

Submitted	02/25/2010
Plan Resubmitted	03/23/2010
Pending ISBE action	03/26/2010
ISBE Approved	03/30/2010

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**District Information****1. District Information**

District Name:	Joliet PSD 86		District Address:	420 N Raynor Ave
City/State/Zip:	Joliet, IL 60435 6065		RCDT Number:	560990860050000
Superintendent:	Dr Phyllis Wilson		Superintendent Email:	pwilson@joliet86.org
District Phone:	8157403196		District Fax:	0
TIP Contact Name:	Rodney Mack		TIP Contact Email:	rmack@joliet86.org
TIP Contact Phone:	8157403196		TIP Contact Fax:	0

**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.*

Joliet , District 86, as a community of learners, is committed to maintain a foundation of partnerships to enable our students, staff parents and our community to use technology as they become creative, independent, responsible, life long learners.

Through technology, schools will continue to provide **instructional technology** and learning environments that empower our students to make sound decisions based on current research, available resources and knowledge of the community to which they are responsible.

Technology will continue to support learning for 1) students, through the integration of technology in the classroom, 2) staff, through research based professional development activities, 3) parents and community members, through home/school connections and partnerships.

Universal, robust, electronic access to information, along with **information technology**, will be used to construct knowledge and further education

The District will facilitate and enhance all **telecommunication services** including phones, pagers, cell phones, electronic mail, etc among schools, staff, parents, students and other education stakeholders.

As changes occur; new growth, new technologies, and funding, the district will look to the future when exploring and making recommendations for effective **technology integration** and the expansion and support of the technical and human resources that have the greatest impact on student achievement.

## Section I A. Data &amp; 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	99.9	Yes	99.9	Yes	67.2		No	81.5		Yes	94.3			
White	99.9	Yes	99.9	Yes	77.9		Yes	88.4		Yes				
Black	99.9	Yes	99.9	Yes	60.6	65.0	No	73.4		Yes	93.8			
Hispanic	99.9	Yes	99.9	Yes	66.6		No	83.8		Yes				
Asian/Pacific Islander														

Native American														
Multiracial /Ethnic	100.0	Yes	100.0	Yes	76.1		Yes	84.0		Yes				
LEP	100.0	Yes	100.0	Yes	43.6	43.9	Yes	75.4		Yes	95.0			
Students with Disabilities	99.7	Yes	99.7	Yes	33.2	38.8	No	54.8	59.1	No	93.7			
Low Income	99.9	Yes	99.9	Yes	64.2	67.2	No	79.7		Yes	94.2			

#### 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		
10.0	85.0	95.0	95.0	70.0	70.0	90.0	78.0	Is this district meeting Progress in English Target?	Yes
								Is this district meeting AYP for LEP Subgroup target?	Yes

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
1443	423	29.3	950	899	94.6

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

Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)											
Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics			Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		
100.0	Yes	100.0	Yes	43.6	44	Yes	75.4		Yes	95.0	

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 (%)	93.8	94.7	94.2	93.9	94.3	93.9	94.2	94.3
Truancy Rate (%)	1.6	1.4	7.7	3.5	3.1	3.2	3.2	2.7
Mobility Rate (%)	25.0	28.9	24.1	25.3	24.4	33.1	22.2	26.0
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	9,321	9,448	9,617	9,633	9,773	9,858	10,012	10,316
Low Income (%)	57.7	59.0	63.5	68.9	73.8	71.7	65.2	67.5
Limited English Proficient (LEP) (%)	10.9	10.6	9.3	9.4	9.7	10.7	11.6	14.3
Students with Disabilities (%)								
White, non-Hispanic (%)	25.4	23.8	22.4	21.2	19.1	17.7	16.8	16.0
Black, non-Hispanic (%)	39.2	38.5	37.0	36.1	34.2	32.8	31.2	29.7
Hispanic (%)	34.5	36.7	38.2	41.7	43.9	45.4	47.0	48.1
Asian/Pacific Islander (%)	0.7	0.8	0.8	0.8	0.7	0.6	0.6	0.6
Native American or Alaskan Native(%)	0.2	0.2	1.6	0.2	0.2	0.1	0.2	0.1
Multiracial/Ethnic (%)	-	-	-	-	1.9	3.4	4.3	5.5

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



Section I-A. Data & Analysis – Report Card Data  
Item 4 – Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
DISTRICT	2000	28.9	40.3	29.8	1.0	-	-
	2001	26.5	40.0	32.7	0.7	0.2	-
	2002	25.4	39.2	34.5	0.7	0.2	-
	2003	23.8	38.5	36.7	0.8	0.2	-
	2004	22.4	37.0	38.2	0.8	1.6	-
	2005	21.2	36.1	41.7	0.8	0.2	-
	2006	19.1	34.2	43.9	0.7	0.2	1.9
	2007	17.7	32.8	45.4	0.6	0.1	3.4
	2008	16.8	31.2	47.0	0.6	0.2	4.3
	2009	16.0	29.7	48.1	0.6	0.1	5.5
STATE	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	10.6	58.6	94.8	93.0	28.1	101	1.2	-	-
	2001	10.4	58.6	93.0	93.2	26.7	194	2.3	-	-
	2002	10.9	57.7	93.3	93.8	25.0	136	1.6	-	-
	2003	10.6	59.0	92.9	94.7	28.9	123	1.4	-	-
	2004	9.3	63.5	96.1	94.2	24.1	729	7.7	-	-
	2005	9.4	68.9	98.1	93.9	25.3	330	3.5	-	-
	2006	9.7	73.8	97.6	94.3	24.4	295	3.1	-	-
	2007	10.7	71.7	98.2	93.9	33.1	313	3.2	-	-
	2008	11.6	65.2	97.6	94.2	22.2	317	3.2	-	-
	2009	14.3	67.5	97.8	94.3	26.0	272	2.7	-	-
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)
<b>D I S T R I C T</b>	2000	9,099	-	-	-	-	-	-
	2001	9,165	1,112	1,119	1,028	889	898	-
	2002	9,321	1,094	1,116	1,066	866	897	-
	2003	9,448	1,020	1,063	1,080	1,010	828	-
	2004	9,617	1,074	1,031	1,012	1,027	986	-
	2005	9,633	1,062	1,075	1,017	1,097	1,020	-
	2006	9,773	1,108	1,054	1,066	1,012	1,067	-
	2007	9,858	1,173	1,092	1,037	983	997	-
	2008	10,012	1,087	1,174	1,056	1,030	927	-
	2009	10,316	1,198	1,062	1,131	1,007	990	-
<b>S T A T E</b>	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	470	16	36,625	70	30	26	-	-	-
	2001	498	15	39,853	73	27	24	-	-	-
	2002	504	15	42,400	74	26	24	-	3	2
	2003	529	14	44,884	74	25	24	-	3	2
	2004	565	13	46,932	76	24	22	-	2	2
	2005	562	13	49,066	72	28	22	-	2	4
	2006	564	13	50,220	68	32	22	-	3	0
	2007	566	12	51,209	68	32	22	-	4	0
	2008	602	11	51,348	67	33	22	-	2	1
	2009	625	10	51,173	66	34	21	-	3	3
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	55.5	57.7	61.8	66.8	65.5	66.9	-	-	65.7	63.7	64.5	64.5	45.3	50.8	57.1	59.4	63.1	62.2
White	70.2	74.9	80.9	81.0	78.7	80.4	-	-	76.5	78.7	75.5	75.6	60.1	63.9	70.7	70.5	85.5	73.3
Black	42.1	48.6	52.1	54.7	59.4	63.0	-	-	57.0	51.3	60.1	54.9	33.0	38.7	40.3	48.2	57.0	54.6
Hispanic	60.0	56.3	63.1	70.1	65.1	63.0	-	-	67.3	68.5	62.5	66.6	47.7	56.4	62.5	62.7	60.6	60.4
Asian/Pacific Islander	-	-	-	-	90.0	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	52.5	72.7	66.7	77.9	-	-	65.4	68.2	73.3	71.2	-	-	92.3	65.0	62.8	84.1
LEP	-	-	60.0	38.9	41.2	43.5	-	-	-	60.9	37.0	41.4	-	37.2	27.3	50.0	36.8	35.2
Students with Disabilities	14.2	15.7	11.4	22.2	32.2	34.4	-	-	12.3	24.0	27.8	27.3	14.6	17.6	13.0	19.9	21.0	23.5
Low Income	48.2	50.5	55.7	63.7	62.5	63.2	-	-	61.6	58.2	60.5	61.6	38.7	45.7	52.9	55.3	56.3	58.8

