

**WINNEBAGO COMMUNITY  
SCHOOL DISTRICT #323**

**2005-2008  
DISTRICT  
IMPROVEMENT/  
TECHNOLOGY PLAN**

**SUBMISSION DATE: APRIL 1, 2005**

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## ACKNOWLEDGEMENTS and STAKEHOLDER INVOLVEMENT

District improvement planning is an ongoing process in the Winnebago School District. Winnebago Schools involves stakeholders in the planning process in the following ways:

- Involvement on District Improvement Committee
- Involvement on Technology Committee
- Parent Advisory Council to Superintendent and School Board

Stakeholders involved in the development of the District Improvement/Technology Plan include a wide representation from the school and surrounding community:

Name and Stakeholder Group(s)	Role(s) in Process	
Frank Mandera <i>Principal - Simon Elementary</i>	<ul style="list-style-type: none"> <li>• Technology Committee Chair/Facilitator</li> <li>• District Improvement Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Lynnette Sawyer <i>Director of Information Technology</i>	<ul style="list-style-type: none"> <li>• Technology Committee Co-Chair/Facilitator</li> <li>• Plan Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Evaluation/Assessment</li> </ul>
Darrell Erdman <i>District Network Technician</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Data Collection</li> <li>• Vision Development</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Marla Bland <i>Building Technology Specialist and Parent</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Data Collection</li> <li>• Vision Development</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Tami Ramberg <i>Building Technology Specialist and Parent</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Data Collection</li> <li>• Vision Development</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Toni Miller <i>Building Technology Specialist</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Data Collection</li> <li>• Vision Development</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Gerry Visel <i>School Board Member</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> <li>• Data Analysis</li> <li>• Action Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Mike Crandall <i>School Board Member</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>

Dennis Harezlak <i>Superintendent - Winnebago Schools</i>	<ul style="list-style-type: none"> <li>• Data Collection</li> <li>• Action Planning</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Mary Anne Smith <i>Principal – Winnebago High School</i>	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Action Planning</li> </ul>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Plan Implementation</li> </ul>
Jim Burns <i>Principal – Winnebago Middle School</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> <li>• Data Analysis</li> <li>• Action Planning</li> </ul>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Faye Lynch <i>Principal – McNair Elementary School</i>	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Action Planning</li> </ul>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Plan Implementation</li> </ul>
Mike Reinders <i>Director of Transportation</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Action Planning</li> </ul>
Jennifer Winkeler <i>Special Education Teacher – Simon Elementary</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> <li>• Data Analysis</li> <li>• Action Planning</li> </ul>	<ul style="list-style-type: none"> <li>• District Improvement Planning</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Luann Moth <i>Special Education Teacher – Simon Elementary</i>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Jean Bechtold <i>Special Education Teacher – Simon Elementary</i>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Jan Nowicki <i>Special Education Teacher – Simon Elementary</i>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Nancy Stevens <i>Special Education Teacher – Simon Elementary</i>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Barb Whitney <i>Special Education Teacher – Simon Elementary</i>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Denise Nelson <i>Special Education Teacher – WHS</i>	<ul style="list-style-type: none"> <li>• Ongoing Evaluation/Assessment</li> <li>• Plan Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• District Improvement Committee</li> <li>• Data Analysis</li> </ul>
Jim O'Rourke <i>Winnebago High School Teacher</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Action Planning</li> </ul>
Kirsten Garrigan <i>McNair Elementary Teacher</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
Lynette Rummel <i>Seward Elementary Teacher</i>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Plan Implementation</li> </ul>

	<ul style="list-style-type: none"> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Evaluation/Assessment</li> </ul>
<p>Marty Sojka <i>Winnebago High School Teacher</i></p>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
<p>Rhonda Waggoner <i>Simon Elementary Teacher</i></p>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
<p>Sean Monahan <i>Simon Elementary Teacher</i></p>	<ul style="list-style-type: none"> <li>• Technology Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Development</li> </ul>
<p>Sue McMillin <i>Seward Elementary EC Teacher</i></p>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
<p>Mark Murray <i>Winnebago Park District</i></p>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
<p>Nicole Fricke <i>Parent and Public Library employee</i></p>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Vision Development</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Implementation</li> <li>• Ongoing Evaluation/Assessment</li> </ul>
<p>Kathy Herren-Ellis <i>Media/Newspaper Representative, Parent</i></p>	<ul style="list-style-type: none"> <li>• Parent Advisory Council</li> </ul>	
<p>Zoe Cox <i>Parent and PTO member</i></p>	<ul style="list-style-type: none"> <li>• Technology Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Development</li> </ul>
<p>Frank Eubank <i>Parent/Community Member</i></p>	<ul style="list-style-type: none"> <li>• Parent Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Evaluation/Assessment</li> </ul>
<p>Barb Tanaglia <i>Parent/Community Member</i></p>	<ul style="list-style-type: none"> <li>• Parent Advisory Council</li> </ul>	

The Parent Advisory Council was formed in spring 2004 as a stakeholder group primarily represented by community members and parents of students. The council served as a liaison to the Superintendent and made recommendations concerning media and community involvement as well as school safety and curriculum.

The 2005 Technology Committee has met on an ongoing basis throughout the 2004-2005 school year to tie technology into the school and district improvement process. Selection was based upon recommendations of the administration and members of the Winnebago community. The committee included representation from the various segments of the community population, including representatives from the Winnebago Park District, a public librarian, teachers, administrators, school board members, and parents. Six individuals involved in the 2002 district technology plan are on the current technology planning committee.

The Technology Committee met on a regular bi-weekly basis from November 2004 through March 2005. The committee members were active in vision development, reviewing and analyzing survey results, reviewing test data, gap analysis, and creation of action plans.

The District Improvement Committee was formed in January 2005 as a result of underachievement in the special education subgroup indicated on the [2004 State District Report Card](#). This committee is comprised of district and

building administrators, members of the Technology Planning Committee, and teachers from the special education department.

The District Improvement and Technology Committee members will be involved in monitoring and evaluating the progress of the District Improvement Plan throughout the three years of implementation. The District Improvement Committee will meet annually to review the progress of the plan and address issues or recommend revisions as needed. Members from both the District Improvement Committee and the Technology Committee will be involved in the implementation of the plan.

Updates of the district plan and the progress made in the implementation will be communicated to parents and community members on the district's web site. Updates will also be given semi-annually at school board meetings.

In the development of our 2005 District Improvement Plan, the Board of Education and its administration would like to thank those involved in the curriculum and technology planning for their assistance, time and input in developing this plan and their commitment to implementing and assessing its progress over the next three years.

# DISTRICT and COMMUNITY PROFILE

## ***Characteristics and History***

The Winnebago Community Unit School District 323, located in north-central Illinois, is serviced by the Education Service Region #4 and the Area II Technology Hub. The district, which encompasses approximately 100 square miles, serves approximately 1800 students in grades PreK-12 from the villages of Winnebago and Seward, as well as several rural subdivisions in the surrounding areas of Burritt Township and Rockford.

Winnebago is a small, rural community where the primary industry is farming. Winnebago village, population 2,958 according to the 2000 Census, does not have a business district, but does have a number of small businesses in various locations. These include factories producing parts for the automotive industry, vinyl-clad windows, screws, and a meat processing plant.

Farms in the Winnebago area were first claimed and settled in the late 1830s and early 1840s after the Black Hawk War with pioneers coming from a variety of areas including New York, Ohio and Pennsylvania. The township itself was first called LaPrairie for its rich soil, changed to Elida by 1850 when the first railroads reached the area, then renamed Winnebago to match the county name. Population by 1877 had reached nearly 600 with 35 businesses established.

A long slack period in growth spanned from the 1880s until World War II when the post-war era contributed to a growth spurt as returning veterans pursued employment in the nearby Rockford area, but preferred the country atmosphere for their new homes. Growth continues today as new subdivisions are built in the Village of Winnebago and surrounding rural areas.

## ***School, Staff, and Community Demographics***

### **Schools Buildings in the Winnebago School District:**

Seward Elementary	Seward, IL	Grades PreK-K
Simon Elementary	Winnebago, IL	Grades 1-3
McNair Elementary	Winnebago, IL	Grades 4-5
Winnebago Middle School	Winnebago, IL	Grades 6-8
Winnebago High School	Winnebago, IL	Grades 9-12

### **Student Demographics and Trends:**

Of 1680 students, 10.1% are low income, with 0% limited English proficient. Our free and reduced lunch has increased 4.6 % since 2002. The district-wide dropout rate is 1.1% compared to 1.7% in 2002. The attendance rate is 95.9% with 9.3% of students being mobile. Chronic truancy at the district level is at 1.1%. The racial-ethnic background of students are as follows: 95.5% White, 2.5% Black, 1% Hispanic, 0.7% Asian-Pacific Islander and 0.3% Native American. (Appendix 20)

**Staff Demographics and Trends:**

According to the 2004 District Report Card (Appendix 20), staff demographics are as follows: racial ethnic background and gender, 100% White, 0% Black, 0% Hispanic, 0% Asian-Pacific Islander, 22.5% male, and 77.5% female. Average teaching experience for the district is 15.5 years and average teacher salary is \$45,613. 59.6% of the teachers in the district have Master’s degrees or above compared to the state average of 48.6%. Pupil to teacher ratio in the elementary schools is 21:1 and in the secondary schools is 19:1.

