

Initial Submission	02/24/2011
ISBE Approved	03/31/2011
MCC Review Date	
MCC Approval Date	

 District Information

1. District Information

District Name:	Washington SD 52	District Address:	303 Jackson St
City/State/Zip:	Washington, IL 61571 1473	RCDT Number:	530900520020000
Superintendent:	Dr. John Tignor	Superintendent Email:	jtignor@d52schools.com
District Phone:	3094444182	District Fax:	3094443941
TIP Contact Name:	Dawn Dalfonso	TIP Contact Email:	d52ddalf@d52schools.com
TIP Contact Phone:	3094443361	TIP Contact Fax:	3094443941

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

During the course of annual review for e-Rate this plan was found to be in need of mid-course correction on

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.

Washington Grade School District #52 envisions an active partnership among community, business, parent and faculty members for the ongoing acquisition and support of **technology and telecommunications** in a comprehensive framework encompassing student learning, faculty proficiency and community involvement

All teachers will be able to implement new teaching strategies as facilitators by utilizing **instructional technology, information technology and telecommunications** in the curriculum (seamless integration of technology to enhance student learning). Faculty proficiency will be provided through the continuous education and training to utilize existing, new and emerging technologies. Fully integrated telecommunication, infrastructures, and data delivery systems will provide the platform for student learning through the development and enhancement of essential knowledge and skills.

Access to a technology hub where life-long learning, business applications, mentoring, and partnerships can thrive, will benefit our entire community.

Considering the ever changing world of technology, District #52 will continue to develop plans which include, but are not limited to, the continual updating of the infrastructure within the district continual development of a program which places a laptop or other mobile means of communication in the hands of all faculty and students in grades 5-8 and faculty grades K-4.

The Vision of District #52 supports the following:

- **Telecommunications**-telephone access to each classroom, internet access, AlertNow and up-to-date district website.
- **Instructional technology**-tools are provided to faculty, staff and students to develop and implement student centered learning. LCD projectors in all classrooms 5-8, document cameras available to faculty, staff and students to support teaching and learning.
- **Informational technology**-tools are provided that promote data and information systems-data systems, hardware, infrastructure and software.

District #52 is committed to meeting the technology needs of students now and in future years.

Section I A. Data & Analysis – Report Card Data
Item 1– 2010 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	No	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this District making AYP in Reading?	Yes	2010-11 Federal Improvement Status	
Is this District making AYP in Mathematics?	No	2010-11 State Improvement Status	

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91		80	
All	100.0	Yes	100.0	Yes	90.8		Yes	90.8		Yes	95.9	Yes		
White	100.0	Yes	100.0	Yes	91.1		Yes	90.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic													
LEP													
Students with Disabilities	100.0	Yes	100.0	Yes	68.3	68.4	Yes	54.0	63.6	No	95.5		
Economically Disadvantaged	100.0	Yes	100.0	Yes	87.3		Yes	84.5		Yes			

Four Conditions Are Required For Making Adequate Yearly Progress (AYP)

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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Section I A. Data & Analysis – Report Card Data
Item 2 – 2010 AMAO Report

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	96.2	96.6	96.1	96.6	96.1	95.8	96.4	95.9
Truancy Rate (%)	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Mobility Rate (%)	11.1	7.9	9.0	7.3	8.4	4.8	5.0	6.5
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	827	798	808	807	794	813	799	819
Low Income (%)	7.9	10.4	11.9	14.7	12.3	14.8	16.0	22.1
Limited English Proficient (LEP) (%)	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)	-	-	-	-	-	-	-	11.6
White, non-Hispanic (%)	96.4	96.4	95.5	94.8	94.8	95.2	95.1	95.6
Black, non-Hispanic (%)	1.5	1.6	1.5	1.7	1.4	1.2	1.0	0.7
Hispanic (%)	1.2	1.1	1.6	1.9	1.6	1.5	1.1	1.1
Asian/Pacific Islander (%)	0.7	0.9	0.7	0.9	0.8	0.7	1.0	1.0
Native American or Alaskan Native(%)	0.2	0.0	0.1	0.0	0.1	0.0	0.0	0.0
Multiracial/Ethnic (%)	-	-	0.5	0.7	1.3	1.4	1.8	1.6

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	97.3	0.7	1.1	0.8	0.1	-
	2001	96.7	1.5	1.2	0.6	0	-
	2002	95.6	2.0	1.4	0.8	0.1	-
	2003	96.4	1.5	1.2	0.7	0.2	-
	2004	96.4	1.6	1.1	0.9	0	-
	2005	95.5	1.5	1.6	0.7	0.1	0.5
	2006	94.8	1.7	1.9	0.9	0	0.7
	2007	94.8	1.4	1.6	0.8	0.1	1.3
	2008	95.2	1.2	1.5	0.7	0	1.4
	2009	95.1	1.0	1.1	1.0	0	1.8
2010	95.6	0.7	1.1	1.0	0	1.6	
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
2010	52.8	18.8	21.1	4.2	0.2	2.9	