	Grade 6						Grade 7						Grade 8					
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	-	-	59.5	57.6	70.2	67.5	-	-	57.3	60.4	67.8	65.7	49.2	52.9	64.6	69.2	72.5	73.8
White	-	-	76.5	66.0	85.1	80.8	-	-	74.7	70.8	79.4	74.4	69.1	69.9	77.0	80.5	80.9	81.0
Black	-	-	46.9	44.9	64.6	63.8	-	-	42.3	47.7	59.0	59.3	41.2	39.9	55.3	58.7	67.2	64.4
Hispanic	-	-	64.2	62.6	68.8	65.1	-	-	62.5	67.9	67.9	66.0	43.5	56.1	67.3	72.3	72.2	75.9
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	50.1	71.4	68.0	71.8	-	-	-	68.8	82.2	68.6	-	-	-	83.3	91.3	79.0
LEP	-	-	48.1	20.0	31.9	31.8	-	-	63.6	0.0	20.6	31.8	-	36.4	63.6	-	10.6	33.9
Students with Disabilities	-	-	18.5	15.5	33.9	23.5	-	-	19.1	21.6	29.4	29.0	11.3	8.6	22.9	17.6	31.2	38.7
Low Income	-	-	54.5	54.4	66.5	64.3	-	-	51.0	57.0	64.7	62.2	42.8	47.3	60.1	66.7	68.5	70.5

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	74.6	75.9	82.4	88.0	83.9	84.8	-	-	83.9	82.5	82.4	83.9	60.2	65.4	73.1	84.1	77.8	78.8
White	83.4	83.4	91.8	96.4	90.3	91.4	-	-	89.0	87.3	85.6	93.8	74.0	74.9	78.5	88.5	88.3	80.1
Black	61.7	67.2	73.3	78.5	75.5	80.3	-	-	78.3	70.6	75.9	73.7	47.4	56.1	61.0	76.4	70.0	72.1
Hispanic	83.2	80.6	87.1	93.3	86.5	84.5	-	-	86.2	91.5	85.8	87.3	64.2	69.6	79.1	88.3	80.7	82.6
Asian/Pacific Islander	-	-	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	80.0	84.1	93.4	91.2	-	-	80.8	90.9	76.7	84.7	-	-	100.0	85.0	72.5	81.2
LEP	-	-	80.0	61.1	82.2	75.6	-	-	-	95.7	74.7	81.4	-	66.7	54.5	91.7	73.0	74.4
Students with Disabilities	38.8	46.3	41.8	71.0	62.9	64.0	-	-	40.6	54.1	60.9	64.0	32.8	38.0	39.1	63.3	47.3	48.1
Low Income	70.2	72.4	79.4	85.9	81.5	82.6	-	-	81.9	79.5	81.0	83.4	55.2	61.3	70.9	83.3	74.6	76.5

	Grade 6						Grade 7						Grade 8					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	-	-	71.4	78.6	83.8	78.3	-	-	58.4	70.9	77.6	80.5	35.8	35.8	64.9	72.1	78.6	76.6
White	-	-	83.1	81.4	89.4	92.4	-	-	77.9	77.6	82.6	83.9	50.5	52.0	75.6	87.9	87.1	84.5
Black	-	-	58.2	69.0	77.6	69.3	-	-	42.3	58.9	65.0	75.9	21.8	22.6	52.1	58.7	67.7	63.3
Hispanic	-	-	78.7	84.3	85.4	79.7	-	-	64.2	79.1	81.9	82.8	41.7	39.0	72.3	76.7	83.0	80.5
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	75.0	85.7	88.0	82.6	-	-	-	87.6	89.3	75.9	-	-	-	66.6	91.3	86.9
LEP	-	-	74.1	53.3	68.0	61.3	-	-	59.1	27.3	53.9	64.2	-	36.4	72.7	-	49.1	54.0
Students with Disabilities	-	-	39.3	51.8	65.1	51.2	-	-	14.8	27.4	43.3	48.7	5.3	3.7	20.6	26.5	39.7	42.2
Low Income	-	-	68.8	76.1	81.8	76.7	-	-	54.8	67.9	74.7	79.2	30.7	29.2	61.0	70.2	75.3	73.7

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.**

**Summary of State Assessment Data (ISAT, IMAGE, IAA Data)** : In **2008**, District 86 did not meet AYP in Reading, nor in Math on the **ISAT**. The District is in Corrective Action Year 1 by federal status and Academic Watch Status Year 1 in State Improvement Status. In Reading, four subgroups, Blacks, Hispanic, Students with Disabilities and Economically Disadvantaged did not make AYP. In Math, there was one subgroup, Students with Disabilities, who did not make AYP. Overall, 72% of all students met or exceeded Standards. Eight of our eighteen schools tested made the Illinois Honor Roll for their 2008 ISAT scores. The honor roll included three categories. Eisenhower Academy received the Academic Excellence Award while Culbertson Elementary, Forest Park I.E., Thomas Jefferson Elementary, and Pershing Elementary were named Spotlight Schools. Academic Improvement Awards went to Culbertson Elementary, Dirksen Junior High School. Hufford Junior High School and Washington Junior High School.

**On the 2008 ISAT** , overall 72.02% of all students met or exceeded Standards.



- Elementary Schools that have made AYP - Sandburg, Eisenhower, Farragut, Forest Park, Pershing, Culbertson, Taft and Thomas Jefferson
- Elementary Schools not meeting AYP – Marshall, Keith, Thigpen, Cunningham, Sanchez and Woodland
  - Marshall and Woodland are in early academic warning status.
  - Marshall did not make AYP in Reading in the LEP subgroup.
  - Keith did not make AYP in Reading and in the Black, Students with Disabilities and Economically Disadvantaged subgroups.
  - Thigpen did not make AYP in Reading or Math in the Students with Disabilities subgroup.
  - Cunningham did not make AYP in Reading in the Hispanic, LEP and Economically Disadvantaged subgroups.
  - Sanchez did not make AYP in Reading in the LEP subgroup.
  - Woodland did not make AYP in Reading and in the Economically Disadvantaged subgroup
- Junior High Schools that have met AYP – Dirksen, Hufford and Washington
  - All three schools are designated as academic watch status.
- Junior High that did not meet AYP – Gompers
  - All areas except the LEP subgroup in Reading made AYP. Gompers is in academic watch status.

On the **2007 IMAGE**, students did make AYP, with an average of 50% meeting or exceeding standards in reading and 64% in math. Scores rose from the 2006 scores in 3<sup>rd</sup> grade Math, 5<sup>th</sup> grade math and reading, 6<sup>th</sup> grade reading and 8<sup>th</sup> grade math.

On the **2008 IAA**, 70% of students tested met or exceeded the standard. That was an increase of 20% from the 2007 scores. 3<sup>rd</sup> grade had 35% and 41% meet in Reading and Math respectively; 4<sup>th</sup> grade had 63%, 81% and 75% meet in Reading, Math and Science respectively; 5<sup>th</sup> grade had 53%, 59% meet in Reading and Math respectively; 6<sup>th</sup> grade had 64% and 82% meet in Reading and Math respectively; 7<sup>th</sup> grade had 85% meet in Reading, Math and Science; and 8<sup>th</sup> grade had 92% meet in both Reading and Math.

**Analysis of State Assessment Data (ISAT, IMAGE, IAA):** Across the past five years, overall student performance of all students Meeting or Exceeding Standards on the **ISAT, Image and Illinois Alternate Assessment (IAA)** continues a steady increase.

#### OVERALL ISAT PERFORMANCE

2004	2005	2006	2007	2008
53%	56%	66.7%	70.1%	72.2%

#### OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

2004	2005	2006	2007	2008
19%	34%	54.1%	57%	

#### OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

2004	2005	2006	2007	2008
44%	70%	76.4%	50.3%	70.3%

In 2008 the District did not make AYP because of one subgroup, but there are some subgroups that continue to achieve at a lower level. In **Reading**, there are four subgroups, Black, LEP, Students with Disabilities and the Economically Disadvantaged, the District will need to focus on. The Black, Students with IEP and Low Income subgroups reading scores have increased slightly the past three years, but still remain lower than other groups. The LEP scores remain inconsistent and change yearly. These groups must continue to make substantial progress as the criteria for meeting AYP increase annually.

