,000
4 Continue NETS*S and NETS*T training for secondary and new staff	08/ 15/ 2011	05/ 31/ 2012	1,000	0			500	500	0	0	0	0

5 Implement initial training for technology teacher leader program, focusing on those schools with the greatest need as evidenced by state and local test scores.	08/ 15/ 2011	05/ 31/ 2012	5,000	1,500			1,500	500	0	0	0	1,500
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Strategy 2												
			Budget & Funding Sources (\$)									
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												
			Budget & Funding Sources (\$)									
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

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

Phase II Goal 1 Title:												
Increase student achievement in Math and Reading as measured by state testing.												
Strategy 1												
Increase the community/ parent communication and collaboration with schools												
			Budget & Funding Sources (\$)									
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 Increase parent and community access to selected Moodle courses and projects	08/ 15/ 2011	05/ 31/ 2012	2,000	1,000			0	0	0	0	0	1,000
2 Develop monthly communications with parents and community through the web portal, television, and online access highlighting technology use	08/ 15/ 2011	05/ 31/ 2012	3,000	1,000			500	500	0	0	0	1,000

Strategy 2

			Budget & Funding Sources (\$)									
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

			Budget & Funding Sources (\$)									
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

Phase II Goal 1 Title:

Increase student achievement in Math and Reading as measured by state testing.

Strategy 1

Expand and maintain technology infrastructure to meet the needs of the school district for data, professional development, ubiquitous access, and communication

			Budget & Funding Sources (\$)									
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 Purchase and installation of interactive whiteboards for remaining elementary and secondary core classrooms	08/ 15/ 2011	05/ 31/ 2012	275,000	10,000	0	D	250,000	2,500	0	0	0	12,500

2	Continue to increase data available in Data Warehouse (Cognos)	08/ 15/ 2011	05/ 31/ 2012	2,000	1,000	0	D	0	0	0	0	0	1,000
3	Continue to expand distance learning	08/ 15/ 2011	05/ 31/ 2012	14,000	10,000	0	D	2,000	1,000	0	0	0	1,000
4	Continue to enhance infrastructure to provide adequate telecommunications, bandwidth, hardware, and software to support teachers and students; including the leasing of a minimum of 256 computers (4 year lease cycle)	08/ 15/ 2011	05/ 31/ 2012	424,000	5,000	350,000	D	5,000	0	0	0	0	64,000

Strategy 2													
				Budget & Funding Sources (\$)									
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													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0	0	D	0	0	0	0	0	0	

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

Phase III Goal 1 Title:
Increase student achievement in Math and Reading as measured by state testing.
Phase III Goal 1 Description:
Increase student achievement in literacy and mathematics through the increased effective use of and access to technology by 7.5% or minimum safe harbor goals.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:

Increase student achievement in Math and Reading as measured by state testing.

Strategy 1

Through increased differentiation, data analysis, and technology integration classrooms will become less teacher centered and more student centered

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue work on vertical alignment handbooks for K-12 technology (Non-core subject areas; Foreign Language, Family and Consumer Science, etc	08/20/2012	05/31/2013	3,000	1,000			1,000	0	0	0	0	1,000
2 Continue to enhance the technology teacher leader program	08/20/2012	05/31/2013	5,000	1,000			1,000	1,000	0	0	0	2,000

Strategy 2

			Budget & Funding Sources (\$)									
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

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:

Increase student achievement in Math and Reading as measured by state testing.

Strategy 1

Develop and implement professional development in student centered strategies to enable teachers to maximize the use of technology to differentiate instruction

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue training in the integration of digital classroom skills; enhancing skills for those currently trained and training teachers new to the district	08/20/2012	05/31/2013	4,500	1,000			1,000	0	0	0	0	2,500
2 Expand the technology teacher leader program to all district schools	08/20/2012	05/31/2013	4,500	1,000			1,000	0	0	0	0	2,500

Strategy 2

			Budget & Funding Sources (\$)									
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

			Budget & Funding Sources (\$)									
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

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

Phase III Goal 1 Title:

Increase student achievement in Math and Reading as measured by state testing.