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 (%)
D I S T R I C T	2000	0	4.3	99.9	96.6	6.9	-	0	-	-
	2001	0.1	3.6	100.0	96.6	7.5	1	0.1	-	-
	2002	0	6.9	100.0	96.3	6.0	-	0	-	-
	2003	0.1	7.9	99.7	96.2	11.1	-	0	-	-
	2004	0	10.4	100.0	96.6	7.9	-	0	-	-
	2005	0	11.9	99.7	96.1	9.0	-	0	-	-
	2006	0	14.7	99.7	96.6	7.3	1	0.1	-	-
	2007	0	12.3	99.8	96.1	8.4	-	0	-	-
	2008	0	14.8	99.7	95.8	4.8	-	0	-	-
	2009	0	16.0	99.0	96.4	5.0	-	0	-	-
2010	0	22.1	98.9	95.9	6.5	-	0	-	-	
S T A T E	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
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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

Section I A. Data & Analysis – Report Card Data
Item 6 – Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	837	-	-	-	-	-	-
	2001	823	106	92	98	97	93	-
	2002	839	89	105	95	93	95	-
	2003	827	89	93	102	101	96	-
	2004	798	89	87	89	94	103	-
	2005	808	86	105	96	115	97	-
	2006	807	65	86	110	95	116	-
	2007	794	89	69	85	101	96	-
	2008	813	83	86	74	116	102	-
	2009	799	83	87	95	92	116	-
2010	819	79	87	89	79	93	-	
S T A T E	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
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919	

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	53	15	34,844	86	14	17	-	0	0
	2001	54	16	36,186	87	13	17	-	0	0
	2002	53	16	37,655	89	11	18	-	0	0
	2003	51	16	38,409	90	10	18	-	0	0
	2004	50	16	39,801	90	10	18	-	0	0
	2005	47	14	38,537	94	6	19	-	0	0
	2006	49	12	37,509	96	4	18	-	2	0
	2007	51	12	37,689	86	14	17	-	0	0
	2008	53	12	39,786	82	18	17	-	0	0
	2009	54	12	41,668	85	15	17	-	0	0
2010	54	13	44,373	85	15	17	-	0	0	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	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
2010	132,502	13	63,296	42	57	18	18	0	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, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	89.0	79.7	82.9	85.7	90.1	87.8	-	80.4	79.1	80.9	86.0	93.1	83.3	88.5	79.5	81.0	88.0	92.2
White	88.6	80.3	83.4	85.2	89.9	88.6	-	79.7	81.2	82.2	85.7	92.9	83.5	89.7	78.8	81.7	87.3	92.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	35.7	33.3	-	-	76.9	-	41.6	47.0	40.0	-	-	18.2	-	-	40.0	54.5	-
Low Income	-	69.2	75.0	76.9	75.0	85.7	-	75.0	57.2	72.7	69.2	95.7	68.8	90.9	61.6	40.0	92.3	86.7

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	87.7	86.4	92.0	90.9	89.3	-	89.0	86.0	93.0	86.9	92.2	87.7	93.1	93.6	89.1	92.2	93.3
White	-	88.1	87.0	91.6	90.4	90.9	-	89.6	86.3	94.2	87.3	91.9	88.6	93.4	93.2	89.6	91.6	92.8
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	9.1	-	-	61.5	63.6	-	-	41.7	-	-	-	30.8	-	-	41.7	-	80.0
Low Income	-	72.2	41.6	-	85.7	70.5	-	100.0	61.1	-	66.7	88.3	91.6	92.3	100.0	66.7	94.1	94.1

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, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	96.4	95.6	88.6	94.1	93.8	92.6	-	93.1	97.2	95.5	98.9	95.4	87.5	95.2	84.1	87.9	85.0	95.5
White	96.3	95.4	89.3	93.9	93.7	93.6	-	92.9	97.0	96.5	98.8	95.3	87.9	95.9	83.6	88.7	85.2	95.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	78.6	60.0	-	-	92.3	-	75.0	88.2	86.7	-	-	9.1	-	-	66.7	36.4	-
Low Income	90.0	92.3	75.0	84.6	91.7	85.7	-	83.3	84.6	100.0	92.3	91.3	68.8	90.9	69.2	50.0	84.6	100.0

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	94.9	92.7	93.1	88.3	87.1	-	94.5	89.0	89.5	91.3	89.6	73.5	94.8	95.7	92.1	93.0	87.8
White	-	94.6	94.0	92.8	89.1	86.4	-	94.1	89.5	90.3	92.0	89.2	74.0	94.4	95.4	91.7	92.6	88.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	63.6	-	-	38.5	27.3	-	-	41.7	-	-	-	15.4	-	-	66.7	-	30.0
Low Income	-	94.5	75.0	-	57.1	70.6	-	100.0	72.3	-	86.7	76.4	66.7	92.4	86.7	93.4	94.1	82.3

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 - ISAT scores for regular division students remained consistent over time in all subjects areas. ISAT scores for students with disabilities shows a decrease of students in the meets/exceeds standard category. ISAT scores for IEP students shows a decrease of students in the meets/exceeds standards category as they advance in grade levels indicating a widening of the learning gap. Students with disabilities are not meeting AYP in math.

