

## Lockport SD 91

### Technology Integration Plan 2009

Submitted	2/27/2009
Plan Resubmitted	3/18/2009
Pending ISBE action	3/20/2009
ISBE Approved	3/27/2009

### District Information

District Name:	LOCKPORT SD 91	District Address:	808 ADAMS ST
City/State/Zip:	LOCKPORT,IL,60441 3710	RCDT Number:	560990910020000
Superintendent:	DONNA GRAY	Superintendent Email:	dgray@d91.net
District Phone:	8158380737	District Fax:	8158344339
TIP Contact Name*:	Donna Gray	TIP Contact Email*:	dgray@d91.net
TIP Contact Phone*:	8158380737	TIP Contact Fax*:	8158380737

Original Submission — First submission of the technology plan by your district: **Yes**

Amended Submission — Any resubmission of the plan (returning for peer review, etc): **No**

### Mid-course Correction

The plan was reviewed and evaluated on

Mid course correction was needed? **No**

### Vision Statement

*State the district's vision and then explain how telecommunications, instructional technology and information technology in instructional and administrative programs support the vision. Incorporate a forward-thinking process which will identify needs that may emerge during or even beyond the life of the technology plan. It should demonstrate that the district has planned for actions such as change in funding, student population growth and building construction, expansion, etc, which may occur beyond the life of the plan.*

*A technology plan's vision may be a separate district vision for technology, or a restatement of the district's strategic vision with an explanation of how the technology plan supports the vision.*

The vision of Lockport School District 91 is to ensure that all students and staff have equal access to appropriate technology in order to communicate and process information in our community and in a competitive world. In pursuit of our vision our plan provides that:

- Students and staff will efficiently access, process, and communicate information through the use of telecommunication technology to support learning and growth for all.
- Staff will commit to integrating appropriate instructional and information technology, in alignment with the Illinois Learning Standards and District 91 curriculum, into all curricular areas to increase student achievement.
- Lockport School District 91 Board of Education will place an emphasis/priority on providing and allocating resources to address the goals of our technology plan.
- Staff will increase their efficiency/effectiveness of the use of instructional technology for curriculum development. They will receive equitable opportunities to develop proficiency in the use of instructional technology through ongoing and effective staff development and support.
- Lockport School District 91 will proactively use forward thinking to address ongoing changes in technology, opportunities, and challenges.
- Lockport School District 91 will effectively provide telecommunication between the District and students, parents, teachers, administrators, and community members through the use of the District website, SDS Parent Connect, Connect Ed and Survey Monkey.

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

Is this District making Adequate Yearly Progress (AYP)?	Yes	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this District making AYP in Reading?	Yes	2007-08 Federal Improvement Status	
Is this District making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	88.6		Yes	89.9		Yes	95.5	Yes		
White	100.0	Yes	100.0	Yes	88.6		Yes	90.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	58.5		Yes	61.5		Yes				
Economically Disadvantaged														

**Four Conditions Are Required For Making Adequate Yearly Progress**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2007.

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

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

---

**Section I A. Data & Analysis — Report Card Data  
Item 2 —2008 AMAO Report**

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

<b>District Information</b>								
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Attendance Rate (%)	96.1	95.9	95.5	96.5	95.7	95.8	95.7	95.5
Truancy Rate (%)	1.0	2.7	1.8	0.9	1.5	1.2	1.7	0.2
Mobility Rate (%)	6.9	9.8	17.0	12.5	20.6	29.3	25.4	19.0
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	762	787	763	706	654	669	695	673
Economically Disadvantaged (%)	6.7	10.2	7.9	12.6	14.1	11.5	11.7	10.7
Limited English Proficient (LEP) (%)	0.3	-	-	-	-	0.1	-	1.2
Students with Disabilities (%)								
White, non-Hispanic (%)	95.7	96.8	93.3	93.6	89.6	90.1	89.4	89.9
Black, non-Hispanic (%)	0.7	1.0	1.4	1.6	0.8	0.7	1.3	0.4
Hispanic (%)	3.0	1.9	3.5	4.4	6.4	5.8	5.5	6.1
Asian/Pacific Islander (%)	0.7	0.3	1.7	0.4	0.5	1.2	1.4	1.0
Native American or Alaskan Native(%)	-	-	-	-	0.2	0.1	-	-
Multiracial/Ethnic (%)	-	-	-	-	2.6	1.9	2.4	2.5

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
<b>D I S T R I C T</b>	1999	97.8	-	2.1	0.1	-	-
	2000	96.9	0.3	2.7	0.1	-	-
	2001	95.7	0.7	3.0	0.7	-	-
	2002	96.8	1.0	1.9	0.3	-	-
	2003	93.3	1.4	3.5	1.7	-	-
	2004	93.6	1.6	4.4	0.4	-	-
	2005	89.6	0.8	6.4	0.5	0.2	2.6
	2006	90.1	0.7	5.8	1.2	0.1	1.9
	2007	89.4	1.3	5.5	1.4	-	2.4
	2008	89.9	0.4	6.1	1.0	-	2.5
<b>S T A T E</b>	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
<b>D I S T R I C T</b>	1999	0.4	7.0	100.0	95.5	12.4	8	1.1	-	-
	2000	-	8.5	100.0	95.4	9.2	12	1.7	-	-
	2001	0.3	6.7	100.0	96.1	6.9	7	1.0	-	-
	2002	-	10.2	87.2	95.9	9.8	21	2.7	-	-
	2003	-	7.9	93.4	95.5	17.0	13	1.8	-	-
	2004	-	12.6	93.3	96.5	12.5	6	0.9	-	-
	2005	-	14.1	90.0	95.7	20.6	10	1.5	-	-
	2006	0.1	11.5	90.0	95.8	29.3	7	1.2	-	-
	2007	-	11.7	90.0	95.7	25.4	11	1.7	-	-
	2008	1.2	10.7	90.0	95.5	19.0	1	0.2	-	-
<b>S T A T E</b>	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
<b>D I S T R I C T</b>	1999	757	-	-	-	-	-	-
	2000	733	-	-	-	-	-	-
	2001	762	86	96	96	98	82	-
	2002	787	84	90	95	99	99	-
	2003	763	69	90	94	95	104	-
	2004	706	63	75	85	108	100	-
	2005	654	67	61	79	86	100	-
	2006	669	74	74	59	80	89	-
	2007	695	60	67	76	93	82	-
	2008	673	81	67	67	65	97	-
<b>S T A T E</b>	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	155356	153480	154719	162594	159038	150475
	2008	2074167	155578	152895	153347	160039	161310	149710

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

**Section I A. Data & Analysis — Report Card Data  
Item 7 — Educator Data**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
<b>D I S T R I C T</b>	1999	36	14	38993	69	31	21	-	-	-
	2000	36	15	40299	75	25	20	-	-	-
	2001	45	15	44560	73	27	19	-	-	-
	2002	38	18	52102	67	33	25	-	-	-
	2003	47	16	52733	71	29	19	-	-	-
	2004	45	14	48756	79	21	19	-	-	-
	2005	44	14	51693	66	34	17	-	-	-
	2006	41	15	58458	70	30	19	-	-	-
	2007	40	11	49414	73	28	20	-	-	-
	2008	41	11	51030	74	26	20	-	-	-
<b>S T A T E</b>	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	82.2	92.0	81.0	87.1	81.4	89.5	-	-	-	77.3	84.8	80.6	65.6	75.6	64.2	89.8	76.0	89.0
White	83.1	93.2	83.6	86.1	78.9	92.7	-	-	-	80.3	83.9	78.3	67.5	79.4	66.2	88.9	78.8	89.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	58.3	-	38.5	69.3	-	45.5	-	-	-	45.5	64.3	50.0	7.7	35.7	16.7	-	50.0	58.4
Economically Disadvantaged	-	84.6	-	-	-	-	-	-	-	-	83.4	-	30.8	70.0	-	-	-	90.0
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5