The trend analysis of **IAA** shows that special education students taking the alternative assessment have increased their achievement and actually scored higher than the state average in math and reading. Caution should be taken however, as the special education students as a whole barely made AYP on the ISAT.

During the next three years, the District **needs** to raise the percentage of meeting or exceeding standards to 77.5% on the composite scores of ISAT, IMAGE and IAA in reading and math in 2010, 85% in 2011 and 92.5% in 2012. The district will **need** to fill the gaps needed to continually meet AYP as the AYP scores demand higher achievement. Targeted subgroups will be the focus.

**AMAO** : Based on 2008 scores, the District is not meeting **AMAO** status due to the district not meeting the AYP for LEP in the area of math. Only 37.7% met or exceeded standards and the Safe Harbor Target was 57.8%. It is however, making the English Proficiency Target (24.6 % proficient) and is meeting Progress in the English Target, with 95.7% making progress. As the demand for higher proficiency and higher achievement is expected, ELL students will clearly **need** to be a targeted group of students.

**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.**

It is clear that District 86 is making steady progress toward improving achievement in reading and math. It is also clear that the overall percentage of students meeting or exceeding standards in math is higher than reading. When looking at the subgroups who have the lowest percentages of students meeting or exceeding standards, one looks at the following probable causes for lower achievement:

- 1) High mobility within the District (22.2%)
- 2) Number of students in households without a strong English background and limited English vocabulary (47% Hispanic and 11.6% LEP)
- 3) Percentage of low income students is also a factor (65.2%)
- 4) The instructional delivery model of Students with Disabilities and LEP students has been different in the core curriculum over the past years and the curriculum needs to be realigned and expectations higher.

With an increasing number of economically disadvantaged families in the district, it is important to address the instructional delivery model, the teaching strategies and the Professional Development offerings, in addition to providing assistance to our families to support learning at home.

**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.**

Across the next three years District 86 will need to fill the achievement gaps needed to continually meet AYP as AYP scores demand higher achievement in both math and reading. Subgroups (Black, LEP, Students with Disabilities, Low Income) must be targeted and provided with additional support so they, too meet AYP and make safe harbor.

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### 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 86 uses Discovery Education Predictive Assessment (formally Thinklink) locally to assess students in grades 1-8 in both Reading and Math. Students are tested three times a year during the months of September, December and February. Teachers and building leaders use this data to guide instruction and assist teachers to prepare students for standardized testing situations.

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

When looking at the disaggregated populations, blacks and ELL students score significantly lower in reading and math across all grade levels. There is clearly a need to focus instruction on both math and reading with only an average of between 42.1% and 59.5 % meeting or exceeding in reading and between 48.3% and 83.4% meeting or exceeding in math. The primary focus needs to be on Black, ELL and junior high students.

**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.**

In looking at the local assessment data, the same key factors affecting State Assessment Data are affecting Local Assessment. Students first entering the schools start out with low scores. Many of the students have had little pre-kindergarten experience. Many of the students come from households without a strong English background and they have limited English vocabulary. There is also an increasing number of economically disadvantaged families in the district and this will not only impact the younger children, but the junior high children, as they become care-takers of the younger children instead of focusing on school work.

**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.**

Data drawn from the local assessment instruments supports the findings from the State Assessment Data. The student achievement levels in math and reading will need to continually increase if students are going to meet AYP. The ELL and Black subgroups will need additional support.

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.*

Technology Budget 09; US census 08 data city-data.com

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

**Budget Analysis Data:** District 86 has provided technology with an annual budget of \$1,083,916. In addition to this, the technology department receives grant money each year and this figure varies based on requirements and needs. Technology budget decisions are made by a combination of various groups of people: district technology committee, curriculum committee, building technology committees, and individual teachers. The Director of Technology oversees all purchases. The district technology committee makes most of the infrastructure decisions, based on school need. The curriculum committee, collaborating with the technology department, makes decisions on software. Teachers and building planning committees make decisions on what hardware is needed in their particular schools and if additional software is needed, they make that recommendation also. There are line items to support infrastructure, hardware, software, personnel, staff development, technical support staff, telecommunications charges and assessment processes. There are currently 9 staff members supported by the technology budget, 1 Director, 1 Administrative Secretary, 1 Data Analyst, 1 WAN analyst, 1 PC technician, 1 LAN/Wan Support analyst, and 3 Building technology Integration Specialists. There is money for 1 additional integration specialist, however, that vacancy has not been filled to date. In addition to the technology budget supporting the above-mentioned staff, the District has hired resource specialists for the schools and these people play a dual role in the district: curriculum/technology. This provides additional technology support. Schools and the district as a whole, also dedicate funds from Title I to support technology. This includes monies for staff members, hardware and software.

**Analysis of community demographics and trend data:** The trend data we see in District 86 is a result of the trend data seen in the City of Joliet as a whole. The city population is rising very rapidly, an increase of 37.6% over 8 years resulting in additional growth in the schools. In addition, the Hispanic population has increased over the past 8 years and Hispanic owned business has also increased significantly. The average poverty trends within the community are lower than the poverty trends within the district. However despite this, truancy rates are low and attendance rates are high. Based on the community trends, the schools are expecting continued growth in the future and recognize the need to provide support for English Language Learners. The district also needs to address mobility concerns as they are high. With an increase in the economically disadvantaged population, there is a need to look at the strategies and delivery of instruction and the professional development embedded in the instruction. There is a need to provide additional resources for the increasing low income and ELL populations, including training so parents of these students can support their children's learning when at home.

**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.**

As a result of centralizing technology in the classrooms and not the computer labs, some teachers still lack the confidence needed to integrate technology on a daily basis. In addition, there are many new teachers as a result of new growth and an increase in the number of students in the bilingual program, who haven't gone through all staff development due to time constraints. The primary focus of the technology integration specialists has been at the elementary schools, thus leaving the Junior High Schools with inconsistent use of technology. The deficit in funding could have an impact on the need to increase the number of laptops in all classrooms.

**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 teachers have the readiness to integrate technology into their curriculum as evidenced by their skill level, but many lack the confidence needed to design and teach technology rich activities that meet the diverse needs of the district's students and the changing population. In order to increase the access and use of technology by students, and be fiscally prudent, teachers need to utilize the technology available to them to the fullest extent, utilizing all available resources, including online assessment, peer coaching, the scope and sequence, district web-site, and need to use innovative research-based technology rich teaching strategies that will help to improve reading and math.

### 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.**

Board reports on lane changes 08-09, My Learning Plan district data taken 02/10, Staff survey 2/10

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

Staff is committed to attending professional development sessions and advancing professionally with college credit classes. They have taken advantage of monitoring, self-paced offerings, study teams, curriculum coaches on-site and action research teams. Learning incentives (salary, recertification, duty pay for time outside job, recognition through the STAR program, time within the job, and equipment or software) are in place within the district, as seen by attendance and participation rates. To date this school year staff has taken over 31,000 hours of Professional Development classes. That is an average of over 35 hours per certified staff member.

***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.***

Using MyLearningPlan has allowed us to key in on classes that are needed and ones that are most important to staff and their professional growth. Staff surveys allow staff input on classes needed and anticipating. The continual growth and advancement on the salary scale also show the teachers desire to grow professionally.

***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 clearly have the skill set or capacity to integrate technology into the curriculum. Professional Development now must focus in depth on providing teachers with tools that will transform their teaching style in the classroom from the traditional mode to that of co-learner. Teachers will provide student-centered classrooms that promote different levels of learning and will collaborate with peers to develop lessons that utilize technology as a tool to support reading and math. They will learn to improve instruction through the innovative technology that is currently available to them.

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 attendance at school events 08-09; Community Center Use 09; Website trend data concurrent, Parent Portal Access 02/10

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

Parent attendance at open houses and conferences has continually increased. District 86 has identified a need for improvement in the area of Special Education and ELL. Both of these subgroups have a low percentage of students meeting Adequate Yearly Progress. In looking at academic rigor for these two subgroups, there is clearly a need for parental involvement and support. There is a **need** for reading intervention both at home and at school. Parents need to gain knowledge of the five essential components of reading and increase the amount of reading in the home to twenty minutes a day and increase communication between school/teacher and home. There is also a need to offer computer training and access to computers and the Internet to Spanish speaking families.