Analysis - ISAT scores in math indicate that the subgroup of students with disabilities has caused the district to not meet adequate yearly progress (AYP) in this area. In the area of reading more students in this sub-group do not meet standards in the area as compared to regular division 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.

Teachers have not had sufficient professional development in the area of differentiated instruction in Math and Reading in order to meet the needs of students with disabilities.

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.

District 52 needs to provide educational assistance via technology to help students improve ISAT scores in the areas of reading and math.

- Regular division students will increase the number of students who exceed standards
- IEP students will increase the number of students who meet standards in math and reading.

District 52 needs to provide teacher professional development in the area of differentiated instruction in math and reading to improve achievement.

District 52 needs to provide teacher professional development in the area of strategies and interventions to use with students with disabilities in the area of math and reading to improve achievement.

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.

AimsWeb
September 2010
All students K-8

Fountas & Pinnell
Fall 2010
K-5

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

The results of the AimsWeb and Fountas and Pinnell assist faculty in targeting those students requiring additional support in reading (RtI). Local data indicates that approximately 10% of students in grades K-8 require additional support in reading (RtI).

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.

Our district focus prior to 2010 did not focus on Balanced Literacy and/or differentiation on instruction.

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

Strategies and interventions using technology need to be implemented to meet the needs of students struggling in reading (RtI). Technology enhanced instruction will assist struggling readers. Professional Development for teachers will be offered to assist teachers in using technology with students struggling in reading.

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.

- City-data.com (estimated 2009) November (2010)
- Survey Monkey (November 2010) Teacher Survey & Student Survey (November 2010)
- District software inventory via Survey Monkey (November 2010)

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

Community Demographics:

Washington District #52 serves approximately 850 students grades K-8. Washington is a typical middle-class bedroom community, predominately white (94.9% white non-hispanic), located close to Peoria, IL. with a population of approximately 20,338. Median household income is \$50,138.

Summary:

- 100% of teachers have access to computers/internet and use technology on a daily basis for management purposes.
- Only 28.8% report using technology daily for classroom instruction/activity.
- 82.7%-98% of teachers indicate skill in the use of desktop presentations, graphics, word processing, e-mail and other internet tools. Throughout the district teachers are becoming more proficient in the use of technology.
- K-4 students are limited to 60 minutes of technology time per week for drill and practice.
- K-4 teachers are limited in the use of technology for instructional purposes due to the lack of equipment at the elementary building - Lincoln Grade School.
- Students in grades 5-8 indicate that 96.8% use technology tools in their learning to create multi-media products, practice writing skills, research.

Analysis:

- The district is working towards upgrading technology at the K-4 building. The buildings technology infrastructure has been and continues to be updated.
- An emphasis has been placed on teacher professional development at the K-4 level in the use of technology for classroom instruction.
- Technology use in grades 5-8 is strong and diverse.

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

- Teachers in the K-4 building are receiving professional development training in the area of classroom instruction using technology.
- Technology equipment is limited and not readily available on a daily basis for grades levels K-4, which prohibits direct student instruction .
- Technology equipment is sufficient and readily available on a daily basis for grades level 5-8.

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.

After reviewing data and information, the district needs include:

- Designing and assessing curriculum using technology.
- Increase use of technology to instruct students.
- Updating infrastructure in the K-4 building to help accommodate making technology more readily available for daily instructional use.

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.

- Survey Monkey for teachers (November 2010)
- Professional Development log (June 2010)

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

SUMMARY: Data and information gathered indicates:

- Teachers have received professional development on:
 - Creating teacher webpages
 - Microsoft Office programs
 - MyAccess
 - Lexia
 - Digital cameras
- 100% of teachers use technology on a daily basis for management purposes.
- Only 28.8% report using technology daily for classroom instruction/activity.
- 82.7%-98% of teachers indicate the skill in the use of desktop presentations, graphics, word processing, e-mail and other internet tools. Throughout the district teachers are becoming more proficient in the use of technology.
- Teachers are receiving on going professional development through district in-service and individual training/support from technology coordinators.
- Approximately 50% of the technology learning for teachers comes from workshops, one to one learning/coaching and in house workshops as noted in the teacher survey.

ANALYSIS: The use of technology by teachers for managerial tasks, as well as, competency in using technology/internet tools is high. However, the use of technology for instructional purposes is lacking especially at LGS due to the lack of equipment.

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

- The lack of an updated infrastructure and lack of technology equipment at the K-4 building limits teacher/student use of technology for instruction.
- The district shift as noted from the District School Improvement plan from emphasis on technology training for teachers to an emphasis on Balanced Literacy.

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.

Based on the data and information collected the district needs to:

- Provide appropriate professional development as it relates to technology use for instruction.

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.