Lockport SD 91

Technology Integration Plan 2009

+ Exceeds																			
All	-	-	-	83.5	88.5	89.1	-	-	-	85.9	79.8	87.5	62.7	77.1	80.2	83.9	92.6	91.3	
White	-	-	-	85.7	87.1	90.7	-	-	-	85.8	79.8	87.7	64.5	77.2	83.3	84.0	92.8	91.4	
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Students with Disabilities	-	-	-	46.2	-	66.7	-	-	-	50.0	41.7	-	9.1	63.6	33.4	38.5	58.3	54.5	
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	35.7	-	56.3	-	80.0	-	

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	93.1	96.9	86.4	94.2	98.3	92.1	-	-	-	92.0	92.4	91.1	84.5	90.2	87.7	96.5	88.0	89.1
White	92.2	98.3	88.0	93.8	98.1	94.1	-	-	-	97.0	92.0	90.0	87.6	93.2	90.2	96.2	89.4	87.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	81.8	-	61.6	77.0	-	45.5	-	-	-	90.9	78.6	60.0	23.1	64.3	72.3	-	83.3	66.7
Economically Disadvantaged	-	100.0	-	-	-	-	-	-	-	-	75.0	-	69.2	90.0	-	-	-	70.0
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5

+ Exceeds																			
All	-	-	-	80.2	85.2	85.0	-	-	-	93.6	85.1	90.6	69.7	77.1	78.3	85.2	91.3	90.3	
White	-	-	-	80.7	85.2	90.6	-	-	-	92.9	82.3	91.2	73.4	77.2	84.4	85.4	91.4	91.4	
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Students with Disabilities	-	-	-	38.5	-	66.7	-	-	-	75.0	66.7	-	9.1	18.2	27.8	46.2	66.7	54.5	
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	28.6	-	50.1	-	80.0	-	

**Section I A. Data & Analysis — Report Card Data**

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

District 91 has had an attendance rate of 95.5% or above since 2001. The mobility rate increased from 12.5% in 2004 to 20.6% in 2005. It continues to be close to 20%. The student population continues to decline in the District. The average class size over the past five years has remained at about 20 students per class.

At least 81% of all students over the past five years have met or exceeded standards in reading on the annual ISAT. District 91 students have always scored higher than the established AYP benchmark from the State. Grades 3, 6, 7, and 8 have scored at least 80% in the area of reading.

The subgroup of students with disabilities continues to be a concern. As the AYP benchmark increases each year, this subgroup gets closer to not meeting AYP (even with the “safe harbor” provision).

**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.

- Since 2007, the District and building school improvement plans have identified reading as a priority goal.
- ISAT test scores indicate that students are doing well on standardized tests in the area of reading; however, teachers feel that too many students exhibit gaps in basic skills.
- In the primary grades, concerns include a deficit in a strong base in phonics and phonemic awareness, and a lack of common background experiences.
- In the middle school grades, not only are comprehension skills not meeting expectations, but there is also a lack of carryover of these learned skills to other core subjects.
- Higher-level thinking skills including application and critical thinking also need to be addressed.
- Across all grades, students with disabilities are not progressing at the rate of their peers. Concerns are processing deficits; the ability to apply learning to new situations, application of Bloom’s taxonomy, and short and long-term memory issues which impact their learning.

**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.*

The district needs to focus on meeting the individual needs of all students. The expectation is that **all** students will be successful in reading. As the District implements differentiated learning, with the assistance of appropriate and emerging technology, the three main areas of literacy (decoding, comprehending, and applying written text) will be emphasized, with a focus on students with disabilities.

### Section I B. Data & Analysis — Local Assessment Data

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

AIMSweb is used in grades 1–8 as a benchmarking tool for reading fluency. All students in these grades are benchmarked three times a year (fall, winter, and spring). In addition, students who are at risk and students with disabilities are tested and their progress is monitored monthly (September–May).

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

In looking at the data collected through AIMSweb, the majority of students with disabilities score in the bottom 5% of the student population for fluency. Given the current small class sizes, data from AIMSweb must be manipulated in order to determine if the percentage of at-risk students is decreasing based on the established district criteria.

When data from the fall of 2007 were compared to data from the fall of 2008, the percent of at-risk students decreased in grades 2, 4, 6, and 8.

The district will continue to monitor this data on an annual basis. This data will identify students in the bottom quartile (tier 2 and 3), which will assist the District RTI team in providing direction for particular interventions to be used in the RTI program.

In addition, this data will be shared with all staff to help them discuss and plan for differentiated instruction.

**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 do not have a diagnostic tool to identify specific areas of weakness in reading. We have only been able to monitor and benchmark fluency.
- Teachers have not had the resources to truly differentiate learning.
- Teachers have not had a wide variety of interventions to use with students in the area of reading.

**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.

Students continue to exceed the state AYP benchmark in the content area of reading on the ISAT. However, local assessment and teacher data/input indicate that there is still a concern regarding student achievement in meeting District expectations in the area of reading. Students with disabilities continue to struggle as a subgroup.

The District will implement differentiated learning with the assistance of selected technology, and the three main areas of literacy (decoding, comprehending, and applying written text) will be emphasized with a focus on students with disabilities.

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

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

Illinois School and District Report Card Data 2005-2008

AIMSweb Data 2007-2008

District 91 Technology Survey – Parents

January, 2009

Response Rate : 18%

District 91 Technology Survey – Students January, 2009

Response Rate : 95%

District 91 Technology Survey – Staff

January, 2009

Response Rate: 68%

Teacher/Paraprofessional Survey: Technology/Professional Development February, 2009

Response Rate : 62%

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

The School Report Card indicates that at least 81% of all students over the past five years have met or exceeded standards in reading on the annual ISAT. District 91 students have always scored higher than the established AYP benchmark from the State. Grades 3, 6, 7, and 8 have scored at least 80% in the area of reading.

The subgroup of students with disabilities continues to be a concern. As the AYP benchmark increases each year, this subgroup gets closer to not meeting AYP (even with the “safe harbor” provision).

In looking at the data collected through AIMSweb, the majority of students with disabilities score in the bottom 5% for fluency. Given the current small class sizes, data from AIMSweb must be manipulated in order to determine if the percentage of at-risk students is decreasing based on the established district criteria.

When data from the fall of 2007 is compared to data from the fall of 2008, the number of at-risk students decreased in grades 2, 4, 6, and 8.

The Parent, Staff, and Student survey results show that the majority of those surveyed indicate that they feel it is important to have technology available to ensure success in teaching and learning. Survey results also suggest that the District needs to improve our use of technology as we move forward to address the needs of all students, especially the subgroup of students with disabilities and those struggling with reading.

**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 majority of all populations surveyed have Internet access in the home setting. This is a marked increase from data collected for the previous Technology Plan.
- The three populations surveyed all indicate that it is important for technology to be used.
- Student learning is impacted adversely by the age and lack of technology equipment and infrastructure in the District.
- The reading skill students struggle with most is comprehension.
- Whole-group instruction is the teaching style used for the greatest portion of the school.
- Staff members indicate that additional time for planning and more access to teacher/paraprofessional staff is needed to better assist struggling readers.

**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.*

It is imperative that the teachers in the District differentiate the curriculum in their classrooms to meet the needs of all students, including the subgroup of students with disabilities. This will require staff development focusing on differentiation and on how to infuse technology into the curriculum. We also need to update and upgrade our equipment and infrastructure.