**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.**

In spite of the increased involvement of parents in school activities, there are still some challenges. The low income percentage in the district identifies a need to provide extra services and materials when possible based on economic family needs. The mobility rate in the district is above state average which is another indicator of achievement risk. The increase in the number of families without English as the primary language has had an impact on the educational support provided at home.



*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.*

There is a strong family commitment to education and the need for students to attend school; however the district needs to focus on increasing the assistance to parents in helping their child reach his/her academic potential in reading and math. The district needs to expand their communications to better serve parents. Partnerships throughout the district provide additional resources to the district and these partnerships need to be maintained. The community centers have been a great addition to meeting the needs of parents in the community and extending this service will have a great impact on our families and students.

#### 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 11/09, District Strategic Plan 2009-2011, Network Solutions Evaluation 11/09, Maplenet Wide Area Evaluation 10/09

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

**Summary of Infrastructure Design:** The **infrastructure** within the district is a point to point wireless solution with the Ceragon 4800 Series Radios which delivers a measurable throughput of approximately 18 to 20 Mbps to all elementary schools and 200 Mbps to all junior high and allows frequency agility across the 2.4, 5.3 and 5.8 ghz bands. The main backbone of the network uses Ceragon 300 Mbps equipment.

**Analysis of Infrastructure Design:** The infrastructure was updated in October 2007 and the bandwidth from site to site increased from a shared 3mb to a dedicated 18-20mb. In November 2009 the junior highs were upgraded to dedicated 200 mbps connections. Traffic reports within the network report clean connections and no errors. Since the upgrade in equipment there are no lags in transferring data within the network. The internet passes through the ICN router, through the ASA firewall, through a 2950 switch and then through N2H2 Bess filtering, then out to the different schools on that side of town. As Internet usage increases in the future, a Packeteer Packetshaper could be **needed** to prioritize Internet usage.

**Analysis of Software Inventory :** Currently there is district-wide software grades K-8 for math (Larson’s Math) in addition to Prentice Hall software for grades 6-8. Larson’s has been in

use for two years and teachers are just getting comfortable using it for center activities. There is a need to now use the report features in Larson's math to assist with differentiation and to guide teacher directed instruction. The District piloted Plato reading and math in several schools in the intermediate grades and based on the success of online assessment of the students working in this program there is a need to expand Plato interactive software into the schools not using it. The same is true of Destination Reading software used in primary grades at 8 schools. Results on Dibels indicate the software has helped in increasing reading achievement. There is a need to expand Destination Reading software into the remaining elementary schools. The productivity software, Kidspiration, Inspiration, Graph Club, TimeLiner, Graph Master, etc are older versions of the software. Within the next three years there will be a need to update the productivity software licenses. The same is true of the Microsoft Office Suite. We are currently using Office 2002 and there will be a need to upgrade to the latest version of Microsoft Office. Currently there is no district-wide software for the ELL program or the early childhood program. There is a need for early childhood software and ELL software. in these two areas, also.

The district also subscribes to educational Internet websites and there is a need to continue subscribing to Lightspan, Britannica, Ebsco, United Streaming, and ThinkLink Learning.

**Analysis of Hardware Inventory:** The District has a 5 year cycle for computer/laptop hardware. At the end of 5 years, the equipment is refurbished and sent home to low income families within the district for home use. Currently the desktop computers need to be replaced as they are in their 5th and 6th year. The district is currently working on upgrading laptops and switching to a mini laptop for student use. There is a need to purchase and install new projectors in most classes due to age and bulb life. There is a need to maintain and update resources as new technologies are introduced to the district.

**Analysis of Telecommunications and Internet Access:** We need to continue to support the Opteman internet connection to the district. The high speed connection is needed to use the software programs we have put in place. The wide area connections to all schools will need to be upgraded during this plan with a staged approach to increase their overall connectivity speed. The Centrex system, cell phones and pagers currently meet the needs of the staff. There will be a need to increase Centrex services, cell phones and pagers when new construction or additions occur. The FirstClass email system has provided am more stable approach to controlled email accounts for staff.

**Tech Support Summary:** The technology department installs and configures all hardware. IT staff is also capable of configuring and monitoring the network that supports the high speed Internet services. The department maintains and repairs all hardware with the exception of projectors, elmos and printers which are repaired through outside vendors. The district website has an area where staff can report needed support with technology. The technology staff views the log daily and deploys needed assistance within 24 hours. Desktop and PC repair occur within 1-3 days. Equipment that is sent to an outside repair facility takes longer. The department also offers phone assistance daily. The department has experience in handling volumes of equipment. Every spring all equipment (over 300 devises) is reimaged and cleaned. In addition to this support, the district has 4 technology Integration Specialist positions that work directly with teachers throughout the district and model lessons utilizing technology in the classrooms. 2 members in each school have also been identified as "experts" and provide building level support on a daily basis. Part-time consultants assist with integration and training and part-time summer help assists with maintenance.

**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.**

In looking at educational software and hardware within the district, the budget places limitations on purchases. Purchasing has to be prioritized and in a district this large, programs and equipment must be phased in. The equipment and software becomes outdated fairly quickly and it's difficult to maintain a fiscally sound program that will keep all schools current. As a result hardware and software must be phased in.

**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.**

District 86 has a sound infrastructure in place, but will continually need to make hardware and software purchases to meet the educational needs of the students in reading and math. Looking into the future and the growth within the district, Telecommunications and Internet Access will need to be augmented and the safety of students constantly monitored.

### District Technology Inventory - District Information

Number	
11104	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).
1212	Number of K-12 special education self-contained classroom students
684	Number of Teachers (FTE - this does not include teacher aides)
62	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
21	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
21	Subtotal
21	Total number of instructional school buildings
0	Total number of non-instructional buildings

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

### District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	511
	Dedicated Cable	0
	DSL	0
	Wireless	511
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	21
	Dedicated Cable	0
	DSL	0
	Wireless	21
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	1
	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
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1260	0	1260	0	0	0	0	0	0	1260	0	1260
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1260	0	1260	0	0	0	0	0	0	1260	0	1260
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	42	0	42	0	0	0	0	0	0	42	0	42
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	42	0	42	0	0	0	0	0	0	42	0	42
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	Under 2 years	86	0	86	0	0	0	0	0	0	86	0	86
	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	86	0	86	0	0	0	0	0	0	86	0	86
<b>Teacher Offices</b>	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

<b>Other Locations</b>	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)

		High Speed Access $\geq 56k$			Low Speed Access $< 56k$			No Internet Access			Total Laptop Computers		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	1225	0	1225	0	0	0	0	0	0	1225	0	1225
	2-5 years	789	0	789	0	0	0	0	0	0	789	0	789
	5+ years	532	0	532	0	0	0	0	0	0	532	0	532
	SubTotal	2546	0	2546	0	0	0	0	0	0	2546	0	2546
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	Under 2 years	30	0	30	0	0	0	0	0	0	30	0	30
	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	30	0	30	0	0	0	0	0	0	30	0	30
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	25	0	25	0	0	0	0	0	0	25	0	25
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	25	0	25	0	0	0	0	0	0	25	0	25
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	7	0	7	0	0	0	0	0	0	7	0	7
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	7	0	7	0	0	0	0	0	0	7	0	7

### District Technology Inventory - Computer Inventory(Tablet Computers)

		High Speed Access $\geq$ 56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	937	0	937	0	0	0	0	0	0	937	0	937
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	937	0	937	0	0	0	0	0	0	937	0	937
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	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
<b>Teacher Offices</b>	Under 2 years	50	0	50	0	0	0	0	0	0	50	0	50
	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	50	0	50	0	0	0	0	0	0	50	0	50
<b>Other Locations</b>	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)

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	10	0	10	0	0	0	0	0	0	10	0	10
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	10	0	10	0	0	0	0	0	0	10	0	10
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	Under 2 years	4	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	51	0	51	0	0	0	0	0	0	51	0	51
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	55	0	55	0	0	0	0	0	0	55	0	55
<b>Teacher Offices</b>	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
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

### District Technology Inventory - Operating Systems

PCs		
Location	Type	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	3910
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0