- Survey Monkey (January 2011)
- Edline (grades 6-8) (November 2010)
- PAWS conferences K-8 (August 2010) Homeroom teacher conference with parents and student at the beginning of the year.
- AlertNOW (August 2010)
- E-mail for communication (August 2010)
- Monthly electronic newsletters also published on website
- 1:1 computing committee ((2009-2010 school year/monthly meetings)
- District website redesigned (August 2010)

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

Summary Parent and Community involvement

- **Edline** (grades 6-8) for parents to check grades - 50% participation from parents
- **PAWS Conferences** K-8 100% participation. All parents and students meet with homeroom teacher at start of school year.
- **AlertNow** 100% of families completed registration form
- **Monthly newsletters** are sent to parents/guardians via e-mail.
- **E-mail** teachers communicate via e-mail with parents and guardians.
- **1:1 computing committee** involving parents, community and district personnel. Did not go basically due to financial restraints from the district. However the recommendation to the BOE from members of the committee indicated a strong support for advancement in technology use in the district. Although the district has not implemented 1:1 computing committee support resulted in the addition of 100 laptops at the 5-8 building as well as, the updating of the infrastructure to support the additional equipment.
- **District Website** was redesigned to make it more user friendly for students/parents/and community.

Analysis: Parent community involvement is strong. Communication between school and home is on-going, positive and effective due to AlertNow, Edline, District website and e-mail usage.

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

The district has strong technological support from the district tech coordinators.

Parent involvement is high and support is positive.

Parent/community communication has improved immensely due to implementation of above listed services. School to home communication is easier, quicker and more effective.

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

The district will need to continue to promote and develop communication tools using technology such as AlertNow, Edline, website and e-mail.

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.

Inventory November 2010

All servers and infrastructures are located in a central location--IT rooms.

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

Summary

- Bandwidth-Broadband cable internet upwards of 30MB data/per second
- Barracuda content/ spam filter - housed on a separate server.
- Kaspersky anti-virus on each machine
- student to computer ratio is 4:1 at the 5-8 building: 4 wireless carts with 25 in each cart, computer lab of 30, additional cart of 25, and 2 desktop in each classroom
- computers at the k-4 building is 2 per classroom and a computer lab with 30 computers
- support staff of 2 for 850 students
- 2-schools are networked to each other in the event that one server is down it will be picked up by the another server.

Analysis:

- Overall the district is well served with the technology personnel with our current inventory, however additional staff will be needed as the infrastructure is updated and more equipment is added to the district.

- As the district adds technology tools and equipment the bandwidth, filters, etc. will need to be expanded to accommodate growth.
- Infrastructure for 5-8 building is adequate however, the K-4 building is in need of updating.

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.

- Infrastructure and lack of equipment at K-4 building limits the use of technology for instruction.
- Due to the age and infrastructure of the K-4 building it limits the forward progress of proper installation of technology in that building.
- The 5-8 building is six years old and was equipped with sufficient infrastructure, equipment and personnel to promote technology use.

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.

From data and information provided the district will need to:

- Continue to improve and update the infrastructure of the K-4 building to accommodate 21st Century learning.
- Continue to add and update additional technology equipment at the K-4 building.
- Continue to update technology at the 5-8 building.
- Consider addition to technology personnel.

District Technology Inventory - District Information

Number	
845	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).
0	Number of K-12 special education self-contained classroom students
55	Number of Teachers (FTE - this does not include teacher aides)
3	Number of Administrators
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps

2	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
2	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
2	Total number of instructional school buildings
0	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
0	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	28
	100+ mb Ethernet	21
	Dedicated Cable	0
	DSL	0
	Wireless	49
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	1
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	1
	100+ mb Ethernet	1

	Dedicated Cable	0
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	130
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mb Ethernet	3
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	4
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	1
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0

None (no internet access)

0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	157	0	157	0	0	0	0	0	0	157	0	157
	SubTotal	157	0	157	0	0	0	0	0	0	157	0	157
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	30	0	30	0	0	0	0	0	0	30	0	30
	5+ years	30	0	30	0	0	0	0	0	0	30	0	30
	SubTotal	60	0	60	0	0	0	0	0	0	60	0	60
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	4	0	4	0	0	0	0	0	0	4	0	4
	5+ years	7	0	7	0	0	0	0	0	0	7	0	7
	SubTotal	11	0	11	0	0	0	0	0	0	11	0	11
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	6	0	6	0	0	0	0	0	0	6	0	6
	SubTotal	6	0	6	0	0	0	0	0	0	6	0	6
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

	5+ years	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	100	0	100	0	0	0	0	0	0	100	0	100
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	30	0	30	0	0	0	0	0	0	30	0	30
	SubTotal	130	0	130	0	0	0	0	0	0	130	0	130
Administrative Offices	Under 2 years	3	0	3	0	0	0	0	0	0	3	0	3

	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	3	0	3	0	0	0	0	0	0	3	0	3
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	5	0	5	0	0	0	0	0	0	5	0	5
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	5	0	5	0	0	0	0	0	0	5	0	5

District Technology Inventory - Computer Inventory(Tablet Computers)

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

Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	4	0	4	0	0	0	0	0	0	4	0	4
	5+ years	4	0	4	0	0	0	0	0	0	4	0	4
	SubTotal	8	0	8	0	0	0	0	0	0	8	0	8

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	49
	Windows 2000 (any version)	0

	Windows 95/98	0
	Other PC	0
	Subtotal	49
Dedicated Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	60
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	60
Media Center/Library	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	12
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	12
Mobile Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	130
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	130
Administrative Offices	Windows 7	0
	Windows Vista	1
	Windows XP (any version)	6
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	7
Teacher Offices	Windows 7	0