The six administrators employed by the district receive an average salary of \$76,123 with a pupil to administrator ratio of 249:1 while the state average is 208:1. (Appendix 20)

**Community Demographics and Trends:**

Statistics from the Census reports: (Appendix 2):

	1990 Census <i>Winnebago Village</i>	2000 Census <i>Winnebago Village</i>	2000 Census <i>61088 zip</i>
Total Population	1,840	2,958	4,790
Total Number of Housing Units	661	1,023	1,717
Total Number of Households	641	1,009	1,669
Average Household Size	2.87	2.93	2.87
Median household income		\$59,891	\$64,063
Median Value of owner-occupied homes	\$61,800	\$110,600	\$119,800

Racial Statistics:

• White	1,824	2,903	4,687
• Black or African American	0	33	49
• American Indian/Alaska Native	1	1	4
• Asian	7	9	12
• Pacific Islander	0	0	0
• Other	8	0	12
• Multi-Racial		12	26
• Hispanic		35	72

Employment Statistics from the 2000 Census report for Zip Code 61088:

Population 16 years and over	3,167
In Labor Force	2,696
Unemployed	93

Socioeconomic status from the 2000 Census report for Zip Code 61088:

Median Household Income	\$64,063
Median Family Income	\$70,030
Per Capita Income	\$24,296
Families in Poverty Status (1999)	21
Individuals	117
Female Head of Household	3



## ***Attributes and Challenges of the District and Community***

Winnebago schools are strongly supported by the community in all aspects and virtually all school groups have a parental support group or support from one or more groups. The community has a park district that offers a wide range of recreational activities for the community members and a recently expanded public library. Winnebago is located in close proximity to the city of Rockford where residents have opportunities for larger city culture, entertainment, employment, and higher education.

Over the past ten years, the community has seen growth with the addition of many new subdivisions and more in the planning stages. It was not long ago that most residents of the community knew each other; however, that climate is rapidly changing. The current homes have averaged 60 school age children per 100 homes. Approximately 400 homes are currently in the planning process and scheduled to be built in the district within three years. Controlled growth is desirable; however, rapid growth has presented challenges for the district.

## **VISION**

### ***Vision Development and Explanation***

At the first meeting of the 2004-05 Technology Committee, the group reviewed the process of updating, implementing, revising, and assessing the Winnebago School District Improvement Plan. After a review and discussion of current status of technology in the district, the committee focused on revising the vision of technology in the district to a vision that would reflect the district's technology beliefs as well as align with the district's mission and vision statement with the support from all stakeholders in the Winnebago School District.

The committee divided into small groups to brainstorm ideas for a new district vision. The groups then presented their visions and developed a unified vision that was approved by consensus vote by the Technology Committee.

Winnebago School District is committed to the following beliefs based on our Vision for Technology:

- Technology should enhance effective teaching methods.
- Technology is a critical resource for the instruction.
- Technology is a critical tool for life-long learning.
- Technology should enhance the opportunities for collaboration between and among students, staff members, parents, and community.
- Technology should reflect the technologies of the real world.

### ***Winnebago Schools District Vision Statement***

Winnebago Community Unit District 323 strives to provide the best possible learning environment and opportunities commensurate with the available resources.

Winnebago Schools strive to accommodate students as individuals having special interests, needs and abilities. The goal of all district programs shall be to take the student to the highest level of achievement compatible with his or her ability. This will include:

- Mental and physical development of our young
- Knowledge and appreciation of fine arts
- Exposure to the characteristics of our culture and identification of characteristics associated with good citizenship
- Emphasis on critical thinking skills in all aspects of the educational process.
- Recognition that ours is a society in constant change. The district will continually monitor and evaluate its curricular offerings to meet anticipated changes for the future.

### ***Winnebago Schools Mission Statement***

*An educational community that inspires and assists each individual to make the greatest use of his or her potential.*

### ***Winnebago Technology Vision Statement***

*Winnebago School District prepares all members of its community for success in a constantly changing technological world. We provide opportunities for lifelong learning by integrating current and emerging technologies into the educational process.*

## DATA COLLECTION and ANALYSIS

### **Data Sources**

In our analysis, we have considered the following data:

1. Current student achievement from state report card data and standardized test scores:
  - a. District report cards from FY [2002](#), [2003](#), [2004](#) (Appendices 18-20)
  - b. School report cards (Appendices 3-17):
    - Seward Elementary State Report Cards for FY [2002](#), [2003](#), [2004](#)
    - Simon Elementary State Report Cards for FY [2002](#), [2003](#), [2004](#)
    - McNair Elementary State Report Cards for FY [2002](#), [2003](#), [2004](#)
    - Winnebago Middle School State Report Cards for FY [2002](#), [2003](#), [2004](#)
    - Winnebago High School State Report Cards for FY [2002](#), [2003](#), [2004](#)
  - c. Standardized test scores
    - Stanford
    - ACT and SAT
    - ASVAB
  - d. [Illinois Interactive Report Card](#)
2. Student achievement data in the following sub-groups:
  - a. Low income
  - b. Limited English proficiency
  - c. Students with disabilities
  - d. Racial/ethnic groups
3. Educator qualifications
4. Educator professional growth data and needs
5. District technology infrastructure and inventory data:
  - a. Hardware Inventory
  - b. [Winnebago District Network Map](#)
  - c. [Instructional Software Inventory](#) (Appendix 27)
  - d. Redeployment Plan
  - e. Acceptable Use and District Technology Policies
  - f. Network and Administrative Software Inventory
  - g. Technical Support
  - h. [2002-2005 Winnebago CUSD #323 Technology Plan](#) (Appendix 25)
6. Local school improvement plans
7. Other relevant data sources:
  - [Parent Survey for Technology](#) – Summer 2004 (Appendix 21)
  - [Teacher Survey for Technology](#) – December 2004 (Appendix 22)
  - District Parent Advisory Council from Spring 2004
  - School Board Annual Retreats from [Fall 2003](#) and [Fall 2004](#) (Appendices 23-24)
  - [U.S Census Bureau](#) (Appendix 2)
  - [Illinois State Learning Standards](#)
  - [enGauge Framework for Effective Technology Use](#)
  - [National Education Technology Standards](#)
  - [Illinois Professional Teaching Standards](#)

## **Making the Data Connection**

### **Student Achievement**

- AYP – Adequate Yearly Progress (District Report 2004)
- Improvement in Reading and Math Scores (School Improvement Plans)
- Clearly identify IEP student subgroup in testing achievement

### **Technology Plan**

- Community and Public Relations
- Teacher Training and Professional Development
- Making successful teaching models
- Mentoring programs and ongoing trainings

- Community access to district technologies
- Technology support personnel
- Infrastructure, software, hardware

## Analysis of Relevant Data – Cause and Effect

### Community Involvement:

The Winnebago School District provided two main avenues of getting information from the public. The Parent Survey of Technology Planning was provided to parents in the Fall 2004 and the development of the Winnebago Parent Advisory Council which meets on an as needed basis. The Technology Committee examined the data from both sources and came up with the following causes and effects.

Cause	Effect
<ul style="list-style-type: none"> <li>• Only 37.2% of parents receive regular communication of the role technology plays in our schools and many comments indicate a need for enhanced online communications.</li> <li>• Limited availability of personnel to update web based calendars on a regular basis.</li> <li>• Lack of a structured network to route information to the public about procedures, forms, and guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• The role of technology has not been a major point of emphasis in the district’s communication scheme.</li> <li>• Comments from parent surveys indicate online calendars are used, but are not always accurate or user friendly.</li> <li>• The Winnebago community does not receive regular communication about what the current happenings are within the district pertaining to curriculum, finances, technology, and instruction.</li> </ul>

### Curriculum and Instruction:

The Technology Committee used data that was collected from the Teacher Survey for Technology Planning in December 2004. *Also, the committee looked at data from the 2004 District Report Card. The district did not meet AYP (Adequate Yearly Progress) in 2004 due to our special education standardized scores. The committee also noticed that the district needs improvement in reading and math scores in the upcoming years or the district will fall short of meeting AYP in those areas also.*

Cause	Effect
<ul style="list-style-type: none"> <li>• Limited space and personnel who are well-trained to instruct students about software applications.</li> <li>• There is no technology-based application in place to have the ability to show student strengths, weaknesses, or areas of improvements.</li> <li>• Limited personnel and leadership in emphasizing technology into the curriculum.</li> <li>• Limited time spent on planning, developing,</li> </ul>	<ul style="list-style-type: none"> <li>• Students current access to technology across the district is limited to once or twice a week in the computer lab where they access some software on average of once per year.</li> <li>• The district does not currently use technology to address academic progress toward standardized test scores.</li> <li>• Winnebago School District currently has no formal, approved technology curriculum. Illinois has officially adopted the NETS standards as the Illinois Technology standards.</li> <li>• Students at the same grade levels are receiving</li> </ul>

and implementing technology integration within the curriculum.	varying degrees of technology instruction and integration dependent on technology availability and teacher skills.
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Professional Development:

The Technology Committee used data that was collected from the Teacher Survey for Technology Planning in December 2004. The committee found that there is no formalized, organized professional development plan currently in place for the district, which would allow teachers time to develop and/or integrate a district-wide technology curriculum into the classroom.