	Subtotal	3910
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Media Center/Library	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	90
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	90
Teacher Offices	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Macintosh		
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	155
	Wireless Access Points	299
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0

	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	25
	Switches	16
	Wireless Access Points	12
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0

### District Technology Inventory - Licensed Software

Yes	No	Software Type
<input checked="" type="radio"/>	<input type="radio"/>	Networking
<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	Other

### District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	126	25	151
Stand-alone Printers	127	0	127
Scanners	105	0	105
Digital Cameras	135	0	135
Camcorders/Movie Cameras	21	0	21
Satellite Dishes	0	0	0
Televisions	21	0	21
Video Microscopes	0	0	0
LCD Panels/Projection Devices	560	0	560



Fax Machines	0	0	0
Graphing Calculators	0	0	0
PDA's	0	0	0
Assistive/Adaptive Devices	0	0	0
GPS Devices	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	386	0	386
Whiteboard Capture Devices	0	0	0
Document Cameras	476	0	476
MP3 Players	0	0	0

### District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	234	234
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	108	108
	Number		
Classrooms with telephones	0		

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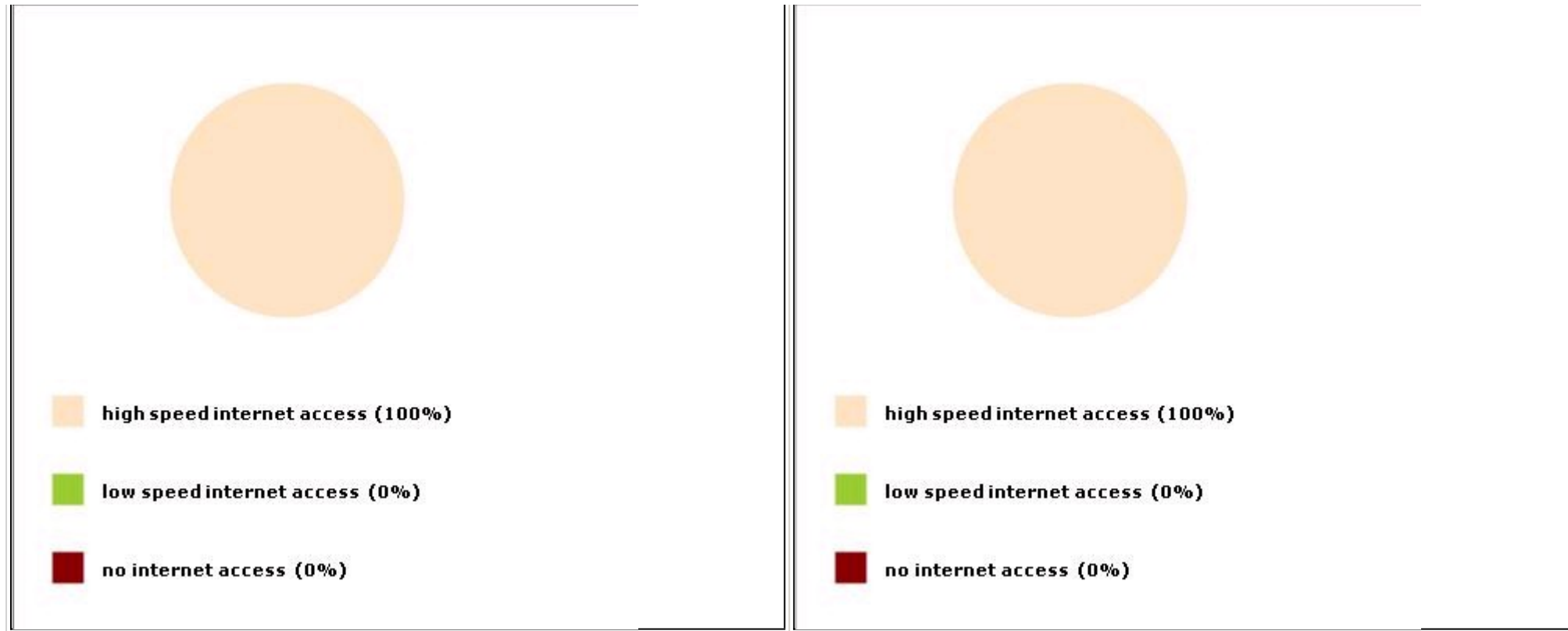
**District Technology Inventory - Distance Learning**

<b>Distance Learning</b>	<b>Number of Access Points</b>
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)	
11104		1212		684	
				Number of Administrators	
				62	
Number of instructional school buildings with high speed internet access		Number of instructional school buildings with low speed internet access		Number of non-instructional school buildings with high speed internet access	
21		0		0	
				Number of non-instructional school buildings with low speed internet access	
				0	
				Number of non-instructional school buildings with no internet access	
				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	
	Instructional								Administrative		Teachers			
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	1260	0	0	0	42	0	0	0	86	0	0	0	0	0
Laptops	2546	0	0	0	0	0	0	0	30	0	25	0	7	0
Tablets	937	0	0	0	0	0	0	0	0	0	50	0	0	0
Servers	10	0	0	0	0	0	0	0	55	0	0	0	0	0
	4753	0	0	0	42	0	0	0	171	0	75	0	7	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
	4753	0	42	0	171	75	7
Students per Computer						2.44	

## Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional								Administrative		Teachers			
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	1260	0	0	0	42	0	0	0	86	0	0	0	0	0
Laptops	2546	0	0	0	0	0	0	0	30	0	25	0	7	0
Tablets	937	0	0	0	0	0	0	0	0	0	50	0	0	0
Servers	10	0	0	0	0	0	0	0	55	0	0	0	0	0
	4753	0	0	0	42	0	0	0	171	0	75	0	7	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	
	4753		0		42		0		171		75		7	
Students per Computer with High Speed Access												2.44		

## Computers with Low Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional								Administrative		Teachers			
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	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								Administrative		Teachers			
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer 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
86	1255	50	1302	821	937	0	532	0

## Internet Access:

Number of Rooms	Type
0	10 mg Ethernet

534	100+ mg Ethernet
0	Dedicated Cable
0	DSL
534	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

**Operating Systems:**

Number of Computers	Type	Number of Computers	Type
0	Total Number of Computers with Windows Vista	0	Total Number of Computers with MAC System 10.x
4000	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
151	Number of Networked Printers	0	Number of PDAs
127	Number of Stand-alone Printers	0	Number of Assistive/Adaptive Devices
105	Number of Scanners	0	Number of GPS Devices
135	Number of Digital Cameras	0	Number of Science Probeware
21	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)
21	Number of Televisions	386	Number of Electronic Whiteboards
0	Number of Video Microscopes	0	Number of Whiteboard Capture Devices
560	Number of LCD Panels/Projection Devices	476	Number of Document Cameras
0	Number of Fax Machines	0	Number of MP3 Players
0	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.

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 85% or safe harbor by 2011.



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

### Phase I

**Phase I Goal 1 Title:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 85% or safe harbor by 2011.

**Phase I Goal 1 Description:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 85% or safe harbor by 2011.

## Section II B. Action Plan – Curriculum and Instruction

**Phase I Goal 1 Title:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 85% or safe harbor by 2011.

**Strategy 1**

The District will continue to develop balanced literacy by implementing various techniques based on current research.

				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 Teachers will implement differentiated instructional methods in the classroom to meet the individual needs of students.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Students in grade 1-8 will continue to utilize classroom computers to enhance reading development.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
3 Junior High Students will begin to use Destiny Library to discuss and share books.	07/01/2010	06/30/2011	9,000	9,000			0	0	0	0	0	0
4 Students will use digital story telling to explore parts of fiction.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
5 Teachers will use Discovery Education Assessments to track student progress.	07/01/2010	06/30/2011	75,000	0			75,000	0	0	0	0	0
6 Continue to use DIBELS as a reading screener	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

**Strategy 2**

In order to increase student achievement, all students will have access to standards-aligned software programs.

				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
1Students in grade 1-8 will use Destination Reading program to monitor and improve reading skills.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2Students in grade 6-8 will utilize Read 180 software program to monitor an improve reading skills.	07/01/2010	06/30/2011	5,000	5,000			0	0	0	0	0	0
3Students will use Read Naturally Software program to reinforce and enhance skills	07/01/2010	06/30/2011	2,000	2,000			0	0	0	0	0	0
4Students will use Read Write Gold software to assist with reading online and text viewable on a computer screen	07/01/2010	06/30/2010	16,000	16,000			0	0	0	0	0	0
5Students will use MyAccess software program to reinforce literary parts of a story	07/01/2010	06/30/2011	92,000	0			92,000	0	0	0	0	0
6Junior High students will use Studyisland.com	07/01/2010	06/30/2011	7,000	7,000			0	0	0	0	0	0
7ELL students will use Rosetta Stone language software	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
8Extend access to computers and software to after school activities	09/01/2010	06/30/2011	0	0			0	0	0	0	0	0

**Strategy 3**

In order to increase student achievement all students will have access to subscription web based supplemental software

				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
1Renew subscription to Discovery Education Streaming video.	07/01/2010	06/30/2011	25,000	25,000			0	0	0	0	0	0
2Renew Ebsco online research website	07/01/2010	06/30/2011	4,500	4,500			0	0	0	0	0	0
3Renew subscription to Britannica Online	07/01/2010	06/30/2011	5,500	5,500			0	0	0	0	0	0

## Section II C. Action Plan – Professional Development

**Phase I Goal 1 Title:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 85% or safe harbor by 2011.

**Strategy 1**

Teachers will infuse technology into the curriculum incorporating grade level technology skills.

			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 Work with grade level teams to create grade specific technology lessons.	07/01/2010	06/30/2011	2,000	2,000			0	0	0	0	0	0
2 Provide necessary staff development to support teacher competencies.	07/01/2010	06/30/2011	1,500	1,500			0	0	0	0	0	0

**Strategy 2**

The district will provide staff with large and small group training opportunities that support student achievement.

			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 Summer Professional Development classes offered and advertised through MyLearningPlan.com	07/01/2010	09/30/2010	75,000	60,000			0	15,000	0	0	0	0
2 Collect and analyze professional development data from MyLearningPlan	10/01/2010	06/30/2011	0	0			0	0	0	0	0	0
3 Work with Building tech teams and TIS to develop building technology plans with principals.	07/01/2010	06/30/2011	5,000	5,000			0	0	0	0	0	0

**Strategy 3**

Professional Development will be provided for the development of web pages for instructional purposes.

			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 Teachers will begin to develop and maintain class web pages.	07/01/2010	06/30/2011	1,000	1,000			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:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 85% or safe harbor by 2011.

**Strategy 1**

The District will increase parental involvement and knowledge in the instructional initiatives of the District and technology literacy expectations for students.

			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 Maintain and update District and school websites to provide current information for families and community	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Continue support of Community Centers and Parks and Cunningham.	07/01/2010	06/30/2011	25,000	25,000			0	0	0	0	0	0

**Strategy 2**

Teachers will use available resources to communicate effectively with parents.

			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 Use phones and voice mail systems to keep communication current with parents and community members informed(funding on Part E)	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Teachers will keep parents informed of class activities and student grades via SISK12 student system and internet	07/01/2010	06/30/2011	35,000	35,000			0	0	0	0	0	0
3 Schools and staff will use SISCall system to keep parents in formed of absenses and important school events	07/01/2010	06/30/2010	30,000	30,000			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:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 85% or safe harbor by 2011.

**Strategy 1**

The district will develop, implement and maintain plans that ensure adequate technology resources are available in the classroom to support the Districts curriculum

			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

1Purchase/lease new and/or upgrade hardware and software to ensure network integrity	07/01/2010	06/30/2011	45,000	45,000	0	D	0	0	0	0	0	0
2Expand bandwidth connections to all elementary schools	07/01/2010	06/30/2014	60,000	60,000	0	D	0	0	0	0	0	0
3Maintain technical support and inventory with WebHelpDesk software	07/01/2010	06/30/2011	3,500	3,500	0	D	0	0	0	0	0	0
4Purchase/Lease new and/or upgrade classroom Desktop computers	07/01/2010	06/30/2013	200,000	200,000	0	D	0	0	0	0	0	0
5Purchase/lease new or replacement projectors to refresh collection	07/01/2010	06/30/2011	60,000	60,000	0	D	0	0	0	0	0	0

**Strategy 2**

Teachers will use broadband internet and telephony services to communicate with colleagues, parents and community

			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
1Maintain wireless service contracts for phone and pager services for communication purposes with staff and administration	07/01/2010	06/30/2011	19,000	3,000	16,000	R	0	0	0	0	0	0
2Teachers will use district provided email to communicate with parents	07/01/2010	06/30/2011	10,000	2,000	8,000	R	0	0	0	0	0	0
3Maintain phone service to support communications with all stakeholders	07/01/2010	06/30/2011	90,000	15,000	75,000	R	0	0	0	0	0	0
4Maintain Optima internet service available to all schools	07/01/2010	06/30/2011	25,500	3,500	22,000	R	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	0

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

### Phase II Goal 1 Title:

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2012.

### Phase II Goal 1 Description:

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2012.

## Section II B. Action Plan – Curriculum and Instruction

### Phase II Goal 1 Title:

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2012.

### Strategy 1

The District will continue to develop balanced literacy by implementing various techniques based on current research.

				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 Teachers will implement differentiated instructional methods in the classroom to meet the individual needs of students.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0	0
2 Students in grade 1-8 will continue to utilize classroom computers to enhance reading development.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0	0

3 Junior High Students will begin to use Destiny Library to discuss and share books.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
4 Students will use digital storytelling to explore parts of fiction.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
5 Teacher will use Discovery Education Assessments to track student progress	07/01/2011	06/30/2012	75,000	0			75,000	0	0	0	0	0
6 Continue to use DIBELS as a reading screener assessment	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

**Strategy 2**

In order to increase student achievement, all students will have access to standards-aligned software programs.

				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 Students in grade 1-8 will use Destination Reading program to monitor and improve reading skills.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Students in grade 6-8 will utilize Read 180 software program to monitor and improve reading skills.	07/01/2011	06/30/2012	5,000	5,000			0	0	0	0	0	0
3 ELL Students will use Rosetta Stone Language software	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
4 Students will use Read Naturally Software program to reinforce and enhance skills	07/01/2011	06/30/2012	2,000	2,000			0	0	0	0	0	0
5 Students will use Read Write Gold software to assist with reading online and text viewable on a computer screen	07/01/2011	06/30/2012	16,000	16,000			0	0	0	0	0	0
6 Students will use MyAccess software program to reinforce literary parts of a story	07/01/2011	06/30/2012	92,000	0			92,000	0	0	0	0	0
7 Junior high students will use studyisland.com for reinforcement	07/01/2011	06/30/2012	7,000	7,000			0	0	0	0	0	0
8 Evaluate effectiveness of adoptive software programs	07/01/2011	09/30/2011	0	0			0	0	0	0	0	0
9 Extend access to computers and software to after school activities	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0



**Strategy 3**

In order to increase student achievement all students will have access to subscription web based supplemental software

			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 Renew subscription to Discovery Education Streaming video	07/01/2011	06/30/2012	25,000	25,000			0	0	0	0	0	0
2 Renew Ebsco online research website	07/01/2011	06/30/2012	4,500	4,500			0	0	0	0	0	0
3 Renew subscription to Britannica Online	07/01/2011	06/30/2012	5,500	5,500			0	0	0	0	0	0

## Section II C. Action Plan – Professional Development

**Phase II Goal 1 Title:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2012.

**Strategy 1**

Teachers will infuse technology into the curriculum incorporating grade level technology skills.

			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 Work with grade level teams to create grade specific technology lessons.	07/01/2011	08/31/2011	5,000	5,000			0	0	0	0	0	0
2 Provide necessary staff development to support teacher competencies.	07/01/2011	06/30/2012	15,000	0			0	15,000	0	0	0	0

Strategy 2												
The district will provide staff with large and small group training opportunities that support student achievement.												
			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 Summer Professional Development classes offered and advertised through MyLearningPlan.com	07/01/2011	08/31/2011	60,000	60,000			0	0	0	0	0	0
2 Collect and analyze professional development data from MyLearningPlan	09/01/2011	10/31/2011	0	0			0	0	0	0	0	0

Strategy 3												
Professional Development will be provided for the development of web pages for instructional purposes.												
			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 Teachers will continue to develop and maintain class web pages.	07/01/2011	06/30/2012	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:												
Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2012.												
Strategy 1												
The District will increase parental involvement and knowledge in the instructional initiatives of the District and technology literacy expectations for students.												
			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 Maintain and update District and school websites to provide current information regarding student grades, homework and activities.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Continue support of Community Centers and Parks and Cunningham.	07/01/2011	06/30/2012	26,000	26,000			0	0	0	0	0	0

**Strategy 2**

Teachers will use available resources to communicate effectively with parents.

			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 Use phone and voice mail systems to keep communication current with parents and community members informed (funding on Part E)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Teachers will keep parents informed of class activities and student grades via SISK12 student system and internet	07/01/2011	06/30/2012	35,000	35,000			0	0	0	0	0	0
3 Schools and staff members will use SISCall system to keep parents informed of absences and important school events	07/01/2011	06/30/2012	30,000	30,000			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:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2012.

**Strategy 1**

The district will develop, implement and maintain plans that ensure adequate technology resources are available in the classroom to support the Districts curriculum

			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
1Purchase new and/or upgrade hardware and software to ensure network integrity	07/01/2011	06/30/2012	45,000	45,000	0	D	0	0	0	0	0	0
2Expand bandwidth connections to all elementary schools	07/01/2011	06/30/2012	60,000	60,000	0	D	0	0	0	0	0	0
3Maintain technical support and inventory with WebHelpDesk software	07/01/2011	06/30/2012	3,500	3,500	0	D	0	0	0	0	0	0
4Purchase new and/or upgrade classroom Desktop computers	07/01/2011	06/30/2012	200,000	200,000	0	D	0	0	0	0	0	0
5Purchase/lease new or replacement projectors to refresh collection	07/01/2011	06/30/2012	60,000	60,000	0	D	0	0	0	0	0	0

**Strategy 2**

Teachers will use broadband internet and phone services to communicate with colleagues, parents and community

			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
1Maintain Phone service to support communications with all stakeholders	07/01/2011	06/30/2012	90,000	15,000	75,000	R	0	0	0	0	0	0
2Maintain Opteman internet service available to all schools	07/01/2011	06/30/2012	57,000	35,000	22,000	R	0	0	0	0	0	0
3Maintain wireless service contracts for phone and pager services for communication purposes with staff	07/01/2011	06/30/2012	19,000	3,000	16,000	R	0	0	0	0	0	0

and administration												
4 Teachers will use district provided email to communicate with parents	07/01/2011	06/30/2012	10,000	2,000	8,000	R	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:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2013.

**Phase III Goal 1 Description:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2013.

## Section II B. Action Plan – Curriculum and Instruction

**Phase III Goal 1 Title:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2013.

**Strategy 1**

The District will continue to develop balanced literacy by implementing various techniques based on current research.

			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 Teachers will continue to implement differentiated instructional methods in the classroom to meet the individual needs of students.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

2Continue to use DIBELS as a reading screener assessment	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
3Students in grade 1-8 will continue to utilize classroom computers to enhance reading development.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
4Junior High Students will begin to use Destiny Library to discuss and share books.	07/01/2012	06/30/2013	9,000	9,000			0	0	0	0	0	0
5Students will use digital storytelling to explore parts of fiction.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
6Teacher will use Discovery Education Assessments to track student progress	07/01/2012	06/30/2013	75,000	0			75,000	0	0	0	0	0

**Strategy 2**

In order to increase student achievement, all students will have access to standards-aligned software programs.

				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
1Students in grade 1-8 will use Destination Reading program to monitor and improve reading skills.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2Students in grade 6-8 will utilize Read 180 software program to monitor and improve reading skills.	07/01/2012	06/30/2013	5,000	5,000			0	0	0	0	0	0
3ELL Students will use Rosetta Stone Language software	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
4Students will use Read Naturally Software program to reinforce and enhance skills	07/01/2012	06/30/2013	2,000	2,000			0	0	0	0	0	0
5Students will use Read Write Gold software to assist with reading online and text viewable on a computer screen	07/01/2012	06/30/2013	15,000	15,000			0	0	0	0	0	0
6Students will use MyAccess software program to reinforce literary parts of a story	07/01/2012	06/30/2013	92,000	0			92,000	0	0	0	0	0
7Junior high students will use studyisland.com for reinforcement	07/01/2012	06/30/2013	7,000	7,000			0	0	0	0	0	0

8 Evaluate effectiveness of purchased software programs	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
9 Extend access to computers and software to after school activities	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

**Strategy 3**

In order to increase student achievement all students will have access to subscription web based supplemental software

			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 Renew subscription to Discovery Education Streaming video	07/01/2012	06/30/2013	25,000	25,000			0	0	0	0	0	0
2 Renew Ebsco online research website	07/01/2012	06/29/2013	4,500	4,500			0	0	0	0	0	0
3 Renew subscription to Britannica Online	07/01/2012	06/30/2013	5,500	5,500			0	0	0	0	0	0

## Section II C. Action Plan – Professional Development

**Phase III Goal 1 Title:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2013.

**Strategy 1**

Teachers will infuse technology into the curriculum incorporating grade level technology skills.

			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 Work with grade level teams to create/modify grade specific technology to meet new standards.	07/01/2012	06/30/2013	2,500	2,500			0	0	0	0	0	0
2 Provide necessary staff development to support teacher competencies.	07/01/2012	06/30/2013	5,000	0			0	5,000	0	0	0	0

**Strategy 2**

The district will provide staff with large and small group training opportunities that support student achievement.

			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 Summer Professional Development classes offered and advertised through MyLearningPlan.com	07/01/2012	09/30/2012	70,000	60,000			0	10,000	0	0	0	0
2 Collect and analyze professional development data from MyLearningPlan	10/01/2012	06/30/2013	0	0			0	0	0	0	0	0

**Strategy 3**

Professional Development will be provided for the development of web pages for instructional purposes.

			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 Teachers will continue to develop and maintain class web pages.	07/01/2012	06/30/2013	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:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2013.

**Strategy 1**

The District will increase parental involvement and knowledge in the instructional initiatives of the District and technology literacy expectations for students.

			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 Maintain and update District and school websites to provide current information regarding student grades, homework and activities.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Continue support of Community Centers and Parks and Cunningham.	07/01/2012	06/30/2013	26,000	26,000			0	0	0	0	0	0

**Strategy 2**

Teachers will use available resources to communicate with Parents

			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 Use phone and voice mail systems to keep communication current with parents and community members informed (funding on Part E)	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Teachers will keep parents informed of class activities and student grades via SISK12 student system and internet	07/01/2012	06/30/2013	35,000	35,000			0	0	0	0	0	0
3 Schools and staff members will use SISCall system to keep parents informed of absences and important school events	07/01/2012	06/30/2013	30,000	30,000			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:**

Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2013.

**Strategy 1**

The district will develop, implement and maintain plans that ensure adequate technology resources are available in the classroom to support the Districts' curriculum

			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
1Purchase new and/or upgrade hardware and software to ensure network integrity	07/01/2012	06/30/2013	45,000	45,000	0	D	0	0	0	0	0	0
2Expand bandwidth connections to all elementary schools	07/01/2012	06/30/2013	40,000	40,000	0	D	0	0	0	0	0	0
3Maintain technical support and inventory with WebHelpDesk software	07/01/2012	06/30/2013	3,500	3,500	0	D	0	0	0	0	0	0
4Purchase new and/or upgrade classroom Desktop computers	07/01/2012	06/30/2013	200,000	200,000	0	D	0	0	0	0	0	0
5Purchase/lease new or replacement projectors to refresh collection	07/01/2012	06/30/2013	60,000	60,000	0	D	0	0	0	0	0	0

**Strategy 2**

Teachers will use broadband internet and phone services to communicate with colleagues, parents and community

			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
1Maintain Phone service to support communications with all stakeholders	07/01/2012	06/30/2013	90,000	15,000	75,000	R	0	0	0	0	0	0
2Maintain Opteman internet service available to all schools	07/01/2012	06/30/2013	25,500	3,500	22,000	R	0	0	0	0	0	0
3Maintain wireless service contracts for phone and pager services for communication purposes with staff	07/01/2012	06/30/2013	19,000	3,000	16,000	R	0	0	0	0	0	0

and administration												
4 Teachers will use district provided email to communicate with parents	07/01/2012	06/30/2013	10,000	2,000	8,000	R	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