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

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

Illinois District Report Card	2004-2008
Teacher/Paraprofessional Survey: Technology/Professional Development	February, 2009
Workshop Log	2008-2009

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

According to the District Report Card data, 26% of the certified staff members have completed a master's degree. This represents a decrease from 2005 data, which indicated that 34% of the certified staff held master's degrees. Since 2004, School Report Card data indicate that all certified staff are Highly Qualified in the area(s) they teach and there have been no emergency or provisional credentials.

According to data from the Staff Workshop log for the 2008-2009 school year, 18% of the certified staff members have attended workshops related to the use of technology to meet student needs. Subjects include Lexia, Web 2.0 tools, Using ISAT Data to Help Struggling Students, Internet Safety, and Information Literacy.

Results of the Staff Technology and Professional Development survey indicates a need for greater focus on differentiated instruction. About 40% of the staff respondents do not feel comfortable using differentiated instruction and over three quarters would like to have professional development in this area. Survey respondents identified comprehension as the reading skill that students struggle with the most, and they would like additional staff to work with small groups and more availability of and access to technological resources.

Internal staff development topics for the 2008-2009 school term include learning to: use the interactive whiteboard in the classroom, use supportive assistive technology devices, utilize Kurzweil 3000 Educational Systems with special needs students, use online grade book and attendance programs, implement RTI strategies, design and manage websites, and develop WebQuests.

**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.

- Professional development is noted as a high priority for district staff.
- Professional development in the area of differentiation is needed.
- Teachers indicate that they would like additional training in technology integration.
- Reading Instruction and Intervention strategies need to be a focus of staff development.

**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.

Data from the Staff Professional Development survey will be used to guide District administration in developing the staff development plan for 2009-2012. This plan will focus on utilizing emerging technology to meet student and staff needs.

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

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

ParentConnect

Connect-Ed

Monthly Building Newsletters

District 91 Parent Academy

4/7/2009 11:16:27 AM

Title I Meetings

Special Education Parent Forums

District Website and Teacher Webpages

E-mail

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

Communication with parents and community members is achieved through a variety of media. Parents and community members have many opportunities to be involved with the schools and to stay connected throughout the school year. Updated and pertinent information can be obtained on a consistent basis. E-mail is used daily as a way to quickly communicate with parents and community members. Parents can monitor their child's academic progress on-line through the use of *ParentConnect*. Administration and staff use *Connect-Ed* to efficiently deliver information and emergency notifications in a timely manner.

Title I meetings are held throughout the year to update parents on program initiatives, parental resources, and their child's progress in the area of reading. In addition, parents play an important role in determining how Title I funds will be used for the following year.

Special Education Forum Meetings are provided quarterly for parents and interested community members, to educate and update those who are interested in advocating for and/or assisting students with disabilities.

District 91 provides the community with open access to school information through our comprehensive website, <http://www.d91.net>. The site contains regularly updated classroom news, homework assignments, educational resources, building and district information, news, surveys, and information on activities and events.

**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.

District 91 continues to enhance and improve communication between the district, parents, and community members through the use of emerging technologies. We currently utilize:

- *ParentConnect*
- *Connect-Ed*

- Monthly Building Newsletters
- District 91 Parent Academy
- Title I Meetings
- Special Education Parent Forums
- District Website and Teacher Web Pages
- E-mail

**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.*

To enhance communication with parents and the community members at large, the District 91 Technology Committee recommends the use of Web 2.0 and emerging technologies in conjunction with traditional public relations media.

The goal of using emerging technology to communicate with parents and community members is to facilitate and enhance, but not replace, traditional interactions/activities. The District shall not only communicate a message, but provide opportunities to create a sense of community.

#### Section I D. Data & Analysis — Technology Deployment Data

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

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

The following sources of data were used:

Hardware/software survey

Computer Repair Log

Staff Technology Survey

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

Based upon the staff, hardware, and software surveys administered, there is a great need to update at a minimum 150 District computers. New computers must be purchased in order for staff and students to utilize web 2.0 tools, current software, and assistive technology. The current network infrastructure must be updated to allow students and staff access to emerging technologies as well as telecommunication opportunities. Software must be updated to meet the current technologies of those being used by students and staff outside the schools. Additional technology must be purchased in order for staff to integrate across the curriculum and use to differentiate instruction.

**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 strongest obstacle facing the District regarding the needed technology upgrades is a lack of financial resources.

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

The District must allocate as possible financial resources to fund technology up-grades in order for the staff and students to use technology as a teaching and learning tool. The aging computers have outlived their usefulness and present an obstacle for teaching and learning. Software titles such as Microsoft Office are aging thus causing extension conflicts when students work on assignments at home and bring back to complete at school.

Network infrastructure must be upgraded in order for the students, staff, and community members to be able to access resources and information through the school. Additional technology must be purchased in order for staff to integrate across the curriculum and use to differentiate instruction.

**District Technology Inventory - District Information**

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

**District Technology Inventory - Internet Access**

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	49
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0

Location	Type	Number of Rooms
	None (no internet access)	0
<b>Dedicated Computer Lab</b>	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Media Center/Library</b>	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	10 mg Ethernet	0

Location	Type	Number of Rooms
	100+ mg Ethernet	7
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Teacher Offices</b>	10 mg Ethernet	3
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
<b>Other Locations</b>	10 mg Ethernet	0
	100+ mg Ethernet	7
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

**District Technology Inventory - Computer Inventory(Desktop Computers)**

Desktop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	52	0	52	52	0	52	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	95	0	95	95	0	95	0	0	0	0	0	0
	SubTotal	147	0	147	147	0	147	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	22	0	22	22	0	22	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	1	0	1	0	0	0	0	0	0
	SubTotal	23	0	23	23	0	23	0	0	0	0	0	0
Media Center/Library	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	31	0	31	31	0	31	0	0	0	0	0	0
	5+ years	36	0	36	36	0	36	0	0	0	0	0	0
	SubTotal	68	0	68	68	0	68	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	13	0	13	13	0	13	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	2	0	2	2	0	2	0	0	0	0	0	0

Desktop Computers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	SubTotal	15	0	15	15	0	15	0	0	0	0	0	0
Teacher Offices	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	2	0	2	2	0	2	0	0	0	0	0	0
	SubTotal	3	0	3	3	0	3	0	0	0	0	0	0
Other Locations	Under 2 years	8	0	8	8	0	8	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	2	0	2	2	0	2	0	0	0	0	0	0
	SubTotal	10	0	10	10	0	10	0	0	0	0	0	0

**District Technology Inventory - Computer Inventory(Laptop Computers)**

Laptop Computers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	3	0	3	3	0	3	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	3	0	3	3	0	3	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

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

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

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

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

Tablet Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
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)**

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

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

**District Technology Inventory - Operating Systems**

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	55
	Windows 2000 (any version)	0
	Windows 98	95
	Windows 95	0
	Other PC	0
	Subtotal	150

<b>Dedicated Computer Lab</b>	Windows Vista	0
	Windows XP (any version)	22
	Windows 2000 (any version)	1
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	23
<b>Media Center/Library</b>	Windows Vista	0
	Windows XP (any version)	33
	Windows 2000 (any version)	0
	Windows 98	35
	Windows 95	0
	Other PC	0
	Subtotal	68
<b>Mobile Computer Lab</b>	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
<b>Administrative Offices</b>	Windows Vista	0
	Windows XP (any version)	18
	Windows 2000 (any version)	0