Cause	Effect
<ul style="list-style-type: none"> <li>• Limited network of personnel to develop and plan technology training for all staff.</li> <li>• Limited certified personnel to train staff in successful techniques of technology integration.</li> <li>• No scope and sequence that is followed district-wide in the area of technology integration.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no organized district plan to assure that all staff participate in technology training and implement technology into the classroom.</li> <li>• 60% of the certified staff would like training in technology integration within the curriculum.</li> <li>• Technology integration in the curriculum is occurring at different levels district-wide.</li> </ul>

Technology Deployment and Sustainability:

The Technology Committee used data collected from the Parent Survey for Technology, Teacher Survey for Technology Planning, along with the inventories of current available technology within the school district. The data showed that school staff has limited access to technology within the classroom setting.

Cause	Effect
<ul style="list-style-type: none"> <li>• School network capabilities are limited.</li> <li>• The more students and staff that use technology causes a strain on current technological availabilities.</li> <li>• Limited personnel to maintain technology infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and student access to technology for classroom use is limited.</li> <li>• More technology equipment and support is required to facilitate anywhere, anytime learning.</li> <li>• Added equipment translates to additional infrastructure requirements and the need to add technology support personnel to maintain equipment and support users.</li> </ul>

## **Summary of Relevant Data related to Student Achievement**

*The data that was collected and analyzed by the District Improvement Committee, administration, teachers, and the Technology Committee for a period of one day. The committee came to the conclusion that three key areas had to be addressed for the district to maintain or improve upon adequate yearly progress. The three areas for improving student achievement were special education, reading, and math.*

*Special Education: According to the 2004 District Report Card, the district is currently not meeting adequate yearly progress in the subgroup of special education students. The committees came to the conclusion that the district needed to organize the resources of special education, including the personnel to create a plan that could be followed in the following three years.*

*Reading: The district previously had no formal reading series to maintain consistency of reading instruction in grades PreK-6 grade. In the fall of 2004, the district adopted the Harcourt Brace Trophies reading series. The importance of this reading series is contingent on implementation within classrooms immediately in the fall of 2005.*

*Math: Although this has been a strength in the district, the district has recognized that math scores need to keep up with NCLB mandates of adequate yearly progress. The district's admin council wanted to put a plan into action now to be proactive in improving math scores for upcoming years adequate yearly progress.*

## **Summary of Relevant Data related to Technology**

The data was collected, examined, and analyzed by the Technology Committee for a period of four hours. The committee came to the following conclusions in each of the following areas of community involvement, curriculum and instruction, professional development and technology deployment and sustainability.

*Community Involvement: According to the Parent Survey for Technology and parent input from the 2004 referendum, the committee recognized that there are few opportunities for the general public to access technology on a regular basis. Also, through other data sources, the committee recognized that the community has limited availability of communication through technological resources and community group projects that involve technology. Furthermore, there are areas that needed to be addressed from the 2002 Technology Plan that were not fulfilled, such as: outlining classes for community participation and offering a schedule to take technology related classes.*

*Curriculum and Instruction: The committee noticed that there is limited training available in technology integration, lack of space in classrooms to add additional computers for use, and guidelines for effective use of technology within the curriculum. According to the [2004 District Report Card](#), the district did not meet AYP (Adequate Yearly Progress) in 2004 due to our special education standardized scores. The committee also noticed that the district needs improvement in reading and math scores. Also, there are areas that needed to be addressed from the 2002 Technology Plan that were not fulfilled, such as: identifying the technology "trailblazers" to create successful models of technology integration and creation of interdisciplinary projects to incorporate collaborative learning and multiple disciplines.*

*Professional Development:* The committee acknowledged that the current teacher evaluation was missing a technology integration component, training for new staff members that instruct them on how to use and manage district technology, and a commitment of time to be used to develop and integrate technology into their grade level curriculum.

*Technology Deployment and Sustainability:* The committee determined that the district has the infrastructure to support and improve more hardware options. If we add additional hardware, the district will need to add additional building technology specialists. Hardware and software has limited access to two classroom computers in the elementary setting and one in the secondary setting. The majority of integration of technology is done in a computer lab setting in both the elementary and secondary level.

## **Data Analysis Process**

Over the course of two months, the Technology Committee met and analyzed the data from the sources listed above to look for patterns, draw conclusions and identify our current reality including our challenges and needs as a district. The committee then developed a best-case vision of where they would like to see the district in the future. The committee was then able to establish priorities and make recommendations on possible strategies.

Analysis of the data included looking at student achievement data over a course of three years which was disaggregated in the following subgroups: LEP, students with disabilities, racial and ethnic groups. Local school improvement plans and previous technology plans were used as resources and a professional development needs analysis was based on teacher surveys conducted in December 2004 as well as qualifications from the district state report card. Technology deployment gaps were analyzed from district inventories of software and hardware.

## **Technology Gap Analysis – Background**

The Technology Committee was able to identify the current reality, where we want to be, and where the gaps lie as well as what possible strategies would be needed to get from current reality to best-case future. From this gap analysis, action plans including time frame, responsible persons or committees, estimated cost and sources of funding were produced which will serve as the roadmap to move the district forward in meeting the needs of students.

## **Data for Student Performance Targets**

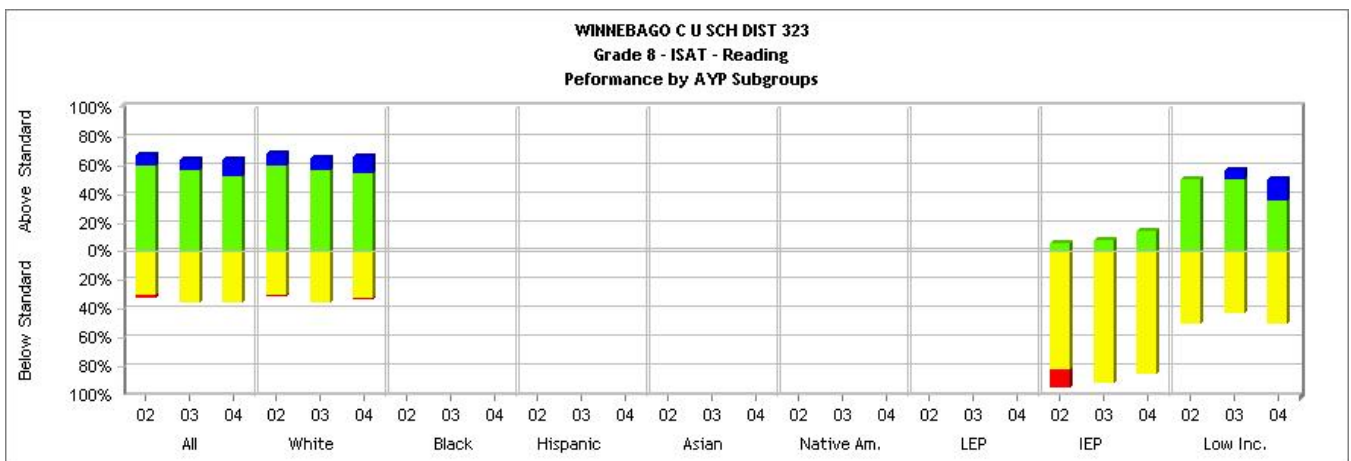
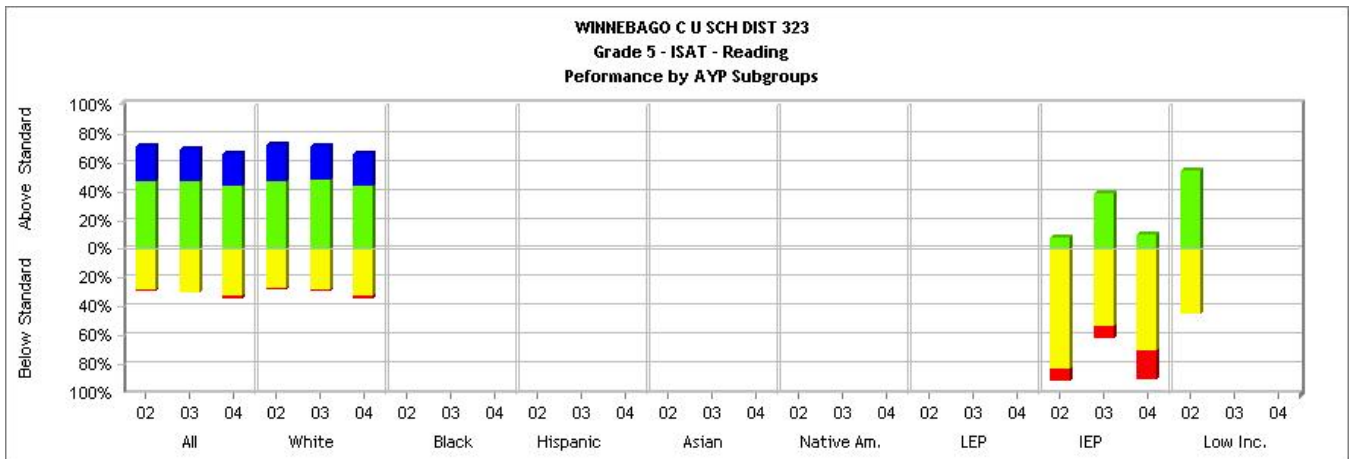
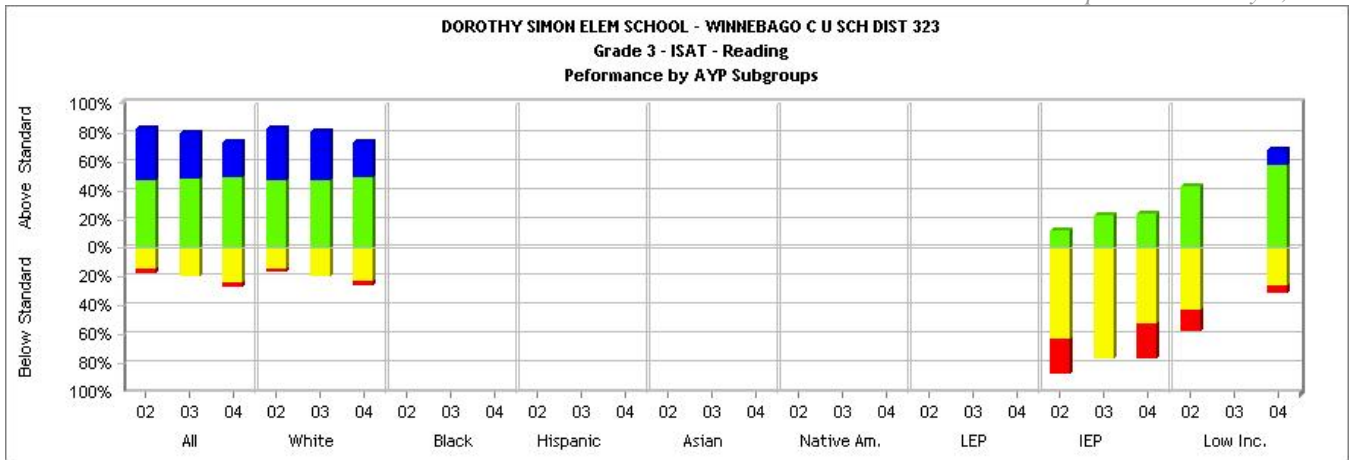
*The targeted area for improvement lies within the following areas:*