Along with Curriculum Department personnel, Building Principals, and District Technology Integration specialists all aspects of this plan will be followed with emphasis on supporting the teachers that they have what is needed to successfully implement and assess these goals. ISAT data and Thinklink assessment data will be used to monitor student progress. The professional development plan along with the My Learning Plan site we will be able to monitor teachers participation in offered Professional Development in the area of technology integration and uses. The evaluations and comments left at classes are then used to change and alter classes so that they meet the needs of teachers who are taking them.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT Scores, Thinklink Data, Plato	Is there an increase in the percentage of students that meet and exceed state standards.	ISAT--annually, Thinklink--3 times a year	Assistant Superintendent of Curriculum, Director of Technology
PD Strategy	My Learning Plan Evaluation Reports	Evaluations will indicate effectiveness of planned professional development activities to support student achievement	Quarterly	Assistant Superintendent of Curriculum, Director of Technology, Technology Integration Specialists
P/C Strategy	Parent/Community Survey	Survey will reflect an increase in positive comments	Annually	Central Staff

Tech D Strategy	Network Evaluations of infrastructure, Inventory of Hardware, Teacher Surveys, Helpdesk Tickets	Progress will be made to refresh and update network infrastructure, Hardware replacement is occurring in a timely manner, teachers are reporting well working equipment, Helpdesk repair time is down.	Annually	Director of Technology, Senior Network Engineer
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### Section II F. Action Plan - Monitoring Process Phase II

Along with Curriculum Department personnel, Building Principals, and District Technology Integration specialists all aspects of this plan will be followed with emphasis on supporting the teachers that they have what is needed to successfully implement and assess these goals. ISAT data and Thinklink assessment data will be used to monitor student progress. The professional development plan along with the My Learning Plan site we will be able to monitor teachers participation in offered Professional Development in the area of technology integration and uses. The evaluations and comments left at classes are then used to change and alter classes so that they meet the needs of teachers who are taking them.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT Scores, Thinklink Data, Plato	Is there an increase in the percentage of students that meet and exceed state standards.	ISAT--annually, Thinklink--3 times a year	Assistant Superintendent of Curriculum, Director of Technology
PD Strategy	My Learning Plan Evaluation Reports	Evaluations will indicate effectiveness of planned professional development activities to support student achievement	Quarterly	Assistant Superintendent of Curriculum, Director of Technology, Technology Integration Specialists
P/C Strategy	Parent/Community Survey	Survey will reflect an increase in positive comments	Annually	Central Staff
Tech D Strategy	Progress will be made to refresh and update network infrastructure, Hardware replacement is occurring in a timely manner, teachers are reporting well working equipment, Helpdesk repair time is down.	Progress will be made to refresh and update network infrastructure, Hardware replacement is occurring in a timely manner, teachers are reporting well working equipment, Helpdesk repair time is down.	Annually	Director of Technology, Senior Network Engineer

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

Along with Curriculum Department personnel, Building Principals, and District Technology Integration specialists all aspects of this plan will be followed with emphasis on supporting the teachers that they have what is needed to successfully implement and assess these goals. ISAT data and Thinklink assessment data will be used to monitor student progress. The professional development plan along with the My Learning Plan site we will be able to monitor teachers participation in offered Professional Development in the area of technology integration and uses. The evaluations and comments left at classes are then used to change and alter classes so that they meet the needs of teachers who are taking them.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT Scores, Thinklink Data, Plato	Is there an increase in the percentage of students that meet and exceed state standards.	ISAT--annually, Thinklink--3 times a year	Assistant Superintendent of Curriculum, Director of Technology
PD Strategy	My Learning Plan Evaluation Reports	Evaluations will indicate effectiveness of planned professional development activities to support student achievement	Quarterly	Assistant Superintendent of Curriculum, Director of Technology
P/C Strategy	Parent/Community Survey	Survey will reflect an increase in positive comments	Annually	Central Staff
Tech D Strategy	Network Evaluations of infrastructure, Inventory of Hardware, Teacher Surveys, Helpdesk Tickets	Progress will be made to refresh and update network infrastructure, Hardware replacement is occurring in a timely manner, teachers are reporting well working equipment, Helpdesk repair time is down.	Annually	Director of Technology, Senior Network Engineer

### 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
Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 85% or safe harbor by 2011.	928,500	625,500	121,000	167,000	15,000	0	0	0	0
Total Budget for Phase I - 2010-2011	928,500	625,500	121,000	167,000	15,000	0	0	0	0

**Phase II - 2011 - 2012**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2012.	947,500	644,500	121,000	167,000	15,000	0	0	0	0
Total Budget for Phase II - 2011-2012	947,500	644,500	121,000	167,000	15,000	0	0	0	0

**Phase III - 2012 - 2013**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Percent of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3 through 8 will increase to 92.5% or safe harbor by 2013.	901,500	598,500	121,000	167,000	15,000	0	0	0	0
Total Budget for Phase III - 2012-2013	901,500	598,500	121,000	167,000	15,000	0	0	0	0
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	2,777,500	1,868,500	363,000	501,000	45,000	0	0	0	0

### Section III Plan Development, Review and Implementation

#### A. Stakeholder Involvement

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

Through a comprehensive process of involvement and synthesis, the technology cadre members make recommendations and discuss with Technology Integration Specialists their needs. Their input has assisted with the modification of the vision, the development of the new action plan and the implementation of the plan.

There is a Board Technology committee which also meets throughout the year, reviews the technology plan and makes recommendations.

Across the years, District 86 has established several community partnerships in its technology program. Initial stakeholders were identified through grant offerings in the community and are still intact. These include City Council, Larsen Electric, Network Solutions and Maplenet assisting with planning the infrastructure that is in place. They also provide technical assistance and make recommendations for staff development during the planning meetings with the District's technology staff.

Since the writing of the last plan, the existing partnerships have been expanded and new partnerships have been developed, reflective of the wider community. Some new partnerships include **University of St. Francis, Joliet Junior College**, City of Joliet, and Northwestern Collaboratory, developing engaged learning activities for students. **Joliet Junior College** provides **adult literacy** services and computer training to Hispanic families. They have committed to continuing these services for the next three years.

For four years, **Joliet Public Library** and the Boys and Girls Club have partnered with District 86 to provide "Live Homework Help" to students in grades 4<sup>th</sup> – 12<sup>th</sup> grade. Students can log in to the Internet and receive homework help in all subject areas, with a live tutor guiding their work. The **Joliet Public Library** is also a partner in the Joliet Reads Program, a district initiative promoting reading, and has collaborated with District 86 in obtaining several reading grants.

### 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.***

Policy number 5:102 (adopted 07/08/09)--Staff Access to Electronic Networks, 6:235 (adopted 07/08/09)--Student Access to Eletronic Networks, 8:115 (adopted 07/08/09) Community Access to Electronic Networks. All Policies contain a curriculum section, an acceptable use section, which includes information on CIPA and Filterting and an authorization section.



## Peer Review Feedback Form

District Name :	RCDT #:
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed: 03/17/2010
School Years Covered by Plan:	ISBE Approval Date: 03/30/2010
<input checked="" type="checkbox"/> 2010-2011 <input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013	Plan Expiration Date: 06/30/2013

## 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 checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

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

Section II: Action Plan	Requirements
<b>Part A. Overall Review of Action Plan</b>	
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
<ul style="list-style-type: none"><li>• A.1 Goals</li><li>• A.2 Strategies and Activities</li><li>• A.3 Budget</li></ul>	
Comments: SMART goal - ends 2011?	
<b>Part B. Curriculum Integration Strategies and Activities</b>	
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
Comments:	
<b>Part C. Professional Development Strategies and Activities</b>	
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
Comments:	
<b>Part D. Parent/Community Involvement</b>	
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
Comments: Pg. 53 Strat. 2-Activity 33 - check date.	
<b>Part E. Technology Deployment</b>	
<input checked="" 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:

No date for Internet Policy. REVISIONS MADE - 3/26/10

## ISBE Review

☒ Approved ☐ Revisions Needed ☐ Not Approved

Comments:

3/22/2010 JWalsh: Based upon a review of your plan, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments regarding necessary corrections/actions above and contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 3/30/2010 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.