	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	1
Other Locations	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	7
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	7
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	0
	Wireless Access Points	0
	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	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	10
	Routers	2
	Switches	10
	Wireless Access Points	29
	Firewall	2
	Spam Filter	2
	Content Filter	2
	Intrusion Detector	0

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	5	3	8
Stand-alone Printers/Multifunctional Units	0	0	0
Stand Alone Scanners	5	0	5
Digital Cameras	12	0	12
Camcorders/Movie Cameras	5	0	5
Satellite Dishes	0	0	0
Televisions	49	0	49
Video Microscopes	1	0	1
LCD Panels/Projection Devices	28	0	28
Fax Machines	2	0	2

Graphing Calculators	0	0	0
PDA's	0	0	0
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Modems	0	0	0
Electronic Whiteboards	1	0	1
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	5	0	5
MP3/ Electronic Readers, Kindles, etc.	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)	4	5	9
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	3	3
	Number		
Classrooms with telephones	57		

District Technology Inventory - Distance Learning

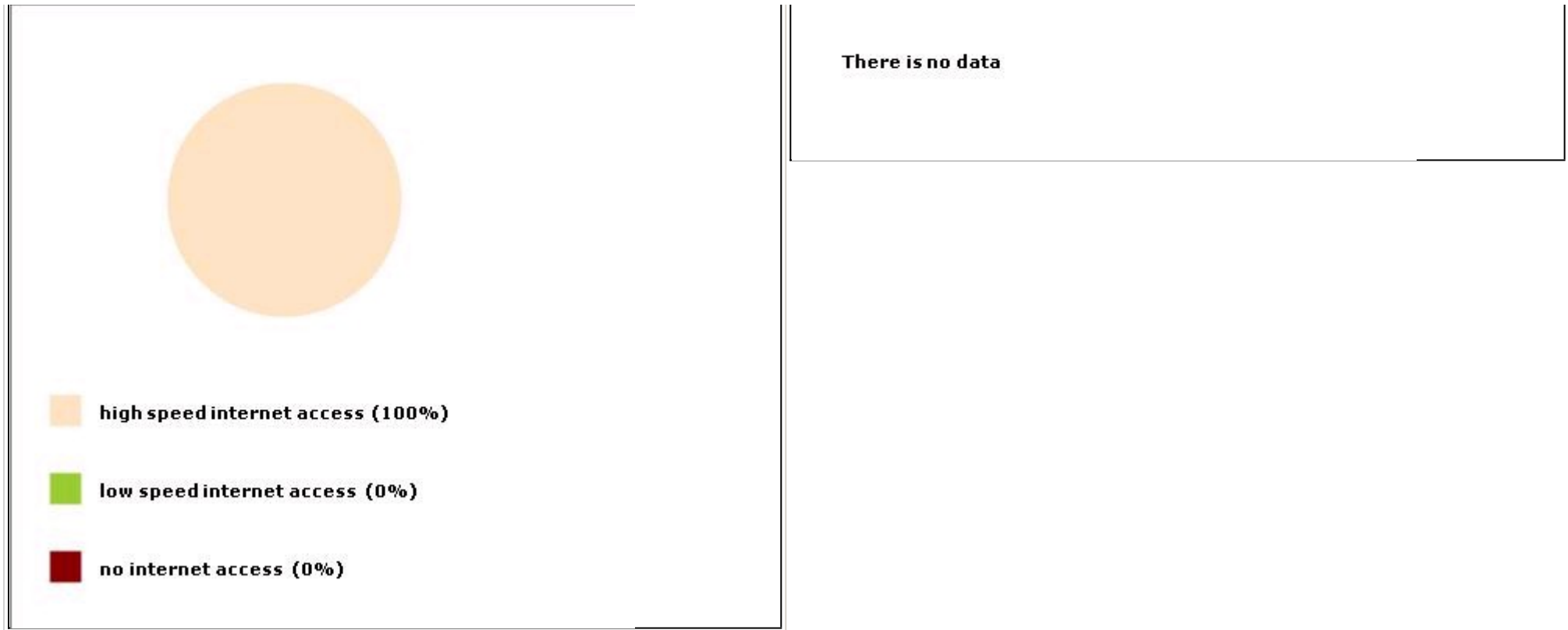
Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	0
Internet Services for Distance Learning	0

Phone line/v-tel systems	0
Other	0

Section I D Data & Analysis – District Technology Inventory Report

District Information:

District Information:					
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators
845		0	55		3
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
2	0	0	0	0	0
Instructional School Building Internet Access (Chart) :			Non-Instructional Buildings Internet Access (Chart) :		



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	157	0	60	0	11	0	0	0	6	0	1	0	0	0
Laptops	0	0	0	0	0	0	130	0	3	0	0	0	5	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	8	0
	157	0	60	0	11	0	130	0	9	0	1	0	13	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
	157	60	11	130	9	1	13
Students per Computer						2.22	

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	157	0	60	0	11	0	0	0	6	0	1	0	0	0
Laptops	0	0	0	0	0	0	130	0	3	0	0	0	5	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	8	0
	157	0	60	0	11	0	130	0	9	0	1	0	13	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	
	157		60		11		130		9		1		13	
Students per Computer with High Speed Access											2.22			