- *Special education*
- *Reading*
- *Math*

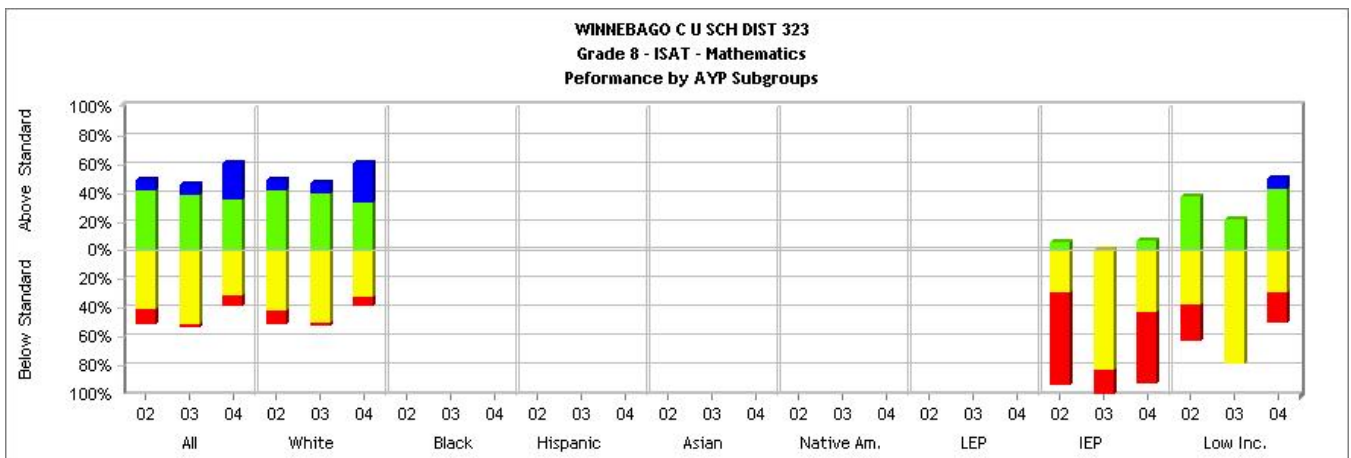
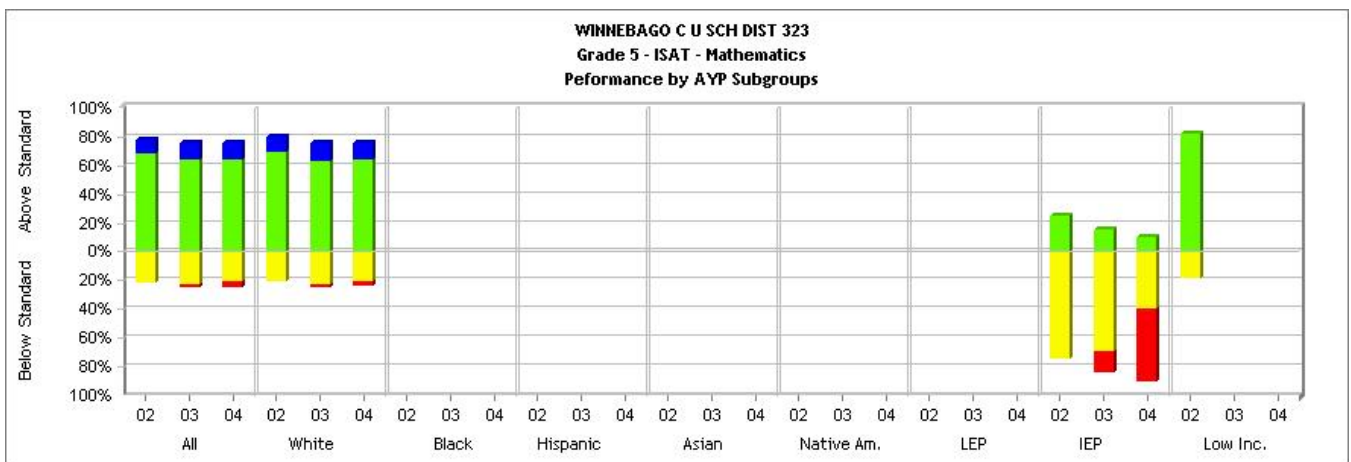
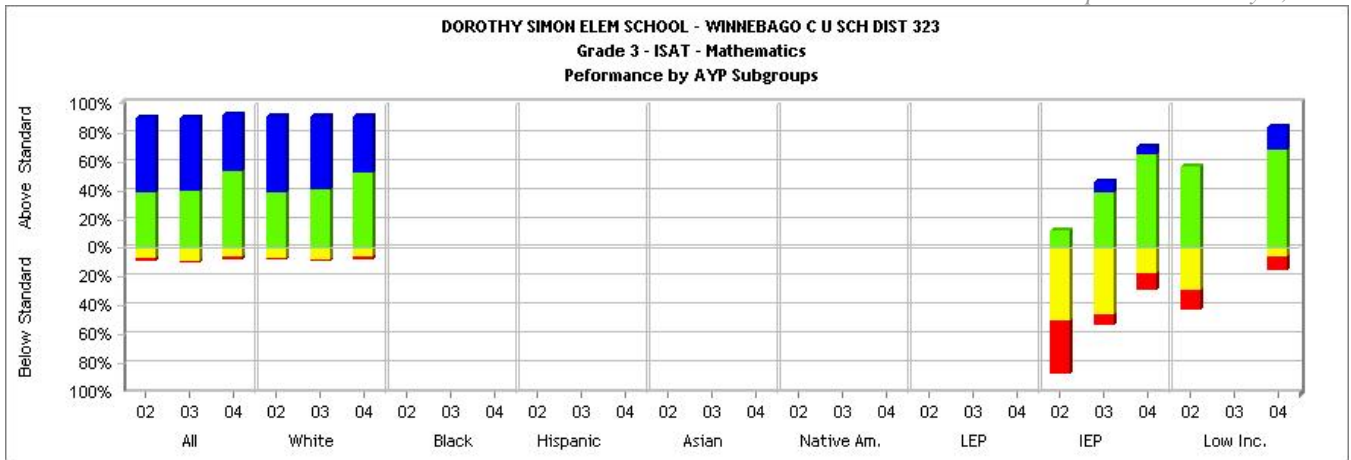
*According to the 2004 District Report Card, the district would need to have a percentage score of 37% or above in the Students with Disabilities category in Safe Harbor Area of the areas of reading and math. However, the district scored 31.6 % reading and 31.5 % in mathematics.*

2004 ISAT Reading Scores – Sorted by AYP Subgroups





2004 ISAT Mathematics Scores – Sorted by AYP Subgroups



## **Community Involvement Gap Analysis**

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### **CURRENT REALITY**

- A Web-based calendar is available to all community members; however, it is not always accurate and does not provide additional information that would be helpful to students, parents, and community members
- All staff have access to e-mail both from school and home to make e-mail communications between teachers and parents available
- Current web site is helpful to parents and community, but the community has expressed an interest in having more information available to them online
- District does not currently offer adult learning classes to the community and participates in few collaborative projects with community organizations and local businesses
- Access to district technologies and after school support is not currently available for students or community and the extension for learning between home and school is not present
- Acceptable use issues of technology have not been established with community
- It is difficult and time consuming for staff to publish web pages.