Strategy 1

Increase the community/parent communication and collaboration with schools

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to enhance communication with parents and community through the use of school/parent and district/community events	08/20/2012	05/31/2013	4,000	2,000			2,000	0	0	0	0	0
2 Continue the enhancement of monthly communications with parents and community through the web portal, television, and online access highlighting technology use	08/20/2012	05/31/2013	4,000	2,000			2,000	0	0	0	0	0

Strategy 2

			Budget & Funding Sources (\$)									
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												
			Budget & Funding Sources (\$)									
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

Phase III Goal 1 Title:												
Increase student achievement in Math and Reading as measured by state testing.												
Strategy 1												
Expand and maintain technology infrastructure to meet the needs of the school district for data, professional development, ubiquitous access, and communication												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to enhance infrastructure to provide adequate telecommunications, bandwidth, hardware, and software to support teachers and students; including the leasing of a minimum of 256 computers (4 year lease cycle)	08/ 20/ 2012	05/ 31/ 2013	429,000	15,000	350,000	D	0	0	0	0	0	64,000
2 Purchase and installation of digital classrooms for non-core secondary	08/ 20/ 2012	05/ 31/ 2013	120,000	40,000	0	D	40,000	0	0	0	0	40,000

Strategy 2												
			Budget & Funding Sources (\$)									
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												
			Budget & Funding Sources (\$)									
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

Data analysis will be performed using state and local data, including ISAT, PSAE, Thinklink local assessments, and survey information. That data will form the basis for making any mid-course corrections appropriate to the goals of the plan.

The technology integration team will meet three times per year and based on the analysis, recommend any changes or adjustments needed to meet the goals of the plan.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ICOT classroom observation tool Data from ISAT, PSAE, Plan, Explore, and ThinkLink testing	teachers will increase the frequency of using student centered activities Students will show growth toward the goal appropriate to the cycle of the evaluation	4 times per year (Oct, Dec, Mar, May)	Deanne Hillman (Director of Teaching and Learning) William Reiter (Technology Coordinator)
PD Strategy	Data from MyLearningPlan and training evaluations	The number of teachers attending PD centered on 21st century skills will increase by 50%	Twice per year, January and May	Deanne Hillman (Director of Teaching and Learning) William Reiter (Technology Coordinator)
P/ C Strategy	Parent/ Community Surveys/ Web site data	Surveys will show greater attendance at technology open house(s) by 50% Web site hit data and feedback responses will increase by 50%	Surveys at each open house (Sept). Web site data in January and May	Max Burgstahler (Director MIS) Debbie Alexander (Chief Communications Officer) William Reiter (Technology Coordinator)
Tech D Strategy	Technology inventory Student access data.	Wireless access will be 95% across identified buildings. Student access will increase by 25% as evidenced by login time	January and May	Max Burgstahler (Director of MIS) William Reiter (Technology Coordinator)

Section II F. Action Plan - Monitoring Process Phase II

Data analysis will be performed using state and local data, including ISAT, PSAE, Thinklink local assessments, and survey information. That data will form the basis for making any mid-course corrections appropriate to the goals of the plan.

The technology integration team will meet three times per year and based on the analysis, recommend any changes or adjustments needed to meet the goals of the plan.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	COT classroom observation tool Data from ISAT, PSAE, Plan, Explore, and ThinkLink testing	teachers will increase the frequency of using student centered activities	4 times per year (Oct, Dec, Mar, May)	Deanne Hillman (Director of Teaching and Learning)
PD Strategy	Data from MyLearningPlan and training evaluations	The number of teachers attending PD centered on	Twice per year, January and May	Deanne Hillman (Director of Teaching and Learning) William Reiter (Technology Coordinator)
P/C Strategy	Parent/Community Surveys/Web site data	Surveys will show greater attendance at technology open house(s) by 50%. Web site hit data and feedback responses will increase by 50%	Surveys at each open house (Sept). Web site data in January and May	Max Burgstahler (Director MIS) Debbie Alexander (Chief Communications Officer) William Reiter (Technology Coordinator)
Tech D Strategy	Technology inventory Student access data.	Wireless access will be 95% across identified buildings. Student access will increase by 25% as evidenced by login time	January and May	Max Burgstahler (Director of MIS) William Reiter (Technology Coordinator)

Section II F. Action Plan - Monitoring Process Phase III

Data analysis will be performed using state and local data, including ISAT, PSAE, Thinklink local assessments, and survey information. That data will form the basis for making any mid-course corrections appropriate to the goals of the plan.