Computers with Low Speed Internet Access:

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

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

Computers with No Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
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
0	103	0	34	5	0	201	30	0

Internet Access:

Number of Rooms	Type
34	10 mb Ethernet

<input type="text" value="25"/>	100+ mb Ethernet
<input type="text" value="0"/>	Dedicated Cable
<input type="text" value="0"/>	DSL
<input type="text" value="187"/>	Wireless
<input type="text" value="0"/>	Other (Dial-up modem, etc.)
<input type="text" value="0"/>	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
<input type="text" value="0"/>	Total Number of Computers with Windows 7	<input type="text" value="0"/>	Total Number of Computers with MAC System 10.x
<input type="text" value="1"/>	Total Number of Computers with Windows Vista	<input type="text" value="0"/>	Total Number of Computers with MAC System 9.x
<input type="text" value="265"/>	Total Number of Computers with Windows XP (any version)	<input type="text" value="0"/>	Total Number of Computers with MAC System 8.x
<input type="text" value="0"/>	Total Number of Computers with Windows 2000 (any version)	<input type="text" value="0"/>	Total Number of Computers with MAC System 7.x
<input type="text" value="0"/>	Total Number of Computers with Windows 95/98	<input type="text" value="0"/>	Total Number of Computers with Other MAC
<input type="text" value="0"/>	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
<input type="text" value="8"/>	Number of Networked Printers/Multifunctional Units	<input type="text" value="0"/>	Number of PDAs
<input type="text" value="0"/>	Number of Stand-alone Printers/Multifunctional Units	<input type="text" value="0"/>	Number of Assistive/Adaptive Devices/Student Response Devices
<input type="text" value="5"/>	Number of Stand Alone Scanners	<input type="text" value="0"/>	Number of GPS Devices/Geocaching
<input type="text" value="12"/>	Number of Digital Cameras	<input type="text" value="0"/>	Number of Science Probeware
<input type="text" value="5"/>	Number of Camcorders/Movie Cameras	<input type="text" value="1"/>	Number of Electronic Whiteboards

<input type="text" value="0"/>	Number of Satellite Dishes	<input type="text" value="0"/>	Number of Whiteboard Peripherals (clickers, note capturing devices)
<input type="text" value="49"/>	Number of Televisions	<input type="text" value="5"/>	Number of Document Cameras
<input type="text" value="1"/>	Number of Video Microscopes	<input type="text" value="0"/>	Number of MP3/ Electronic Readers, Kindles, etc.
<input type="text" value="28"/>	Number of LCD Panels/Projection Devices		
<input type="text" value="2"/>	Number of Fax Machines		
<input type="text" value="0"/>	Number of Graphing Calculators		

Distance Learning

Number of Access Points	Distance Learning
<input type="text" value="0"/>	Number of Classrooms with Satellite
<input type="text" value="0"/>	Number of Classrooms with Cable/Broadcast
<input type="text" value="0"/>	Number of Classrooms with Internet Services for Distance Learning
<input type="text" value="0"/>	Number of Classrooms with Phone line/v-tel systems
<input type="text" value="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.

- All students will move from 90.8% in Reading & 90.8% in Math to 92.5% in 2012, 92.5% in 2013 and 100% in 2014 or make Safe Harbor, as measured by ISATs with the support of technology.
- The Students with Disabilities subgroup will move from 68.3% in Reading and 54.% in Math to 92.5% in 2012 and 92.5% in 2013 and 100% in 2014 as measures by ISATs with the support of technology.
- The economically disadvantaged subgroup will move from 87.3% in Reading and 84.5% in Math to 92.5% in 21012, 92.5% in 2013 and 100% in 2014 as measured by ISATs with the support of technology.

- District #52 does not apply for E-rate

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

Phase I Goal 1 Title:

All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:

All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.

Strategy 1

All students will use scientific, research based instructional interventions and appropriate technology to increase student achievement in math and reading.

			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 All students in grade K-8 will be assessed three times each year using AIMSweb screening test. Costs included in teachers salary	07/01/2011	06/21/2012	0	0			0	0	0	0	0	0
2 All students in grades K-8 will participate in and have access to appropriate math and reading intervention programs (Rtl) as well as, using online resources such as Accelerated Reader, Lexia, MyAccess etc...to improve student performance. Costs included in teachers salary.	07/01/2011	06/30/2011	0	0			0	0	0	0	0	0
3 All students will learn safe use of the internet and will use age appropriate search skills when using online resources.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

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

Strategy 3													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:													
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.													
Strategy 1													
The district will implement professional development training in the area of technology to integrate technology instruction into the classroom.													
				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 All teachers will participate in professional development activities focusing on instruction using technology: systems, productivity and communications tools. Costs included in the teachers salary.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0	
2 All teachers will participate in professional development training in the area of differentiation of instruction in the areas of reading and math. Costs included in teachers salary.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0	

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

Strategy 3													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

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

Phase I Goal 1 Title:
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.

Strategy 1
The district will use informational technology and telecommunications services to communicate and collaborate and support parents and community members.

				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 The district will provide up to date websites and other telecommunications services (Alert Now, Parent Connect) to communicate information. The cost for website maintenance included in tech deployment section.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0	
2 The district will provide parent online resources to													

supplement and enhance at home learning. The cost is included in the tech deployment section. (Teacher websites)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
3 Survey parents and community members to determine need to offer free or low cost technology training.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

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

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.												
Strategy 1												
Provide and maintain the network infrastructure to meet the needs of curriculum, data management, professional development and student success.												
			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 The district will investigate options for increasing broadband bandwidth and wireless access for both	07/01/2011	06/30/2012	7,000	7,000	0	D	0	0	0	0	0	0

buildings.													
2The district will subscribe to online resources such as AlertNow, Accelerated Reader, MyAccess, Lexia, Edline, etc...	07/01/2011	06/30/2012	15,000	15,000	0	D	0	0	0	0	0	0	0

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

Strategy 3													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0	0	D	0	0	0	0	0	0	0

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

Phase II Goal 1 Title:
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:

All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.

Strategy 1

All students will use scientific, research based instructional interventions and appropriate technology to increase student achievement in math and reading.

			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 All students in grade K-8 will continue to be assessed three times each year using AIMSweb screening test. Costs included in teachers salary	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 All students will demonstrate safe use of the internet and will use age appropriate search skills when using online resources.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
3 Teachers will demonstrate the use of technology in developing instructional strategies.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Strategy 2

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

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:												
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.												
Strategy 1												
The district will implement professional development training in the area of technology to integrate technology instruction into the classroom.												
			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 Survey teachers regarding the need for professional development activities focusing on instruction using technology. Costs included in the teachers salary.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Provide professional development training in the area of differentiation of instruction in the areas of reading and math and survey teachers regarding this training. Costs included in teachers salary.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

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

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

Phase II Goal 1 Title:												
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.												
Strategy 1												
The district will use informational technology and telecommunications services to communicate and collaborate and support parents and community members												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to provide up to date websites and other telecommunications services (Alert Now, Parent Connect)to communicate information. The cost for website maintenance included in tech deployment	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Continue to provide parent online resources to supplement and enhance at home learning. The cost is included in the tech deployment section. (Teacher websites)	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
3 Develop classes to provide community with technology training determined by survey results	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

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

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:												
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.												
Strategy 1												
Provide and maintain the network infrastructure to meet the needs of curriculum, data management, professional development and student success.												
			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 Begin the implementation for increasing broadband bandwidth and wireless access for both buildings.	07/01/2012	06/30/2013	7,000	7,000	0	D	0	0	0	0	0	0
2 Continue to subscribe to online resources such as AlertNow, Accelerated Reader, MyAccess, Lexia, Edline, etc...	07/01/2012	06/30/2013	15,000	15,000	0	D	0	0	0	0	0	0

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

Strategy 3													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0	0	D	0	0	0	0	0	0	

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

Phase III Goal 1 Title:
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014

Strategy 1													
All students will use scientific, research based instructional interventions and appropriate technology to increase student achievement in math and reading.													
				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 All students in grade K-8 will continue to be assessed													

three times each year using AIMSweb screening test and district will investigate other testing programs. Costs included in teachers salary	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2All students will continue to demonstrate and develop safe use of the internet and will use age appropriate search skills when using online resources.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

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

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:												
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014												
Strategy 1												
The district will implement professional development training in the area of technology to integrate technology instruction into the classroom.												
			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
1Survey results will be used to prepare and implement												

professional development activities focusing on instruction using technology. Costs included in the teachers salary.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2 Survey results will be used to determine appropriate professional development training in the area of differentiation of instruction in the areas of reading and math. Costs included in teachers salary.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

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

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

Phase III Goal 1 Title:
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014
Strategy 1
The district will use informational technology and telecommunications services to communicate and collaborate and support parents and community members.
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 Evaluate the effectiveness of websites and other telecommunications services (Alert Now, Parent Connect) to communicate information. The cost for website maintenance included in tech deployment.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2 Evaluate the effectiveness of parent online resources to supplement and enhance at home learning. The cost is included in the tech deployment section. (Teacher websites)	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
3 Provide free or low cost technology training to parents and community members.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

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

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014												
Strategy 1												
Provide and maintain the network infrastructure to meet the needs of curriculum, data management, professional development and student success.												
			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 Evaluate broadband bandwidth and wireless access to determine if the needs are being met for both buildings.	07/01/2013	06/30/2014	7,000	7,000	0	D	0	0	0	0	0	0
2 Evaluate the usefulness of the subscriptions presently in place: online resources such as AlertNow, Accelerated Reader, MyAccess, Lexia, Edline, etc...	07/01/2013	06/30/2014	15,000	15,000	0	D	0	0	0	0	0	0

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

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process
Phase I

District administration, technology coordinators, and SIP committee will regularly review, revise, implement and assess ISAT scores, district assessments, teacher participation in professional development to measure the effectiveness of technology use throughout the district. Teacher surveys will assist in determining how teachers are integrating technology into classroom instruction. Student and parent surveys will demonstrate use of technology as a communication tool between school and home. Monitoring of broadband speed and inventory will assist in addressing district wide needs and purchases.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT	Increase in percentages of students meeting and exceeding standards.	annually	Building principals and literacy coordinator
PD Strategy	Teacher survey and Professional Development log	Increase in the number of teachers participating in technology PD	annually	Building principal and Director of Technology
P/C Strategy	website counter and parent survey	Increase in the number of hits to the website	annually	Director of Technology
Tech D Strategy	Speed test and inventory	Increase in speed for upload and download. Increase in new equipment.	monthly	Director of Technology

Section II F. Action Plan - Monitoring Process
Phase II

District administration, technology coordinators, and SIP committee will develop an ongoing process for technology planning that includes review, revision, implementation and assessment. ISAT scores, district assessments, teacher participation in professional development will measure the effectiveness of technology use throughout the district. Teacher surveys will assist in determining how teachers are integrating technology into classroom instruction. Student and parent surveys will demonstrate use of technology as a communication tool between school and home. Monitoring of broadband speed and inventory will assist in addressing district wide needs and purchases.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT	Increase in percentage of students meeting and exceeding standards.	annually	Building principal and literacy coordinator

PD Strategy	Teacher survey and PD log	Increase in number of teachers participating in technology PD	annually	Building principal and Director of Technology
P/C Strategy	Website counter and parent survey	Increase in the number of hits to website and increased parent use of other district communication tools.	annually	Director of Technology
Tech D Strategy	Speed test and inventory	Increase in speed for upload and download and increase in new equipment/bandwidth.	monthly	Director of Technology

Section II F. Action Plan - Monitoring Process
Phase III

District administration, technology coordinators, and SIP committee will develop an ongoing process for technology planning that includes review, revision, implementation and assessment. ISAT scores, district assessments, teacher participation in professional development will measure the effectiveness of technology use throughout the district. Teacher surveys will assist in determining how teachers are integrating technology into classroom instruction. Student and parent surveys will demonstrate use of technology as a communication tool between school and home. Monitoring of broadband speed and inventory will assist in addressing district wide needs and purchases.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT	Increase of percentage of students meeting and exceeds standards	annually	Building principals and literacy coordinator
PD Strategy	Teacher and PD log	Increase in number of teachers participating in technology PD	annually	Building principals and tech coordinators
P/C Strategy	Website counter and parent survey	Increase in number in number of hits to website and increased parent use of other district communication tools	annually	tech coordinators
Tech D Strategy	Speed test and inventory	Increase in speed for upload and download and increase in new equipment	monthly	tech coordinators

Section II G. Action Plan – Budget Summary

Phase I - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.	22,000	22,000	0	0	0	0	0	0	0
Total Budget for Phase I - 2011-2012	22,000	22,000	0	0	0	0	0	0	0

Phase II - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014.	22,000	22,000	0	0	0	0	0	0	0
Total Budget for Phase II - 2012-2013	22,000	22,000	0	0	0	0	0	0	0

Phase III - 2013 - 2014

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All students will move from 90.8 to 100% in Math and Reading on ISATs by 2014	22,000	22,000	0	0	0	0	0	0	0
Total Budget for Phase III - 2013-2014	22,000	22,000	0	0	0	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 - 2011 - 2014	66,000	66,000	0	0	0	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.

Washington School District #52 is continually striving to revise and update the district technology plan. All stakeholders, teachers, students, parents, and community members, completed a technology survey. The results of the technology survey were presented and reviewed by the District Technology Committee. The committee included representation from the various segments of the community population including media, government agencies, schools, the public library, senior citizens, business people, parents from each respective buildings, civic organizations, private businesses, and utility companies.

Washington School District #52 continues to coordinate with Washington Township Public Library: District #52's adult literacy provider. The District #52 website contains links to the library website and vice-versa. The library provides articles for the District #52 newsletter which is sent home with the students and published on the District #52 website.

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.

Board Policy number 6:235

Date of Reaffirmation December 13, 2010

Peer Review Feedback Form

District Name :	RCDT #:
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed: 03/11/2011
School Years Covered by Plan:	ISBE Approval Date: 03/31/2011
<input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013 <input checked="" type="checkbox"/> 2013-2014	Plan Expiration Date: 06/30/2014

Section Used for Mid-Course Correction Only

Date of Annual Review Leading to MCC:	Approval Date of MCC:
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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"> ● Part A. Illinois School Report Card Data ● Part B. Local Assessment Data (as available) ● Part C. Other Data -- Item 1,2 & 3 ● Part D. Technology Deployment ● Part E. Data & Analysis - (Meta-Analysis) 	
Comments:	

Section II: Action Plan	Requirements
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Part A. Overall Review of Action Plan

Meets Does Not Meet

- A.1 Goals
- A.2 Strategies and Activities
- A.3 Budget

Comments:

Part B. Curriculum Integration Strategies and Activities

Meets Does Not Meet

Comments:

Part C. Professional Development Strategies and Activities

Meets Does Not Meet

Comments:

Part D. Parent/Community Involvement

Meets Does Not Meet

Comments:

Part E. Technology Deployment

Meets 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:

ISBE Review

Approved Revisions Needed Not Approved

Comments:

3/31/2011 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.