### **FUTURE...BEST CASE**

- Web-based calendars are kept current and include all information for events (directions, agendas, costs, etc.)
- The school district has partnered with the local public library, park district, and local businesses to provide a virtual learning community as well as provide a comprehensive technology curriculum available to all community members
- Parents have access to student information (e.g. grades, homework assignments, lunch accounts, etc.) as well as board and discipline policies, curricular information, message boards, resource links, and access to information on current technologies being used in the district
- Web based communication becomes a secondary mode of communication between home and school

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### **GAP ANALYSIS**

- Web-based calendars are available, but need to be restructured for usability
- There is a limited network of community-based stakeholders in place with no formal function or long term plan for collaborative technology projects
- There are currently few opportunities for students to access district technologies before or after school
- Online communications linking between school, parents and community are in the beginning stages
- There is a lack of public access to district learning technologies and training
- There is minimal use of technology for community-wide communications

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### **POSSIBLE STRATEGIES**

- Meet with governmental units, businesses and groups to determine needs and opportunities
- Conduct a community survey to determine the interest level for technology-based classes
- Create a community infrastructure and network of users to optimize school-related communications through technology

## **Curriculum and Instruction Gap Analysis**

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### **CURRENT REALITY**

- The district does not have a formalized, board-approved technology curriculum
- Students current access to technology across the district is limited to once or twice a week in the computer lab where they access some software on average of once per year
- Based on certified staff surveys, most teachers reported functioning at a beginner-with-support level to plan technology-supported lessons
- Students at the same grade levels are receiving varying degrees of technology instruction and integration dependent on technology availability and teacher skills
- Current technology deployments and technology curriculum do not address the district's special needs population
- The district does not currently use technology to address academic progress toward standardized test scores

### **FUTURE...BEST CASE**

- The district has formalized and adopted a technology scope and sequence for integrating technology into classrooms - which is aligned with the 21<sup>st</sup> Century Skills, Illinois State Technology Plan and Learning Standards, NETS, and the enGauge framework for effective technology use
- Technology deployments allow for anytime, anywhere learning for students as well as staff who have the skills to use technology for instruction, research and assessment
- The district employs educational strategies and deploys assistive technologies for students with special learning needs
- Technologies are in place to measure academic progress for all students and allow teachers to identify instructional needs of individuals and groups of students

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### **GAP ANALYSIS**

- A district technology curriculum that aligns to Illinois State Learning Standards and addresses all levels of students learning is not currently in place
- Student learning activities involving technology vary from classroom to classroom and activities are primarily literacy-based with limited integrating uses
- Funding is always difficult to procure for technology and professional development stipends, trainers, etc.
- Assistive technologies are not always available for the special needs population

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### **POSSIBLE STRATEGIES**

- Develop and implement district-wide technology curriculum aligned with Illinois State Standards
- Address professional development needs for teaching staff in the areas of engaged learning and technology integration into the curriculum
- Acquire appropriate technologies to measure academic progress and prepare students for standardized tests

## **Professional Development Gap Analysis**

### **CURRENT REALITY**

- There is not a formalized professional development program in the district
- New staff members are briefly introduced to the technology resources, capabilities and procedures, however there is no comprehensive program in place for ongoing follow-up
- Certified staff surveys indicate the following:
  - Approximately 50% of certified staff are unaware of the national and state technology standards for teachers
  - Evaluation process does not currently measure the effective use of technology in the classroom or technology literacy level of staff
  - 60% of the certified staff would like training in technology integration
  - Teachers are getting more comfortable using technology for professional tasks but are in need of techniques to integrate the technology effectively into the curriculum
- Technology integration in the curriculum is happening at different levels district-wide
- New hires are not expected to meet technology standards or literacy levels prior to being hired

### **FUTURE...BEST CASE**

- The district provides a formalized program, organizes training courses and allows the time necessary to effectively implement the technology scope and sequence for technology integration in the classroom
- Teachers feel confident in designing, implementing, and assessing technology-based activities in the classroom
- Certified, non-certified, and administrative staff are all included in a comprehensive, formalized professional development program
- The district requires prospective applicants to demonstrate district-standard technology skills prior to employment
- Staff evaluations use a standardized instrument to evaluate the teacher effectiveness within the classroom and knowledge of current technology
- New staff members are formally introduced to technology resources, capabilities and procedures and are provided opportunities for ongoing mentoring

### **GAP ANALYSIS**

- There is no formalized, organized professional development plan currently in place for the district, which would allow teachers time to develop and/or integrate a district-wide technology curriculum into the classroom.
- An instrument to assess teacher effectiveness within the classroom and teacher knowledge of technology is not present.

### **POSSIBLE STRATEGIES**

- Expand and formalize a comprehensive professional development plan which encompasses all district staff
- Design a district-wide committee to develop:
  - Set of technology standards aligned with curriculum.
  - Plan for on-going technology training for staff.
  - Evaluation tool to effectively monitor teacher integration of technology into the classroom.

## **Technology Deployment and Sustainability Gap Analysis**

### **CURRENT REALITY**

- Technology equipment is standardized throughout the district with each building housing a computer lab and each classroom a networked workstation
- Teacher and student access to technology for classroom use is limited to the one computer in a classroom or lab signup times
- Teacher surveys indicate that technology staff is available for tech support 60% of the time and can be difficult to reach when working on classroom technology projects as well as when seeking help in integrating technology into the curriculum
- An online work order and tracking system is in place, but is not always operational
- Network infrastructure is in need of updates to meet current technology requirements
- A workstation replacement plan is currently in place with workstation replacement every five years.
- Technology policies and procedures are in place, but not always communicated clearly to staff
- Technology department communications are not regular and do not address areas of professional development, curriculum, and technology plan initiatives

### **FUTURE...BEST CASE**

- Current technology hardware, software, projectors, cameras, and laptops are readily available as needed to facilitate learning and allow for anytime, anywhere learning
- Technology department has adequate personnel to not only maintain software, hardware, and infrastructure, but is available to aid teachers when integrating technology in classroom projects
- Staff is aware of and adequately trained on available technology solutions
- A streamlined user-friendly work order system is easily available to all staff to document facility, hardware, and software needs
- Technology policies and procedures are clearly documented and communicated to all staff
- Network and technology is maintained, available 24/7, and is accessible from all educational facilities
- Technology department communications are regular and informative on current events – professional development opportunities, classroom implementation ideas, current projects and tech plan initiatives, software availability, web site developments, etc.

### **GAP ANALYSIS**

- More technology equipment and support is required to facilitate anywhere, anytime learning
- Added equipment translates to additional infrastructure requirements and the need to add technology support personnel to maintain equipment and support users
- Online work order system needs to be updated or replaced to fit maintenance and technology department needs
- Many staff members are unaware of board policies that are currently in place and are untrained on technology solutions that exist. Communication from technology department needs to be more regular to keep staff informed of current events.

### **POSSIBLE STRATEGIES**

- More workstations, projectors, laptops, and software licenses are continually required to improve technology availability for staff and students.
- Evaluate alternatives for improved networking with Simon and Seward.
- Improve awareness of technologies through better communication, such as a periodic newsletter.
- Introduce a streamlined work order system and train staff on its use.
- “Needs Assessment” to verify that hardware, software, and support for other groups’ needs are identified and addressed

## **ACTION PLANS**

The following pages contain our action plans for Winnebago Schools. Our District Improvement/Technology Plan is extensively supported both internally and externally in the following ways:

- District Administration
  - Committed to providing release time and necessary resources for professional development
  - Budgeted local funds as necessary for technology improvements and initiatives
- Building Administration
  - Committed to providing release time and necessary resources for professional development
  - Providing local newspaper with bi-weekly school news and special events
  - Creating and implementing a technology scope and sequence
- Technology Department
  - Providing technical support to teachers, classrooms, and offices
  - Ensuring network up-time to support classroom activities
- Parent Teacher Organization
  - Financial support
- Regional Office of Education, RESPRO, KIDS, and LTC2 East
  - Financial support
  - Workshops
  - Individual consultations
- Community Businesses
  - Financial support
- Local Newspaper (Gazette)
  - Publishing school news in a bi-weekly format
  - News stories for special events

## Community Involvement Action Plans

<b>COMMUNITY INVOLVEMENT SMART GOAL #1</b>				
90% of parents and community members will be satisfied with communications between school and community				
<b>Rationale for Goal (as determined by data analysis)</b>				
<ul style="list-style-type: none"> <li>• Parent surveys indicate that only 37.2% of parents receive regular communication of the role technology plays in our schools and many comments indicate a need for enhanced online communications</li> <li>• Comments from parent surveys indicate online calendars are used, but are not always accurate or user friendly</li> <li>• Parent Advisory Council summary identifies communication as a weakness of the district</li> </ul>				
<b>Strategies/Action Steps</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Budget</b>	<b>Status (as of 9/8/2006)</b>
Develop a comprehensive communications plan to encompass all stakeholders – internal staff, community, and students	Summer 2005	Superintendent and Board Communications Committee	No Cost	Ongoing
Develop a partnership with the community newspaper	Summer 2005	Superintendent and Board Communications Committee	No Cost	Complete Summer 2005
Identify communications network routing staff for each building and develop procedures, forms, and guidelines to facilitate the routing of news items	Summer 2005	Superintendent, Building Administrators, and Technology Director	No Cost	Complete Summer 2005
Hire consultant to facilitate district public relations and aid in the creation of public relations/news publishing procedures	Summer 2005	Superintendent, School Board	\$1,500 Local Funds	Complete Summer 2007
Establish stipends for information routing staff and internal newsletter editor (estimated 2 hours per week extra time for 6 staff)	Summer 2005	Superintendent, School Board	\$7,200/yr Local Funds	Complete Summer 2005
Expand district web site and purchase software licensing that will enable designated district staff to directly publish approved content to the web	Summer 2005	Technology Director	\$3,000 Local Funds	Complete Summer 2005



Restructure online calendar web page to be more user friendly for community	Summer 2005	Technology Director	No Cost	Complete Fall 2005
Implement news service with electronic routing, internal newsletters, and newspaper submissions	Fall 2005	Information Routing Staff, Technology Director, Communications Consultant	No Cost	Complete Summer 2005
Train office personnel on WebEvent calendar input and maintenance to create a distributed calendar environment that can be maintained by responsible personnel and contain correct, up-to-date information on school events	Fall 2005	Technology Director	No Cost	Complete Spring 2007
Provide online access for parents to grades, homework, classroom home pages, etc for high school and middle school	Fall 2005	Superintendent, Technology Director, Building Principals	\$2000 Annually	Complete Spring 2006
Survey all stakeholder groups to evaluate effectiveness of communications network and ask for suggestions for further improvements the district can make in community involvement/communications	Spring 2007 – Summer 2007	Communications Director	\$200 Local Funds	Ongoing
Evaluate communications network based on surveys and make recommendations for necessary improvements	Summer 2007	Communications Director	No Cost	Ongoing
Survey local businesses and governmental agencies to identify future joint projects	Spring 2008	Communications Director	\$200 Local Funds	Ongoing
Create a communication link between home and district using local media and website	Spring 2005	Superintendent, Building Administrators, Technology Director	No Cost	Complete Summer 2005
Survey the community on topics that deal with district and community concerns about student achievement	Summer 2005	Superintendent, Building Administrators, Technology Director	No Cost	Complete Fall 2005
Development of District Strategic Planning to focus on areas that affect student achievement performance	Spring 2005- Fall 2008	Superintendent, Principals, School Board	\$20,000	Complete Spring 2007 - Ongoing

Purchase service for emergency calling system for parent/staff notification via home/cell/work numbers for school closings and announcements	Fall 2007	Superintendent, Technology Director, Safety Coordinator	\$5,000	In Progress
<p><b>Evidence of Progress</b></p> <ul style="list-style-type: none"> <li>• Newspaper articles in weekly Gazette featuring district and classroom news</li> <li>• Internal newsletters</li> <li>• Distribution of school news</li> <li>• Information posted on district website</li> </ul>				
<p><b>Evidence of Success</b></p> <p>Results of a follow-up community survey indicate 90% satisfaction with district communication</p>				
<p><b>Professional Development Needs</b></p> <ul style="list-style-type: none"> <li>• WebEvent calendar maintenance and input</li> <li>• Digital image editing</li> <li>• Web publishing technique and editing software</li> <li>• Board policy on web publishing</li> </ul>				
<p><b>Methods to Gather Evidence (Data Collection):</b></p> <ul style="list-style-type: none"> <li>• Community Surveys</li> </ul>				

## Curriculum and Instruction Action Plans

<b>CURRICULUM AND INSTRUCTION SMART GOAL #1</b>				
Increase ISAT scores in the areas of reading and math by 7% annually.				
<b>Rationale for Goal (as determined by data analysis)</b>				
<ul style="list-style-type: none"> <li>• Students current access to technology across the district is limited to once or twice a week in the computer lab where they access some software on average of once per year</li> <li>• The district does not currently use technology to address academic progress toward standardized test scores</li> <li>• Students at the same grade levels are receiving varying degrees of technology instruction and integration dependent on technology availability and teacher skills</li> </ul>				
<b>Strategies/Action Steps</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Budget</b>	<b>Status (as of 9/8/2006)</b>
Form a Technology Integration Team	Fall 2005	Superintendent, Technology Director, Building Principals	No Cost	In Progress
Develop a plan to assure that all students have basic technology skills before they graduate	Fall 2005-Spring 2006	Technology Integration Team	No Cost	
Identify and implement technology applications based on SBR that can be used to identify individual student deficiencies and provide early intervention assessments through NWEA to help the student meet the Illinois Learning Standards	Fall 2006-Spring 2007	Technology Integration Team, Principals, and Teachers	\$50,000 annually	Complete Spring 2007
Hire a Curriculum Literacy Specialist to work with grades K-12	Fall 2005	Superintendent	\$35,000 annually	Complete Summer 2007
Hire a Reading Coach to work with grades K-12	Fall 2005	Superintendent	\$35,000 annually	Complete Fall 2006
Hire a Math Coach to work with grades 6-12	Fall 2005	Superintendent	\$35,000 annually	

<p>Identify and implement technology applications based on SBR that can be used to identify individual student deficiencies and provide early intervention assessments through NWEA to help the student meet the Illinois Learning Standards</p>	<p>Fall 2006-Spring 2007</p>	<p>Technology Integration Team, Principals, and Teachers</p>	<p>\$50,000 annually</p>	<p>Complete Fall 2005</p>
<p>Implementation of engaged learning activities in the classroom with appropriate software, hardware, and supplies.</p>	<p>Fall 2007-Spring 2008</p>	<p>Technology Integration Team, Principals, and Teachers</p>	<p>\$2,000-\$4,000</p>	<p>Ongoing</p>
<p>Examine district curriculum to meet the standards set by the Illinois Learning Standards</p>	<p>Fall 2005</p>	<p>Curriculum Council Committee, Principals, Superintendent</p>	<p>No Cost</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> <li>• Adoption of the Illinois Curriculum Frameworks as basis of all district curriculum</li> </ul>	<p>Spring 2006</p>	<p>Curriculum Council Committee, Principals, Superintendent</p>	<p>No Cost</p>	<p>Complete Fall 2005</p>
<ul style="list-style-type: none"> <li>• Organization of special education teachers and special education instruction</li> </ul>	<p>Winter 2005-Fall 2005</p>	<p>Superintendent, Principals</p>	<p>\$5,000-\$7,000</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> <li>• School Improvement Plans will be used exclusively as the framework of school improvement</li> </ul>	<p>Spring 2005-Fall 2008</p>	<p>Principals</p>	<p>\$50,000</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> <li>• Development of District Strategic Planning</li> </ul>	<p>Spring 2005-Fall 2008</p>	<p>Superintendent, Principals, School Board</p>	<p>\$20,000</p>	<p>Complete Spring 2007</p>
<p><b>Scientifically Based Research Supporting This Goal/Strategies</b></p> <ul style="list-style-type: none"> <li>• Winnebago School District Report Card 2003-2004</li> <li>• <i>A Meta-Analysis of the Effectiveness of Teaching and Learning With Technology on Student Outcomes</i> Hersh C. Waxman, Meng-Fen Lin, Georgette M. Michko</li> </ul>				

**Evidence of Progress**

- By the end of the school year 2005-2006 the Technology Integration Team will have been formed and the Technology Integration Plan will have been developed and presented to the District for adoption.
- By the end of the school year 2006-2007 the District will have implemented and have conducted Staff Development courses on the use of applications that can be used to identify individual student deficiencies.
- By the end of the school year 2006-2007 the District will have conducted Staff Development courses on the implementation of Engaged Learning Activities in the classroom

**Evidence of Success**

ISAT scores, lesson plans with artifacts, NWEA scores

**Professional Development Needs**

Needs based training

***How does acquired technology integrated into the school curriculum and affect student achievement: (Brief Narrative)***

The acquired assessments applications will be used to identify individual student deficiencies and prescribe lessons to help the students meet the Illinois learning standards.

<p><b>CURRICULUM AND INSTRUCTION SMART GOAL #2</b>          Establish and implement a scope and sequence for the use and integration of technology in the classroom that is aligned with the National and Illinois State Technology and Learning Standards</p>				
<p><b>Rationale for Goal (as determined by data analysis)</b></p> <ul style="list-style-type: none"> <li>Winnebago schools currently have no formal, approved technology curriculum.</li> <li>Illinois has officially adopted the NETS standards as the Illinois Technology standards.</li> </ul>				
<b>Strategies/Action Steps</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Budget</b>	<b>Status (as of 9/8/2006)</b>
Create a sub-committee from the District Technology Plan Committee	Summer 2005	Technology Committee Chair(s), Committee Members	No Cost	Complete Spring 2006 - Ongoing
Research the NETS and what other school districts are doing with implementation of technology curriculum	Summer 2005-Fall 2006	Technology Committee Sub-Committee	No Additional Cost	In Progress
Implement the NETS Framework K-2	Fall 2006	Technology Committee Sub-Committee, Technology	No Cost	
Implement the NETS Framework 3-5	Fall 2007	Director, Principals	No Cost	
Implement the NETS Framework 6-8	Fall 2008		No Cost	
Implement the ISTE Framework 9-12	Fall 2009		No Cost	
<p><b>Scientifically Based Research Supporting This Goal/Strategies</b></p> <ul style="list-style-type: none"> <li>NETS-S Framework K-8 Grade</li> <li>ISTE Framework 9-12 Grade</li> </ul>				
<p><b>Evidence of Progress</b></p> <ul style="list-style-type: none"> <li>Scope and sequence for technology framework.</li> </ul>				
<p><b>Evidence of Success</b>          Students will have a foundation of technology skills to build upon yearly.</p>				
<p><b>Professional Development Needs</b>          Familiarize teachers with NETS. Teachers need to know what software and hardware are available in the district and training.</p>				
<p><b>How does acquired technology integrated into the school curriculum and affect student achievement: (Brief Narrative)</b>          Teachers will become proficient in spiraling technology skills into the curriculum.</p>				

<b>CURRICULUM AND INSTRUCTION SMART GOAL #3</b>				
Students with disabilities will increase 3.5% annually in reading and math to meet NCLB's Safe Harbor requirements				
<b>Rationale for Goal (as determined by data analysis)</b>				
<ul style="list-style-type: none"> <li>• The student with disabilities subgroup did not make adequate yearly progress in the academic areas of reading and math in 2004.</li> <li>• Lack of organized instruction methods by special education and regular education teachers</li> <li>• Limited use of current best practices in education in dealing with special education students</li> </ul>				
<b>Strategies/Action Steps</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Budget</b>	<b>Status (as of 9/8/2006)</b>
Focus meetings with special education staff	Winter 2005	Superintendent	\$2,000	Complete Spring 2005
Development of the organization of the district's special education department PreK-12 grade	Spring 2005	Superintendent, Principals, Winnebago Special Education Co-Op	\$2,000-\$4,000	Ongoing
Implementation of special education "best practices" within the district in the areas of reading and math	Fall 2005 - Spring 2008	Superintendent, Principals, Winnebago Special Education Co-Op	\$10,000-\$15,000	Ongoing
Provide staff development opportunities to regular education and special education teachers	Fall 2005-Summer 2008	Superintendent, Principals, Winnebago Special Education Co-Op	\$25,000	Ongoing
Creating a system of support for students who would be labeled "at-risk" or classified as special education (response to intervention)	Fall 2005 - Spring 2008	Superintendent, Principals, Winnebago Special Education Co-Op	\$10,000 annually	Ongoing – must be complete by 2010
<b>Scientifically Based Research Supporting This Goal/Strategies</b>				
<ul style="list-style-type: none"> <li>• <u>Inclusive Schooling Practices: Pedagogical and Research Foundations</u>, by McGregor, G. and Vogelsberg, R.T. of the Rural Institute on Disabilities, University of Montana, January 1998.</li> <li>• <u>Promising Practices and Future Directions for Special Education</u>, November 1993, National Information Center for Children and Youth with Disabilities</li> </ul>				

<b>Evidence of Progress</b> <ul style="list-style-type: none"><li>• By 2005, the students with disabilities subgroup within the district will be making adequate academic gains in reading and math.</li><li>• By 2007, all subgroups, including students with disabilities, will meet or exceed requirements set forth by NCLB.</li></ul>
<b>Evidence of Success</b> <p>Students with disabilities will make adequate yearly progress on an annual basis.</p>
<b>Professional Development Needs</b> <p>Needs based training</p>
<b><i>How does acquired technology integrated into the school curriculum and affect student achievement: (Brief Narrative)</i></b> <p>The acquired assessments applications will be used to identify individual student deficiencies and prescribe lessons to help the students meet the Illinois learning standards.</p>



## Professional Development Action Plans

<b>PROFESSIONAL DEVELOPMENT SMART GOAL #1</b>				
90% of district teachers will be able to effectively utilize regular and assistive technologies within the classroom setting.				
<b>Rationale for Goal (as determined by data analysis)</b>				
<ul style="list-style-type: none"> <li>• There is no organized district plan to assure that all staff participate in technology training and implement technology into the classroom.</li> <li>• 60% of the certified staff would like training in technology integration within the curriculum.</li> <li>• Technology integration in the curriculum is occurring at different levels district-wide.</li> </ul>				
<b>Strategies/Action Steps</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Budget</b>	<b>Status (as of 9/8/2006)</b>
Develop a Professional Development Committee which includes at least: One teacher from each building; Technology Director; special education teacher, one elementary administrator; and one Middle/Secondary administrator.	October 2005	Technology Director and Building Administrators	\$10,500 annually for stipends	Complete Spring 2006
A minimum of one District SIP Day to technology development, collaboration, and integration.	October 2005- April 2008	Principals, Superintendent, Technology Director, Technology Specialists	\$4,000	Complete Spring 2006
Release time will be provided to teachers to help in collaborating technology concepts	Summer 2006- December 2008	Principals	\$8,000-\$10,000	
Research professional standards for technology. Look at current and future technology curriculum based on NSCD standards. Review NETS and IPTSA.	October 2005 – June 2006	Technology Professional Development Committee (TPDC)	No Additional Cost	Complete Spring 2006
Develop and document a set of competencies for staff members based on grade level curriculum in Math and Reading and research completed.	June 2006	Technology Professional Development Committee	No Additional Cost	

Implement technology mentoring for new and existing staff members using staff members that are technology proficient.	June 2006	Technology Professional Development Committee/ Technology proficient staff members	\$10,000 stipends	
Formalize a pay scale for internal trainers. Look into incentives for attendees of training sessions.	October 2005	Winnebago School Board, Superintendent	No Cost	Complete Spring 2006
Identify the district trainers	Fall 2006	Admin Council	No Cost	Ongoing
Implement training sessions to improve training accessibility – train the trainer model	December 2006- Spring 2008	TPDC and Technology proficient staff members, Curriculum Director	\$20,000	In Progress
Develop and incorporate timeframes, course work, and locations for technology training sessions that focus on Math and Reading.	Fall 2006	TPDC and Curriculum Director	No Additional Cost	In Progress
Provide sustained professional development opportunities for all district staff to maintain the status of “highly qualified” instructors.	Fall 2005 – Summer 2008	Superintendent, Principals, Curriculum Director	\$50,000	In Progress
Actual training sessions that can be integrated in the classroom being attended by Winnebago staff.	January 2007 – Summer 2008	Technology Professional Development Committee/ Technology proficient staff, Curriculum Director	\$50,000	In Progress
<b>Evidence of Progress</b> <ul style="list-style-type: none"> <li>• An active committee is developed.</li> <li>• Committee has a set of competencies in place based on grade level curriculum/ research.</li> <li>• The offering and completion of technology training classes.</li> </ul>				
<b>Evidence of Success</b> Staff members utilizing technology training in the classroom. District evaluation form to assess the effectiveness of the technology session. Evaluation of use of technology in the classroom.				
<b>Scientifically Based Research</b> <ul style="list-style-type: none"> <li>• National Staff Development Council Professional Development Standards</li> </ul>				
<b>How does acquired technology integrated into the school curriculum and affect student achievement: (Brief Narrative)</b> Teachers will become proficient in integrating technology into the curriculum. Software can be used to measure and enhance student progress in all curricular areas.				

## Technology Deployment and Sustainability Action Plans

<b>TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY SMART GOAL #1</b>				
All classrooms will have access to necessary technologies to support the goals stated in curriculum and instruction, professional development, and community involvement action plans.				
<b>Rationale for Goal (as determined by data analysis)</b>				
<ul style="list-style-type: none"> <li>• Teacher and student access to technology for classroom use is limited.</li> <li>• More technology equipment and support is required to facilitate anywhere, anytime learning</li> <li>• Added equipment translates to additional infrastructure requirements and the need to add technology support personnel to maintain equipment and support users</li> </ul>				
<b>Strategies/Action Steps</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Budget</b>	<b>Status (as of 9/8/2006)</b>
Rearrange McNair elementary lab to make it more teacher and student friendly	Summer 2005	Technology Department	\$4,500 Local Funds	Complete Summer 2005
Purchase, install, configure and test web publishing software (macromedia and contribute) for ease of individuals publishing to the web site	Summer 2005	Technology Department	\$5,000 Local Funds	Complete Summer 2006
Design and install PLTW Lab for WMS	Summer 2005	Technology Department	\$60,000 Local Funds	Complete Summer 2005
Purchase and redeploy hardware and as outlined in hardware replacement policy	Summer 2005	Technology Department	\$75,000 average per year Local Funds	Complete Summer 2005
Address personnel requirements to support and maintain district systems efficiently – Hire additional .5 time personnel	Summer 2005	Superintendent, School Board	\$8,000 Local Funds	Complete Summer 2005
Maintain current T1 connection to ICN for Internet services	Summer 2005	Technology Director	\$7,500 per year Local Funds/Erate	Complete Summer 2005
Migrate proxy server/firewall as needed to new hardware and upgrade NOS and other software to latest available versions	Fall 2005	Technology Department	\$6,000 Local Funds	Complete Spring 2006

Integrate a technology needs assessment process defining hardware/software/training into the curriculum review process	Fall 2005 – Spring 2006	Curriculum Review Committee, Superintendent, Technology Director,	No Cost	
Perform gap analysis against current technology deployment	Fall 2006	Technology Director	No Cost	
Purchase and redeploy hardware and as outlined in hardware replacement policy	Summer 2006	Technology Department	\$75,000 average per year Local Funds	Complete Summer 2006
Design and install PLTW Lab for WHS	Summer 2006	Technology Department	\$3,500 Local Funds	Complete Summer 2006
Evaluate and purchase new antivirus contract	Summer 2006	Technology Director	\$5,000-10,000 Local Funds	Complete Summer 2006
Maintain current T1 connection to ICN for Internet services	Summer 2006	Technology Director	\$7,500 per year Local Funds/Erate	Complete Summer 2006
Update wireless connections between remote schools	Summer 2007	Technology Director	\$20,000-30,000 Local Funds	
Purchase additional laptop carts for middle/high school student use	Summer 2006	Technology Director	\$50,000 Local Funds	Complete Summer 2006
Network Security Analysis	Spring 2007	Technology Department	\$2,500 Local Funds	
Migrate servers in phases to Netware Open Enterprise Server and Suse Linux	Summer 2006 – Summer 2007	Technology Department	\$8,500	Complete Summer 2006
Technology department staff training on Novell and Linux Open Enterprise Server	Spring 2006 – Summer 2007	Business Manager, Technology Department	\$5000-8,000 Local Funds	Complete Spring 2007
Install, test and deploy Novell iFolder for secure access to network documents	Summer 2007	Technology Department	\$3,000	
Purchase and redeploy hardware and as outlined in hardware replacement policy	Summer 2007	Technology Department	\$80,000 avg /year Local Funds	Complete Summer 2007
Add Additional T1 connection to address bandwidth needs for Internet connectivity	Summer 2007	Technology Director	\$15,00 per year Local Funds/Erate	Complete Summer 2007

Staff purchase program for personal computers	Spring 2007	Technology Director, Business Manager	\$1,000 Local Funds	Complete Spring 2007
Provide updates of progress of district improvement/technology plan and adjustments to the overall district improvement	Fall 2005-Spring 2008	Superintendent, Principals, Technology Director, School Board	No Cost	In Progress
<p><b>Evidence of Progress</b></p> <ul style="list-style-type: none"> <li>• Inventory of hardware and software</li> <li>• Quarterly reporting to Superintendent and School Board on initiatives and projects</li> </ul>				
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>• Hardware and software inventories</li> <li>• Work logs for infrastructure components</li> </ul>				
<p><b>Professional Development Needs</b></p> <ul style="list-style-type: none"> <li>• Technology department staff needs continued training to keep up to date on infrastructure components</li> <li>• Staff updating web site need training on software programs</li> <li>• Ongoing professional development is needed for staff on programs and systems that are available in the district as well as new systems</li> </ul>				

<b>TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY SMART GOAL #2</b>				
<p>The District will purchase, create, communicate, and assess policies, procedures and systems to create an efficient system of technology support, use and procurement to support the needs for professional development, community relations, and curriculum and instruction as well as building security and administrative purposes.</p>				
<p><b>Rationale for Goal (as determined by data analysis)</b></p> <ul style="list-style-type: none"> <li>• Online work order system needs to be updated or replaced to fit maintenance and technology department needs</li> <li>• Many staff members are unaware of board policies that are currently in place and are untrained on technology solutions that exist. Communication from technology department needs to be more regular to keep staff informed of current events.</li> </ul>				
<b>Strategies/Action Steps</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Budget</b>	<b>Status (as of 9/8/2006)</b>
Install phase one of automated cafeteria software system (one cafeteria)	Fall 2005	Technology Department, Food Services Director	\$6,000	Complete Sept 2005
Maintain telephone lines and service contracts as needed for communications	Summer 2005	Business Manager, Technology Director	\$17,500 annually Local Funds/Erate	Complete Summer 2005
Install phase one of security cameras in high school	Winter 2005	Technology Director	\$15,000 Local Funds	Complete Dec 2005
Install and configure domain controller for Windows server active directory environment	Winter 2005	Technology Director	\$4,000	Complete Dec 2005
Migrate transportation systems to Windows server environment	Winter 2005	Technology Director	\$15,000 Local Funds	Complete Spring 2006
Review current acceptable use policies for staff and students	Fall 2007	Board of Education	No Cost	In Progress
Install phase two of automated cafeteria software system (central management)	Spring 2006	Technology Director	No Cost	Complete Fall 2006
Maintain telephone lines and service contracts as needed for communications	Summer 2006	Business Manager, Technology Director	\$19,000 annually Local Funds/Erate	Complete July 2006
Revamp work request systems for technology and maintenance departments	Summer 2006 – Spring 2007	Technology Department	\$500-\$5,000 Local Funds	

Create a communications plan to inform internal staff, board, and parents of technology events, happenings, projects, policies, goals and initiatives within the district	Spring 2006	Technology Director, Technology Committee, Superintendent, Communications Committee, Communications Director	No Cost	Ongoing
Begin the process of evaluating finance and student software systems with a team of stakeholders with the intent of moving from the current system in place	Spring 2006	Technology Director, Building Principals, Business Manager,	No Cost	Complete – Student software Postponed – Finance Software
Install password management system to sync passwords between systems	Summer 2007	Technology Department	\$2,000	In Progress
Purchase and implement new student information system	Summer 2007	Technology Department	\$80,000	Complete Summer 07 – Implementation in progress
Purchase and implement new finance and human resources software package	Summer 2008	Technology Department	\$40,000	Postponed Indefinitely
Install phase three of automated cafeteria software system (additional schools online)	Fall 2006	Technology Director	\$10,000	Complete Fall 2006
Evaluate current Nextel direct connect phones for emergency and communications	Fall 2006	Technology Director and Business Manager	No Cost	Complete Fall 2006
Maintain telephone lines and service contracts as needed for communications	Summer 2007	Business Manager, Technology Director	\$20,000 annually Local Funds/Erate	Ongoing/Annual
Investigate cellular competition with Nextel and enter into new contract with a company that will meet district needs	Summer 2007	Technology Director and Business Manager	\$7200 annual Cost Local Funds/Erate	Complete Fall 2006
Create procedure for software and hardware evaluation, approval, and purchasing for district employees interested in purchasing technology-related items	Fall 2006	Technology Director, Technology Committee, Administrative Council	No Cost	
Phase one of SIF integration	Fall 2007	Technology Director	\$10,000 Local Funds	Postponed until Fall 08

Install second phase of security cameras in high school and middle school	Summer 2007	Technology Director	\$10,000 Local Funds	Complete Fall 2006
<b>Evidence of Progress</b> <ul style="list-style-type: none"><li>• Board Policy manual</li><li>• Regular communications of improvements and technology initiatives to staff, administration, and board</li></ul>				
<b>Evidence of Success</b> <ul style="list-style-type: none"><li>• Board Policy manual</li><li>• Technology newsletters and/or web pages to staff, administration, and board</li><li>• Work request system allows for automated reporting of work tracking for tech and maintenance staff</li></ul>				



## **ASSESSMENT and EVALUATION**

***See Action Plans for assessment and evaluation of each section***

- ***Overall Plan Impact on Student Achievement***
- ***Community Involvement***
- ***Curriculum and Instruction***
- ***Professional Development***
- ***Technology Deployment and Sustainability***

## **TIMELINE**

Please see Action Plans for timelines of strategies as they relate to each section.

## **BUDGET and FINANCIAL PLAN**

Please see Action Plans for budgets as they relate to each section.

## APPENDIX

1. [Superintendent's Letter](http://www.winnebagoschools.org/techplan/appendices/supt_letter.pdf)  
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