The technology integration team will meet three times per year and based on the analysis, recommend any changes or adjustments needed to meet the goals of the plan.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
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C & I Strategy	Data from ISAT, PSAE, Plan, Explore, and ThinkLink testing	Teachers will increase the frequency of using student centered activities	4 times per year (Oct, Dec, Mar, May)	Deanne Hillman (Director of Teaching and Learning)
PD Strategy	Data from MyLearningPlan and training evaluations	The number of teachers attending PD centered on	Twice per year, January and May	Deanne Hillman (Director of Teaching and Learning) William Reiter (Technology Coordinator)
P/ C Strategy	Parent/ Community Surveys/ Web site data	Surveys will show greater attendance at technology open house(s) by 50% Web site hit data and feedback responses will increase by 50%	Surveys at each open house (Sept). Web site data in January and May	Max Burgstahler (Director MIS) Debbie Alexander (Chief Communications Officer) William Reiter (Technology Coordinator)
Tech D Strategy	Technology inventory Student access data.	Wireless access will be 95% across identified buildings. Student access will increase by 25% as evidenced by login time	January and May	Max Burgstahler (Director of MIS) William Reiter (Technology Coordinator)

Section II G. Action Plan – Budget Summary

Phase I - 2010 - 2011

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Increase student achievement in Math and Reading as measured by state testing.	1,308,100	169,400	350,000	491,400	5,200	0	0	0	292,100
Total Budget for Phase I - 2010-2011	1,308,100	169,400	350,000	491,400	5,200	0	0	0	292,100

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Increase student achievement in Math and Reading as measured by state testing.	753,200	36,700	350,000	267,500	11,000	0	0	0	88,000
Total Budget for Phase II - 2011-2012	753,200	36,700	350,000	267,500	11,000	0	0	0	88,000

Phase III - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Increase student achievement in Math and Reading as measured by state testing.	574,000	63,000	350,000	48,000	1,000	0	0	0	112,000
Total Budget for Phase III - 2012-2013	574,000	63,000	350,000	48,000	1,000	0	0	0	112,000

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2010 - 2013	2,635,300	269,100	1,050,000	806,900	17,200	0	0	0	492,100

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.

The district technology team, consisting of teachers, administrators, parents, and community members meets on a regular basis as defined by the district technology plan monitoring process. As the plan progresses through various stages of development and implementation, team members read, comment, and offer suggestions to improve the plan. The teacher/student/parent survey is a major component for collection of data from stakeholders to ascertain their knowledge and perceptions of the technology in our schools. The district collaborates with the public library system, regional library system, and local university and community college to provide ongoing educational opportunities.

District Technology Team (2009-2010)

Co-Chairs:

Max Burgstahler, Director of MIS

Deanne Hillman, Director of Teaching and Learning

Bobbi Williams, Director of Special Programs

Members:

Jim Altig, MIS Analyst

Linda Anderson, Resource Specialist

Jim Andrews, Network Manager

Lesa Andrick, Asst. Principal, Eisenhower High School

Renee Burdick, Principal, Stevenson Elementary School

Mona Busch, Resource Specialist

Danny Eddy, MIS Analyst
Jodi Ferriell, Asst. Director, Tech Academy
Dan Fuentes, Principal, Dennis Elementary School
LeeAnn Grossman, Resource Specialist
Kelly Mahoney, Resource Specialist
Melissa Norfleet, Principal, Enterprise Elementary School
Sarah Oakes, Asst. Principal, MacArthur High School
Chris Oyer, Resource Specialist
Shannen Ray, Principal, Thomas Jefferson Middle School
Bill Reiter, Educational Technology Coordinator
Jenny Seitz, Asst. Principal, Hope Academy
Mike Sotiroff, Director, Buildings and Grounds
Kathy Thompson, Principal, Harris Elementary School

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.*

Decatur Public School District 61

Instruction : 6:235

District Computer System Use And Internet Safety Policy

The Board of Education of Decatur School District No.61 hereby determines that it is in the best interests of the District, its personnel, and its students to promote use of and familiarity with the District Computer System and with the services that are available through that System to enhance instruction and support legitimate business functions.