	Windows 98	2
	Windows 95	0
	Other PC	0
	Subtotal	20
<b>Teacher Offices</b>	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 98	2
	Windows 95	0
	Other PC	0
	Subtotal	3
<b>Other Locations</b>	Windows Vista	0
	Windows XP (any version)	8
	Windows 2000 (any version)	0
	Windows 98	2
	Windows 95	0
	Other PC	0
	Subtotal	10
<b>Macintosh</b>		
<b>Location</b>	<b>Operating System</b>	<b>Number</b>
<b>Instructional Classroom</b>	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
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	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
<b>Teacher Offices</b>	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
<b>Other Locations</b>	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
<b>Other Operating Systems (including Linux)</b>		
<b>Location</b>	<b>Operating System</b>	<b>Number</b>
<b>Instructional Classroom</b>		0
<b>Dedicated Computer Lab</b>		0
<b>Media Center/Library</b>		0
<b>Mobile Computer Lab</b>		0
<b>Administrative Offices</b>		0
<b>Teacher Offices</b>		0
<b>Other Locations</b>		0

<b>District Technology Inventory - Network Equipment</b>
--

Location	Equipment	Number
<b>Instructional Classroom</b>	Hubs	0
	Routers	0
	Switches	53
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Dedicated Computer Lab</b>	Hubs	1
	Routers	0
	Switches	6
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Media Center/Library</b>	Hubs	0
	Routers	0
	Switches	6
	Wireless Access Points	0
	Firewall	0

Location	Equipment	Number
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Mobile Computer Lab</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Administrative Offices</b>	Hubs	0
	Routers	0
	Switches	8
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Teacher Offices</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0

Location	Equipment	Number
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Other Locations</b>	Hubs	0
	Routers	0
	Switches	11
	Wireless Access Points	0
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	1

**District Technology Inventory - Licensing Software**

	Software Type
<b>Yes</b>	Networking
<b>No</b>	Utility Programs (Service Programs, File Compression, Disk Optimizers, etc.)
<b>Yes</b>	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
<b>Yes</b>	Graphics (Business, Illustration, CAD, Animation, etc.)
<b>Yes</b>	Desktop Publishing
<b>Yes</b>	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
<b>No</b>	Programming packages (Computer Programming)

	Software Type
Yes	Student Information Management Systems
Yes	Filtering/Blocking Software
Yes	Anti-Virus
Yes	Other

**District Technology Inventory - Other Technologies**

Technology Type	Instructional	Administrative	Total
Networked Printers	3	4	7
Stand-alone Printers	46	9	55
Scanners	3	1	4
Digital Cameras	3	0	3
Camcorders/Movie Cameras	3	0	3
Satellite Dishes	0	0	0
Televisions	56	2	58
Video Microscopes	0	0	0
LCD Panels/Projection Devices	8	0	8
Fax Machines	0	3	3
Graphing Calculators	62	0	62
PDA's	0	1	1
Assistive/Adaptive Devices	3	0	3
GPS Devices	0	0	0
Science Probeware	0	0	0

Technology Type	Instructional	Administrative	Total
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	4	0	4
Whiteboard Capture Devices	0	0	0
Document Cameras	1	0	1
MP3 Players	0	0	0

**District Technology Inventory - Telecommunications**

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	0	18	18
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	0	0
<b>Classrooms with Telephones</b>			
	<b>Number</b>		
<B>Classrooms with telephones</B>	51		

**District Technology Inventory - Distance Learning**

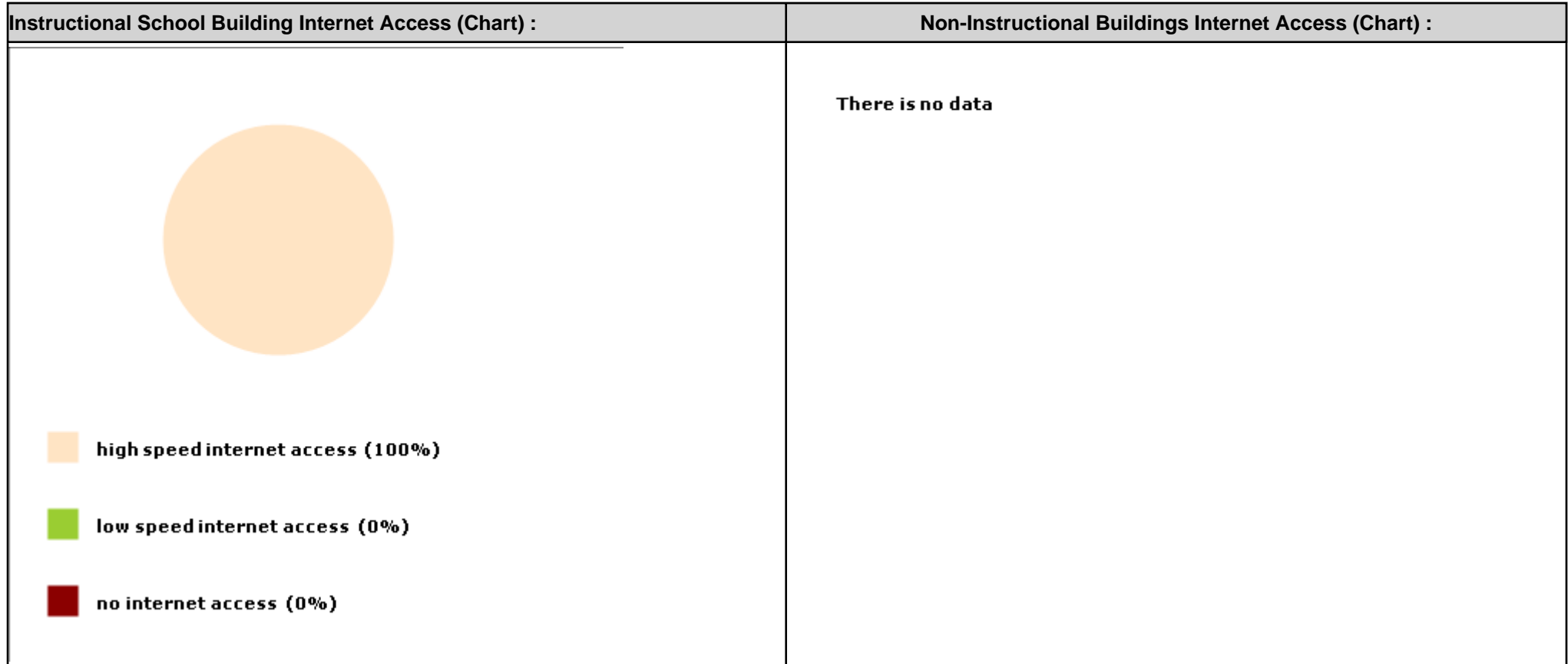
Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	0
Internet Services for Distance Learning	0
Phone line/v-tel systems	0

Distance Learning	Number of Access Points
Other	0

**Section I D Data & Analysis — District Technology Inventory Report**

District Information			
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).	Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)	Number of Administrators
668	8	47	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



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	147	0	23	0	68	0	0	0	15	0	3	0	10	0
Laptops	3	0	0	0	0	0	0	0	5	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Servers	0	0	0	0	0	0	0	0	0	0	0	0	5	0
	150	0	23	0	68	0	0	0	20	0	3	0	15	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	
	<b>150</b>		<b>23</b>		<b>68</b>		<b>0</b>		<b>20</b>		<b>3</b>		<b>15</b>	
Students per Computer													<b>2.42</b>	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	147	0	23	0	68	0	0	0	15	0	3	0	10	0
Laptops	3	0	0	0	0	0	0	0	5	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	5	0
	150	0	23	0	68	0	0	0	20	0	3	0	15	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	
	<b>150</b>		<b>23</b>		<b>68</b>		<b>0</b>		<b>20</b>		<b>3</b>		<b>15</b>	
Students per Computer													<b>2.42</b>	

<b>Computers with Low Speed Internet Access:</b>														
<b>Type and Location</b>	<b>Classrooms Instructional</b>		<b>Dedicated Computer Lab</b>		<b>Media Center / Library</b>		<b>Mobile Computer Lab</b>		<b>Administrative Offices</b>		<b>Teachers Offices</b>		<b>Other Locations</b>	
	<b>PC</b>	<b>Mac</b>	<b>PC</b>	<b>Mac</b>	<b>PC</b>	<b>Mac</b>	<b>PC</b>	<b>Mac</b>	<b>PC</b>	<b>Mac</b>	<b>PC</b>	<b>Mac</b>	<b>PC</b>	<b>Mac</b>
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	
	<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>	
<b>Students per Computer</b>													<b>0</b>	

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

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

Computer Ages								
Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
97	4	0	31	4	0	138	0	0

Internet Access	
Number of Rooms	Type
3	10 mg Ethernet
65	100+ mg Ethernet
0	Dedicated Cable
0	DSL
0	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems	
Number of Rooms	Type
0	Windows Vista

Operating Systems	
Number of Rooms	Type
137	Windows XP (any version)
1	Windows 2000 (any version)
136	Windows 98
0	Windows 95
0	Other PC
0	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
7	Number of Networked Printers
55	Number of Stand-alone Printers
4	Number of Scanners
3	Number of Digital Cameras
3	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
58	Number of Televisions
0	Number of Video Microscopes
8	Number of LCD Panels/Projection Devices

**Other Technologies**

<b>Total</b>	<b>Type</b>
3	Number of Fax Machines
62	Number of Graphing Calculators
1	Number of PDAs
3	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
0	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
4	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
1	Number of Document Cameras
0	Number of MP3 Players

**Distance Learning**

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

**Section I E. Data & Analysis — Meta Analysis**

**S.M.A.R.T. Goal(s)** - Drawing on the above conclusions, define your **S.M.A.R.T.** (*Specific, Measurable, Attainable, Realistic, and Tangible*) **goal(s)** in the box below. These goals will be addressed in your strategies and activities in Section II.

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

**Goal 1 Description for Phase I :2009-2010**

The percent of students with disabilities that meet or exceed the standards for Reading on ISAT will increase from 58.5% (2008 score) to 77.5% (2010state minimum) by 2010.

**Section II B. Action Plan — Curriculum and Instruction**

**Strategy 1**

By utilizing existent and emerging technologies, the District will increase the use of differentiation in the classroom.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Grades 4-8 will utilize all components of the research based McDougall Littell Language of Literature, reading textbook including media, internet use, and audio components.	8/25/2009	5/28/2010	0	0			0	0	0	0	0	0
2	Grades K-3 will utilize all components of the research based reading text, Harcourt, Trohies series, including media, internet use, and audio components.	8/25/2009	5/28/2010	0	0			0	0	0	0	0	0
3	Incorporate the use of existing technologies to reach and engage students at all levels and abilities.	8/25/2009	5/28/2010	0	0			0	0	0	0	0	0

**Strategy 2**

Implement technology based assessments to determine students' strengths and weaknesses in literacy across all grade levels.

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 use AIMSweb to analyze data to determine the progress made in the area of reading fluency.	8/25/2009	5/28/2010	2000	0			2000	0	0	0	0	0
2 Investigate and pilot other technology-based assessments to better evaluate reading comprehension.	8/25/2009	5/28/2010	0	0			0	0	0	0	0	0
3 Increase pilot study of the Lexia Literacy web-based program.	8/25/2009	5/28/2010	34800	24000			0	0	0	0	0	10800

**Strategy 3**

Students will have access to research-based, standards-aligned software and/or web-based programs on networked computers to assist struggling students.

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 More students will have access to the use of the Kurzweil 3000 Educational System.	8/25/2009	5/28/2010	7675	0			0	0	0	0	0	7675
2 The District will purchase reading software to support struggling students.	8/25/2009	5/28/2010	13438	7438			5000	0	0	0	0	1000

**Section II C. Action Plan — Professional Development**

**Strategy 1**

Teachers will integrate technology into the curriculum to assist with differentiated learning.

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 staff with professional development training in the use of technological equipment such as Elmos, interactive whiteboards, LCD projectors and other emerging technologies to assist with differentiated instruction.	8/25/2009	5/28/2010	1000	1000			0	0	0	0	0	0

2	The District will provide staff with training in using technology to differentiate instruction.	8/25/2009	5/28/2010	5000	0			0	0	0	0	0	5000
---	---	-----------	-----------	------	---	--	--	---	---	---	---	---	------

**Strategy 2**

Teachers will utilize a variety of Reading Instruction and Intervention strategies to meet the needs of all learners through differentiation.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Provide teachers and certified paraprofessionals with Professional Development training in differentiation.	8/25/2009	5/28/2010	3000	0			0	0	0	0	0	3000
2	Modeling and collaboration opportunities will be provided as a part of the professional development plan addressing differentiated instruction.	8/25/2009	5/28/2010	1000	1000			0	0	0	0	0	0

**Strategy 3**

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

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

**Strategy 1**

Develop additional two way communication with parents via electronic telecommunications.

	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	Utilize the Connect-Ed system to communicate messages and reminders to District families. Start:8-25-09	8/25/2009	5/28/2010	2055	2055			0	0	0	0	0	0

2	Develop a listserv to cost effectively deliver information to district families.	8/25/2009	5/28/2010	0	0			0	0	0	0	0	0
---	--	-----------	-----------	---	---	--	--	---	---	---	---	---	---

**Strategy 2**

Provide parents the ability to access student performance records and classroom information.

	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	Expand use of electronic grade book and report cards system to grades K-3.	8/25/2009	5/28/2010	3000	3000			0	0	0	0	0	0
2	Expand the use of the ParentConnect online grading system to grades K-3	8/25/2009	5/28/2010	0	0			0	0	0	0	0	0

**Strategy 3**

The District will provide remote access to meetings, etc. that take place at the school, thereby allowing more parents and community members to participate.

	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	Investigate methods of providing electronic access to meetings.	8/25/2009	5/28/2010	0	0			0	0	0	0	0	0
2	Host and archive electronic meetings ion District Web Page.	8/25/2009	5/28/2010	6070	0			0	100	0	0	0	5970

**Section II E. Action Plan — Technology Deployment**

**Strategy 1**

Update technology in order to train staff and utilize web 2.0 tools to address differentiation of instruction.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Purchase Elmo projector for elementary builind, with the intent of having one per grade level by 2011.	8/25/2009	5/28/2010	679	0	0	D	0	0	0	0	0	679

2	Begin purchasing ( 3units)interactive whiteboards with the intent of having one in each classroom by 2012.	8/25/2009	5/28/2010	7500	0	0	D	0	0	0	0	0	7500
3	Begin purchasing LCD projectors (2 units 2010)with the intent of having two per grade level. Begin purchasing LCD projectors with the intent of having two per grade level. Begin purchasing LCD projectors with the intent of having two per grade level. Begin purchasing LCD projectors with the intent of having two per grade level. Begin purchasing LCD projectors with the intent of having two per grade level.	8/25/2009	5/28/2010	1398	1398	0	D	0	0	0	0	0	0
4	Replace all windows 98/2000 desktops with Windows XP/Vista in order to utilize Web 2.0 tools as a delivery tool for differentiatedinstruction. (includes professional service hours to install and load software)	6/15/2009	8/14/2009	95550	95550	0	D	0	0	0	0	0	0

**Strategy 2**

Update aging network infrastructure to ensure performance standards.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Conduct networking infrastructure needs based assessment	8/25/2009	5/28/2010	0	0	0	D	0	0	0	0	0	0
2	Implement network infrastructure needs as detailed by assessment.	8/25/2009	5/28/2010	0	0	0	D	0	0	0	0	0	0
3	Purchase necessary networking hardware, software, and peripheral devices as indicated as a need from the needs assessment.	8/25/2009	5/28/2010	52240	52240	0	D	0	0	0	0	0	0
4	Maintain high speed internet access for all classrooms.	7/31/2009	6/30/2012	5000	5000	0	D	0	0	0	0	0	0
5	Maintain telephone access to support two way communication with parents.	7/1/2009	6/30/2011	13705	13705	0	D	0	0	0	0	0	0

**Strategy 3**

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

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

**Goal 1 Description for Phase II :2010-2011**

The percent of students with disabilities that meet or exceed the standards for Reading on ISAT will increase from the 2010 score to 85% (2011 state minimum) by 2011. The percent of students with disabilities that meet or exceed standards for Mathematices on the ISAT will increase from the 2008 percentage of 61.5 to 92.5% (2012 minimum target) by the end of the 2011-2012 school year.

**Section II B. Action Plan — Curriculum and Instruction**

Strategy 1												
By utilizing existent and emerging technologies, District will increase the use of differentiation in the classroom.												
Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 Teachers will increase their use elmos and whiteboards and other computer periphials to differentiate instruction.	8/25/2010	6/3/2011	0	0			0	0	0	0	0	0
2 Grades 4-8 will continue to utilize all components of the research based McDougall Littell Language of Literature, reading textbook including media, internet use, and audio components.	8/25/2010	6/3/2011	0	0			0	0	0	0	0	0
3 Grades K-3 will continue to utilize all components of the research based reading text, Harcourt, Trohies series, including media, internet use, and audio components.	8/25/2010	6/3/2011	0	0			0	0	0	0	0	0
4 Continue to incorporate the use of existing technologies to reach and engage students at all levels and abilities.	8/25/2010	6/3/2011	0	0			0	0	0	0	0	0

**Strategy 2**

Teachers will increase literacy across all grade levels and all subjects.

	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 use AIMSweb to analyze data to determine the progress made in the area of reading fluency. The area of Mathematics will also be added.	8/25/2010	6/3/2011	3350	0			2000	0	0	0	0	1350
2	The District will continue to purchase and implement new technology-based assessments to evaluate reading comprehension and mathematic skills.	8/25/2010	6/3/2011	6304	6304			0	0	0	0	0	0

**Strategy 3**

Students will have access to research-based, standards-aligned software and/or web-based programs on networked computers.

	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	Identified students will continue to have access to, and become proficient in the use of the Kurzweil 3000 Educational System.	8/25/2010	6/3/2011	10000	0			0	0	0	0	0	10000
2	Continue use of Lexia program.	8/25/2010	6/3/2011	10800	0			0	0	0	0	0	10800
3	Begin using purchased reading software to support struggling students.	8/25/2010	6/3/2011	0	0			0	0	0	0	0	0

**Section II C. Action Plan — Professional Development**

**Strategy 1**

Teachers will infuse technology into the curriculum to assist with differentiated learning.

	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 continue to provide staff with Professional Development training in the use of technological equipment such as Elmos, interactive whiteboards, LCD projectors and other emerging technologies to assist with differentiated instruction.	9/1/2010	6/3/2011	5000	5000			0	0	0	0	0	0
2	The District will continue to provide staff with training in differentiated instruction methods.	9/1/2010	6/3/2011	20000	0			0	0	0	0	0	20000

**Strategy 2**

Teachers will utilize a variety of Reading Instruction and Intervention strategies.

	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 continue to provide teachers with Professional Development training in reading and math instruction and intervention strategies.	8/25/2010	6/3/2011	5000	0			5000	0	0	0	0	0
2	The District will continue to provide certified paraprofessionals with Professional Development training in reading and mathematics instruction and intervention strategies.	8/25/2010	6/3/2011	10000	10000			0	0	0	0	0	0

**Strategy 3**

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

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

**Strategy 1**

The District will communicate messages more efficiently to parents and community members.

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

					(\$)	(\$)		(\$)	(\$)	(\$)	(\$)	(\$)	
1	The District will continue to expand use of the Connect-Ed system to communicate messages and reminders to District families, for example: to issue activity cancellations to select groups, to remind parents of early dismissal days, to invite families to District events.	8/25/2010	6/3/2011	2055	2055			0	0	0	0	0	0
2	The District will implement electronic delivery of building newsletters.	8/25/2010	6/3/2011	0	0			0	0	0	0	0	0

**Strategy 2**

The District will provide more parents with the ability to access student performance records and classroom information on a timely and ongoing basis.

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 The District will expand the use of the ParentConnect online grading system to grades K-3.	7/1/2010	6/30/2011	3150	3150			0	0	0	0	0	0
2 Teachers will continue to consistently update webpages to reflect current assignments and information.	8/25/2010	6/3/2011	0	0			0	0	0	0	0	0

**Strategy 3**

The District will provide remote access to meetings, etc. that take place at the school, thereby allowing more parents and community members to participate.

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 begin implementation of electronic access to meetings.	7/1/2010	6/30/2011	5000	5000			0	0	0	0	0	0

**Section II E. Action Plan — Technology Deployment**

**Strategy 1**

Update technology in order to train staff and utilize web 2.0 tools to address differentiation of instruction.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Purchase additional (8 units)Elmo projectors with the intent of having one per grade level by 2011.	7/1/2010	12/31/2010	5432	0	0	D	0	0	0	0	0	5432
2	Continue purchasing interactive whiteboards (23 units)(with the intent of having one in each classroom by 2012.	7/1/2010	8/31/2010	57500	0	0	D	0	0	0	0	0	57500
3	Continue purchasing LCD projectors (23)with the intent of having one per classroom by 2012.	7/1/2010	8/31/2010	19401	0	0	D	0	0	0	0	0	19401
4	Continue purchasing computers (15 per year)with the intent of having five computers in each classroom	7/1/2010	8/20/2010	7500	7500	0	D	0	0	0	0	0	0
5	Purchase 2 COWS tablet/laptop computers with the goal of having 2 carts per buidling.	7/1/2010	7/30/2010	31600	0	0	D	0	0	0	0	0	31600

Strategy 2

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

Strategy 3

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

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

**Goal 1 Description for Phase III :2011-2012**

The percent of students with disabilities that meet or exceed the standards for Reading on ISAT will increase to 92.5% (2012state minimum) by 2011-2012. The percent of students with disabilities that meet or exceed standards for Mathematices on the ISAT will increase from the 2008 percentage of 61.5 to 92.5% (2012 minimum target) by the end of the 2011-2012 school year.

**Section II B. Action Plan — Curriculum and Instruction**

**Strategy 1**

By utilizing existent and emerging technologies, District will increase the use of differentiation in the classroom.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Teachers will continue to increase their use of elmos and whiteboards and other computer periphials to differentiate instruction.	8/22/2011	6/8/2012	0	0			0	0	0	0	0	0
2	Grades 4-8 will continue to utilize all components of the research based McDougall Littell Language of Literature, reading textbook including media, internet use, and audio components.	8/22/2011	6/8/2012	0	0			0	0	0	0	0	0
3	Grades K-3 will continue to utilize all components of the research based reading text, Harcourt, Trohies series, including media, internet use, and audio components.	8/22/2011	6/8/2012	0	0			0	0	0	0	0	0
4	Continue to incorporate the use of existing technologies to reach and engage students at all levels and abilities.	8/22/2011	6/8/2012	0	0			0	0	0	0	0	0

**Strategy 2**

Teachers will increase literacy across all grade levels and all subjects.

	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 use AIMSweb to analyze data to determine the progress made in the area of reading fluency and mathematics.	8/24/2011	6/1/2012	3518	0			2000	0	0	0	0	1518
2	Teachers will become proficient in new technology-based assessments to evaluate reading comprehension.	9/12/2011	5/31/2012	0	0			0	0	0	0	0	0

**Strategy 3**

Students will have access to research-based, standards-aligned software and/or web-based programs on networked computers.

	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	Identified students will continue to have access to, and become proficient in the use of the Kurzweil 3000 Educational System.	8/23/2011	6/8/2012	10000	0			0	0	0	0	0	10000
2	Continue use of Lexia program.	8/23/2011	6/8/2012	10800	0			0	0	0	0	0	10800

**Section II C. Action Plan — Professional Development**

**Strategy 1**

Teachers will infuse technology into the curriculum to assist with differentiated learning.

	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 continue to provide staff with Professional Development training in the use of technological equipment such as Elmos, interactive whiteboards, LCD projectors and other emerging technologies to assist with differentiated instruction.	8/22/2011	6/8/2012	5000	5000			0	0	0	0	0	0
2	The District will continue to provide staff with training in differentiated instruction methods.	8/22/2011	6/8/2012	10000	0			0	0	0	0	0	10000

**Strategy 2**

Teachers will utilize a variety of Reading Instruction and Intervention strategies.

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 continue to provide teachers with Professional Development training in reading instruction and intervention strategies.	9/5/2011	5/31/2012	2000	2000			0	0	0	0	0	0
2 The District will continue to provide certified paraprofessionals with Professional Development training in reading instruction and intervention strategies.	9/5/2011	5/31/2012	2000	0			0	0	0	0	0	2000

**Strategy 3**

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

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

**Strategy 1**

The District will communicate messages more efficiently to parents and community members.

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 The District will fully utilize the Connect-Ed system to communicate messages and reminders to District families, for example: to issue activity cancellations to select groups, to remind parents of early dismissal days, to invite families to District events.	8/1/2011	6/1/2012	2160	2160			0	0	0	0	0	0
2 The District will continue electronic delivery of building newsletters.	9/1/2011	5/31/2012	0	0			0	0	0	0	0	0

**Strategy 2**

The District will provide more parents with the ability to access student performance records and classroom information on a timely and ongoing basis.

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 The District will continue the use of the ParentConnect online grading system in all grades K-8.	9/1/2011	5/31/2012	3307	3307			0	0	0	0	0	0
2 Teachers will continue to consistently update web pages to reflect current assignments and information.	8/22/2011	6/8/2012	0	0			0	0	0	0	0	0

**Strategy 3**

The District will provide remote access to meetings, etc. that take place at the school, thereby allowing more parents and community members to participate.

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 continue providing electronic access to meetings.	7/1/2011	6/29/2012	1500	1500			0	0	0	0	0	0

**Section II E. Action Plan — Technology Deployment**

**Strategy 1**

Provide parents/community members visiting the schools access to convenient information about current events happening in the schools.

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 Install LCD screens to be used as a kiosk in each school building lobby. These will run electronic presentations highlighting school activities and building news and updates.	7/1/2011	8/12/2011	9000	9000	0	D	0	0	0	0	0	0

**Strategy 2**

Use technology as a part of building security in the building in order to provide a safe learning environment conducive to learning.

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 52 - Two way phones will be purchased to increase instant communication capabilities between staff and administration regarding security issues.	7/1/2011	7/29/2011	2599	0	0	D	0	0	0	0	0	2599
2 Keyless entry system will be installed to increase security in the building and decrease the liability of lost keys.	6/20/2011	8/12/2011	27600	0	0	D	0	0	0	0	0	27600

**Strategy 3**

Update technology in order to train staff and utilize web 2.0 tools to address differentiation of instruction.

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 purchasing interactive whiteboards (29 units)with the intent of having one in each classroom by 2012.	7/1/2011	8/12/2011	57500	0	0	D	0	0	0	0	0	57500
2 Continue purchasing LCD projectors (29untis)with the intent of having one in each classroom by 2012.	7/1/2011	8/12/2011	19401	0	0	D	0	0	0	0	0	19401
3 Continue purchasing computers with the intent of having five computers in each classroom (15 per year)	7/1/2011	8/12/2011	7500	7500	0	D	0	0	0	0	0	0
4 Purchase 2 COWS tablet/laptop computers with the goal of having 2 carts per buidling.	7/1/2011	8/12/2011	31600	0	0	D	0	0	0	0	0	31600
5 Purchase of additional computer peripherals to be used to meet the needs of differentiatedteaching and learning.	7/1/2011	6/29/2012	11080	0	0	D	0	0	0	0	0	11080

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

Lockport District #91 will conduct yearly and quarterly evaluations of the technology plan in order to measure progress in meeting our goals and realign timelines and resources as needed. Community members, parents, students and staff will take part in web based surveys. All results will be brought back to the technology Committee to analyze. Staff development and training will be ongoing and progress will be measured through web based survey tools. The focus of the technology plan is to improve student learning as measured by grades and longitudinal data from local and state assessment tools which will be measured quarterly (local) and annually (state ISAT).

	<b>Monitoring Tools</b>	<b>Progress Indicators</b>	<b>Evaluation Frequency</b>	<b>Person(s) Responsible</b>
C & I Strategy	Report card grades, local and state assessments, and computer lab/classroom logs.	Grades, test scores, and use of lab/classroom computers increase.	ISAT scores annually; local assessments, report card grades and lab/classroom computer logs quarterly.	Building principals and grade level coordinators.
PD Strategy	Staff development and technology surveys; professional development logs surveys	Increase in staff development in the areas of technology, RtI and differentiated instruction.	Annual review of surveys and quarterly review of Title I and II professional development logs.	Building principals, LRC coordinator, and Superintendent.
P/C Strategy	Parent/community surveys; listserv user group; and ongoing meetings with technology committee.	Parent and community members are more knowledgeable about technology, and communication is a two way process.	Annual Survey	LRC Coordinator and Superintendent
Tech D Strategy	Technology Inventory and Technology Assistance Logs	Survey indicates that the needs of students and staff are being met through provided hardware, software, and network infrastructure.	Annual Survey	Technology Coordinator, LRC Coordinator

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

Lockport District #91 will conduct yearly and quarterly evaluations of the technology

plan in order to measure progress in meeting our goals and realign timelines and resources as needed. Community members, parents, students and staff will take part in web based surveys. All results will be brought back to the technology Committee to analyze. Staff development and training will be ongoing and progress will be measured through web based survey tools. The focus of the technology plan is to improve student learning as measured by grades and longitudinal data from local and state assessment tools which will be measured quarterly (local) and annually (state ISAT).

	<b>Monitoring Tools</b>	<b>Progress Indicators</b>	<b>Evaluation Frequency</b>	<b>Person(s) Responsible</b>
C & I Strategy	Report card grades, local and state assessments, and computer lab/classroom logs.	Grades, test scores, and use of lab/classroom computers increase.	ISAT scores annually; local assessments, report card grades and lab/classroom computer logs quarterly.	Building principals and grade level coordinators.
PD Strategy	Staff development and technology surveys; professional development logs surveys	Increase in staff development in the areas of technology, RtI and differentiated instruction.	Annual review of surveys and quarterly review of Title I and II professional development logs.	Building principals, LRC coordinator, and Superintendent
P/C Strategy	Parent/community surveys; listserv user group; and ongoing meetings with technology committee.	Parent and community members are more knowledgeable about technology, and communication is a two way process.	Annual Survey	LRC Coordinator and Superintendent
Tech D Strategy	Technology Inventory and Technology Assistance Logs	Survey indicates that the needs of students and staff are being met through provided hardware, software, and network infrastructure	Annual Survey	Technology Coordinator, LRC Coordinator

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

Lockport District #91 will conduct yearly and quarterly evaluations of the technology plan in order to measure progress in meeting our goals and realign timelines and

resources as needed. Community members, parents, students and staff will take part in web based surveys. All results will be brought back to the technology Committee to analyze. Staff development and training will be ongoing and progress will be measured through web based survey tools. The focus of the technology plan is to improve student learning as measured by grades and longitudinal data from local and state assessment tools which will be measured quarterly (local) and annually (state ISAT).

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Report card grades, local and state assessments, and computer lab/classroom logs.	Grades, test scores, and use of lab/classroom computers increase.	ISAT scores annually; local assessments, report card grades and lab/classroom computer logs quarterly.	Building principals and grade level coordinators.
PD Strategy	Staff development and technology surveys; professional development logs surveys	Increase in staff development in the areas of technology, Rtl and differentiated instruction.	Annual review of surveys and quarterly review of Title I and II professional development logs.	Building principals, LRC coordinator, and Superintendent
P/C Strategy	Parent/community surveys; listserv user group; and ongoing meetings with technology committee.	Parent and community members are more knowledgeable about technology, and communication is a two way process.	Annual Survey	LRC Coordinator and Superintendent
Tech D Strategy	Technology Inventory and Technology Assistance Logs	Survey indicates that the needs of students and staff are being met through provided hardware, software, and network infrastructure	Annual Survey	Technology Coordinator, LRC Coordinator

**Section II G. Action Plan — Budget Summary**

**Phase I-II-III -Budget Summary**

Phase I 2009 -2010	Budget & Funding Sources (\$)								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other

Phase I-II-III -Budget Summary									
The percent of students with disabilities that meet or exceed the standards for Reading on ISAT will increase from 58.5% (2008 score) to 77.5% (2010state minimum) by 2010.	255110	206386	0	7000	100	0	0	0	41624
Total Budget for Phase I - 2009-2010	255110	206386	0	7000	100	0	0	0	41624
<b>Phase II 2010 -2011</b>	<b>Budget &amp; Funding Sources (\$)</b>								
<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV-D</b>	<b>Title V</b>	<b>Other</b>
The percent of students with disabilities that meet or exceed the standards for Reading on ISAT will increase from the 2010 score to 85% (2011 state minimum) by 2011. The percent of students with disabilities that meet or exceed standards for Mathematice on the ISAT will increase from the 2008 percentage of 61.5 to 92.5% (2012 minimum target) by the end of the 2011-2012 school year.	202092	39009	0	7000	0	0	0	0	156083
Total Budget for Phase II - 2010-2011	202092	39009	0	7000	0	0	0	0	156083
<b>Phase III 2011 -2012</b>	<b>Budget &amp; Funding Sources (\$)</b>								
<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV-D</b>	<b>Title V</b>	<b>Other</b>
The percent of students with disabilities that meet or exceed the standards for Reading on ISAT will increase to 92.5% (2012state minimum) by 2011-2012. The percent of students with disabilities that meet or exceed	216565	30467	0	2000	0	0	0	0	184098

Phase I-II-III -Budget Summary									
standards for Mathematice on the ISAT will increase from the 2008 percentage of 61.5 to 92.5% (2012 minimum target) by the end of the 2011-2012 school year.									
Total Budget for Phase III - 2011-2012	216565	30467	0	2000	0	0	0	0	184098
Total Budget for Phases I, II, and III - 2009 - 2012	673767	275862	0	16000	100	0	0	0	381805

**Section III Plan Development, Review and Implementation  
A. Stakeholder Involvement**

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

The District 91 Technology Committee solicited input from the following stakeholder groups: students, staff, parents, members of the Board of Education, and adult literacy providers.

Students, staff, parents/community members provided input via electronic surveys that addressed the importance of technology in teaching and learning, technology hardware/software needs in District 91, and professional development needs regarding the use of technology in everyday life and as an integrated part of teaching and learning.

The Board of Education, parents, and staff have been provided information through technology presentations and were asked in give input as to their goals for the next three years regarding technology and its role in teaching and learning.

All data has been gathered, analyzed, and summarized as a part of the technology plan. Staff members have worked with the Will County Professional Development Alliance regarding technology needs and professional development in the area of technology use in teaching and learning.

The District Learning Resource Coordinator has worked with the local libraries as well regarding technology integration across the curricular areas and information literacy in general.

The technology committee itself has met with representatives from local learning technology center to discuss technology goals, and the technology planning process and plan itself.

### 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.*

Lockport District 91 Board Policy number 6:235 was adopted by the Board of Education on October 9, 2007. This policy addresses all requirements of CIPA. Building principals and the Learning Resource Coordinator update staff and Board members annually as to the CIPA requirements.

**Peer Review Feedback Form**

<b>District Name</b>	Lockport SD 91	<b>RCDT #:</b>	560990910020000
<b>Original Submission: True</b>		<b>Approval Date:</b>	03/27/2009
<b>School Years Covered by Plan: 2009-2010:Yes 2010-2011:Yes 2011-2012:Yes</b>		<b>Plan Expiration Date</b>	06/30/2012
<b>Section Used for Mid-Course Correction Only</b>			
<b>Mid-Course Correction(MCC) :No</b>		<b>Date Peer Reviewed:</b>	03/04/2009
<b>Date of Annual Review Leading to MCC:</b>		<b>Approval Date of MCC:</b>	

Preliminary Information	Requirements
All Required Identifying District Information is Complete. Vision Statement is Included and Meets Requirements.	Meets

COMMENTS

Section I: Data and Analysis	Requirements
Data Collection & Information <ul style="list-style-type: none"> <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>	Meets

COMMENTS
----------

The Meta Analysis section is not there, may need to copy/paste from Goal #1. Revisions Noted and Approved: 3/20/09

Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan <ul style="list-style-type: none"> <li>• A.1 Goals</li> <li>• A.2 Strategies and Activities</li> <li>• A.3 Budget</li> </ul>	Meets
COMMENTS	
Realistic goals for students with special needs? Your levels for improvement are a cause for concern. Revisions Noted and Approved: 3/20/09 Please note start and end dates of activities listed in the action plan, especially telecommunication and internal connection activities, which do not align with the 12-month fiscal year. Some changes may be necessary to stay in compliance state and federal guidelines, as well as e-Rate rules and regulations. Notify ISBE if a mid-course is needed upon annul review of this plan. FBishop ISBE, 3/27/2009	
Part B. Curriculum Integration Strategies and Activities	Meets
COMMENTS	
Part C. Professional Development Strategies and Activities	Meets
COMMENTS	
Part D. Parent/Community Involvement	Meets
COMMENTS	

Part E. Technology Deployment	Meets
-------------------------------	-------

**COMMENTS**

1. Funding to address eRate? Do you apply for eRate? 2. Also, please identify how your district supports telecommunications and the budget for those items. Need to better address access to networks, T1 lines, etc. Revisions Noted and Approved: 3/20/09

Part F. Monitoring	Meets
--------------------	-------

**COMMENTS**

**Section III: Plan Development, Review, and Implementation**

Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
---	-------

**COMMENTS**

**ISBE Review**

**Approved**

**COMMENTS**

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