Knowledgeable and appropriate use of the District Computer System can facilitate access to information resources available on-line, create innovative learning environments, and provide for worldwide communication. For purposes of this policy, implementing rules, and acceptable use guidelines, the term "District Computer System" or "System" shall include all computer hardware and software owned or operated by the District, District electronic mail, District web sites, and District on-line services and bulletin board systems. "Use" of the District Computer System shall include use of or obtaining access to the System from any computer terminal whether or not owned or operated by the District.

The District Computer System was established to comprise part of the school curriculum, and is intended by this Board to function in support of that curriculum and of students' mastery of the curriculum through improved communication between the school and students' parents or guardians. The District Computer System does not constitute a public forum and use of the System is a privilege, not a right. The District reserves and retains the right to regulate the content of and links to the District Computer System.

The District also has the right to and does monitor use of its Computer System. Except as provided by federal and state statutes protecting the confidentiality of students' education records, no user of the District Computer System has an expectation of privacy in connection with such use. The District is not responsible for any information that may be lost, damaged, or unavailable when using the System, or for any information that is received through the System. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet via the System.

The Board of Education recognizes that although the Internet and on-line services afford access to legitimate sources of information for academic and educational purposes, they also enable access to materials that may be illegal, obscene or indecent. The use of elements of the District Computer System including the Internet shall be consistent with the District's educational mission and the curriculum adopted by the Board, and shall comply with selection criteria for instructional materials and library-media center materials. Teachers may, consistent with the terms of this document, use the Internet throughout the curriculum

With respect to any of its computers with Internet access, the District will use technology protection measures to:

- protect minors against access through such computers visual depictions which are obscene, constitute child pornography, or are otherwise harmful to minors, and

- protect all users against access through such computers to visual depictions that are obscene or constitute child pornography.

The Board of Education further recognizes that the effective operation of the District Computer System depends upon the existence and enforcement of guidelines for the efficient, ethical and legal use of its resources. The Administration is authorized to and shall adopt and enforce guidelines that limit the use of the System to educational purposes, and describe acceptable and ethical use of the System. The guidelines shall, among other points, address:

- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication;
- unauthorized access, including "hacking" and other unlawful activities by minors and other users online;
- unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
- measures designed to restrict minors' access to materials harmful to minors.

Such guidelines shall be distributed to School Board members, District employees, and students who are afforded access to the System. All students and their parent(s)/guardian(s) are required to sign the District's *Authorization For Access To District Computer System By Students* before being granted use of the District Computer System. All employees and School Board members are required to sign the District's *Authorization For Access To District Computer System By Employees* before being granted use of the District Computer System.

Violation of the acceptable use guidelines shall be subject to consequences including but not limited to discipline, loss of System use privileges, and referral to law enforcement authorities or other legal action in appropriate cases.

Adopted: June 24, 1997

Revised: August 11, 1998

June 26, 2001

February 27, 2007

Peer Review Feedback Form

District Name :	RCDT #:
<input type="checkbox"/> Original Submission	Date Peer Reviewed:
School Years Covered by Plan:	ISBE Approval Date:
<input type="checkbox"/> 2010-2011 <input type="checkbox"/> 2011-2012 <input type="checkbox"/> 2012-2013	Plan Expiration Date:

Section Used for Mid-Course Correction Only

<input type="checkbox"/> Mid-Course Correction(MCC)	
Date of Annual Review Leading to MCC:	Approval Date of MCC:

Preliminary Information	Requirements
All required identifying district information is complete. Vision statement is included and meets requirements.	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Section I: Data and Analysis	Requirements
Data Collection & Information	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> <input type="radio"/> Part A. Illinois School Report Card Data <input type="radio"/> Part B. Local Assessment Data (as available) <input type="radio"/> Part C. Other Data -- Item 1,2 & 3 <input type="radio"/> Part D. Technology Deployment <input type="radio"/> Part E. Data & Analysis - (Meta-Analysis) 	
Comments:	

Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan	
<ul style="list-style-type: none">ⓐ A.1 Goalsⓐ A.2 Strategies and Activitiesⓐ A.3 Budget	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	
Part B. Curriculum Integration Strategies and Activities	
	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	
Part C. Professional Development Strategies and Activities	
	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	
Part D. Parent/Community Involvement	
	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	
Part E. Technology Deployment	
	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Part F. Monitoring

Meets Does Not Meet

Comments:

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement

Part B. Internet Safety Policy

Meets Does Not Meet

Comments: