

ILLINOIS e-Plans

TECHNOLOGY INTEGRATION PLAN TEMPLATE

DISTRICT INFORMATION: All district information and fields must be completed in this form.

Technology Integration Plan (TIP) Contact—Name and contact information of the district contact person who is able to answer questions concerning the content of the technology plan. RCDT information can be found at website—<http://www.isbe.net/sis>

District Name	Winnebago Community Unit School District 323		
District address	304 East McNair Road		
City/State/Zip	Winnebago, IL 61088	RCDT Number	041013230260000
Superintendent Name	Dr. Dennis M. Harezlak	Superintendent e-mail address	Harezlad@winnebagoschools.org
District Phone Number	815-335-2456	District Fax Number	815-335-7574
TIP Contact Name	Lynnette A. Sawyer	TIP Contact e-mail address	sawyerl@winnebagoschools.org
TIP Contact Phone Number	815-335-3101 z147	TIP Contact Fax Number	815-335-7574

2. Check appropriate line:

X Original Submission —Check this line if this is the first submission of a 3-year technology plan by your district.

Amended Submission—Check this line for any resubmission of the plan (returning for peer review, etc)

3. Annual Review – Write the date of the Annual Review of your district's approved 3-year technology plan if there are no major changes to the plan.

The plan was reviewed and evaluated on _____
(month/day/year)

4. Mid Course Correction - Check this line if during your Annual Review you had major changes to the plan. Midcourse Corrections will require a Peer Review of the plan.

Mid course correction was needed yes no

VISION:

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 things 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 district vision.

*Winnebago School District fosters a community of learners to succeed in a continuously changing, technology-rich environment. To fulfill this goal the district will **continue to expand and support** the technology needed for **administrative purposes** and to ensure students are prepared for future learning. Teachers will integrate **instructional technology** into the curriculum. As the district continues to grow, greater emphasis will be placed on the utilization of **telecommunications** and **information technology** to excel in a global society.*

SECTION 1: DATA AND ANALYSIS: Section I, Part A – Report Card Data

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

SUMMARY

- According to the 2007 district report card, the district met its AYP goals for the year 2006-2007.
- According to the 2007 district report card, only 48.6% of students with disabilities met AYP in reading and only 63.3% met AYP in math.
- The economically disadvantaged subgroup has seen a steady decline in ISAT reading scores in the past year for grades 4-8. The number of grade 11 students meeting and exceeding on the PSAE reading test has increased by 7.5% over the past year, however the percentage of economically disadvantaged students meeting and exceeding in the area of reading has decreased significantly over the last three years.

ANALYSIS

The 2007 district report card shows slow but steady growth over the past 8 years, but a number of larger classes enrolled at the high school level indicating that enrollment will likely remain steady in coming years unless a significant growth in housing is seen. Curriculum work must focus on the areas of reading and math for the general student population with special focus on the economically disadvantaged students and students with disabilities in order to keep within the safe harbor requirements.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- NCLB mandates that all students meet AYP by the year 2014. By 2011 85% of all students and subgroups must meet state standards.
- The District only recently began analyzing data and trends based on NCLB sub-groups.
- The District is not providing adequate assistive technologies for students with disabilities.

- Students with disabilities often miss out on enrichment activities as they are being provided with additional remedial help in order to bring them up to grade level.
- Integration of technology into the curriculum is not a current District requirement or expectation for all classrooms and curricular areas in the district.

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 must develop specific strategies to improve the academic achievement and performance of economically disadvantaged students and students with disabilities in all grades.

Section I, Part B – Local Assessment Data (OPTIONAL)

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

- NWEA MAP (Northwest Evaluation Association - Measure of Academic Progress) Scores for 2006-2007 – Grades 2-8
- AIMSWeb – Grade K-3
- ACT and SAT Test Scores – Grade 11 and 12
- Accelerated Reader – Grades 1-8
- STAR Reading – Grades 6-8
- School Improvement Plans
- Survey of Certified Staff - December 2007
- Survey of Students – December 2007

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

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

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 Curriculum Integration.

Section I, Part C – Other Data

Item 1 - Attributes and challenges of the district and community that have affected student learning

Description – Provide a description of other data collected during the development of 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

- District Report Card – 2007
- Census Reports – [Census Factfinder](#) and [ZipSkinny.com](#)
- District Budget FY2008
- Winnebago CUSD 323 Strategic Plan 2010
- Winnebago CUSD 323 Technology and District Improvement Plan 2005-2008
- School Improvement Plans - 2006
- Survey of Certified Staff - December 2007
- Survey of Students – December 2007

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

SUMMARY

- Results of student surveys given to students in grades 3-12 indicate the following:
 - 92.7% responded that they use technology to do research, 82.6% make presentations
 - 70.9% indicated that they find assignments easier when using technology
 - 76.3% either strongly agree or agree that the computers at school help them to learn
 - 26.4% rate their own technology skills as excellent while 73.2% rate their technology skills as average or good
 - 23.7% use technology daily and 45.4% use technology on a weekly basis at school while 24.8% indicate they only use technology 2-4 times per month
- Results of student surveys given to students in grades 6-12 indicate the following:
 - 97.9% of students indicated that they have the technology skills to complete classroom assignments
 - 60.4% agree or strongly that the school provides them with the technology training they need to enter college or business after graduation while 26.6% had no opinion
 - 75.6% of students indicate they use technology in science, 51.3% in social studies, and 45.6% in English
- Enrollment trends indicate a higher number of students in grades 9-12 than in the lower grades per graduating class indicating that enrollments will either decrease or stay steady once the larger classes graduate in the next four years. These enrollment trends have

driven the need for additional classroom space in the middle and high schools.

- District population has seen slow but steady growth over the past five years. Percentages of economically disadvantaged students and ethnic minorities have also significantly increased. Truancy rates have been reduced dramatically in the past year while attendance, mobility, parental involvement, and graduation rates have stayed relatively steady over an eight-year period.

Budget Analysis Summary

- Current budget figures and projections indicate positive balances in all funds with the exception of Operations and Maintenance.
- Current staffing levels indicate a 17 to 1 pupil to teacher ratio and a 198 to 1 administrator to pupil ratio, both above the state averages of 18.8 and 230.6 respectively.
- Technology initiatives account for approximately 2.3% of the overall district budget.

Curriculum Integration Summary

- When surveyed on the NETS standards, 41.8% of certified staff indicated they were unaware of these standards and 26.6% of staff are aware of the standards, but do not use these standards when designing classroom lesson plans and units.
- According to the January 2008 student survey, 45% of high school students use technology once a week, or less.
- Due to a need for additional classroom space, computer labs in the secondary level have been removed and replaced by 16-laptop mobile carts used in the classroom.

Community Demographics and Trend Summary

- The Winnebago community is experiencing moderate growth in both residential and commercial development. Since the economic and housing slow-down winter 2007, residential growth has not reached original expectations. 2006 data is not available for the district on the Census Bureau site since the population of the area is not in excess of 65,000.
- Historically, the ethnic makeup of the student population in the district has been approximately 98% white with 2% other ethnicities. Over the past five years, there has been a significant increase of economically disadvantaged students, limited English proficient students and a much greater mix of ethnic backgrounds.

ANALYSIS

ATTRIBUTES

- 69.1% of students grades 3-12 use technology at least weekly to do research, improve skills, and complete assignments
- Most students agree that the technology in the schools helps them learn
- Budget Analysis – The district budget is balanced and allows for continued additions of services and improvements in the areas of technology and curriculum.

CHALLENGES

- Curriculum Integration Analysis - Familiarity with NETS standards is low among certified staff in the district.
- Professional Development Analysis – Development of a comprehensive professional development plan is needed.
- Demographic Analysis – Populations of economically disadvantaged and limited English proficient students are growing

steadily in the district.

- Community Demographics Analysis – The climate of the community is changing. As additional homes are constructed in the area, the feel is changing from that of a typical small town to that of a larger population with mix of ethnicities and wider range in socioeconomic status.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- There is a lack of organized, ongoing professional development for staff to learn how to integrate technology into their existing curriculum. It is not a requirement for all classrooms and/or subject areas to use technology on a regular basis.
- As the populations of economically disadvantaged and limited English proficient students are growing steadily in the district, district administrators are in the process of developing the programs necessary to address the needs of these students.

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 must develop a technology scope and sequence for each grade level/subject area using NETS-S and integrate this into existing and future curriculum.

Section I, Part C – Other Data

Item 2 - Educator qualifications and professional growth and development data

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, 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

- District Report Card 2007
- Winnebago CUSD 323 Strategic Plan 2010
- School Improvement Plans – 2006
- Survey of Certified Staff - December 2007
- Survey of Students – December 2007

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

SUMMARY

- According to the 2007 district report card, the District has 111 full time teachers at an average of 13 years teaching experience. 34% have a Bachelor's degree while 66% have a Master's degree. There are no classes taught by non-highly qualified teachers.
- A large majority of teachers rarely use most of the technology tools they are presented with. Less than 33% use online research databases (such as EBSCOhost.com), average of 20% use the Internet for information gathering, and only 2% use Inspiration/Kidspiration software.
- 60% of teachers would like training of some form on new hardware, software, and curriculum integration. 59.8% of respondents to the certified staff survey indicated there are few/no opportunities for technological growth and professional development available in the district.
- The certified staff survey indicates that 49% of staff would like to have access to district resources from home and 43% indicated they would like to implement a program to issue laptops to each teacher.
- When surveyed on the NETS standards, 41.8% of certified staff indicated they were unaware of these standards and 26.6% of staff are aware of the standards, but do not use these standards when designing classroom lesson plans and units.

ANALYSIS

- Teachers see a need for a district-wide, ongoing, organized staff development program. Although staff is using technology with students in the classroom, there is no clear link to or understanding of the NETS-T and NETS-S standards.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- Lack of formal, ongoing professional development program. There is a single training session given to new district staff but no follow-up is provided for new or veteran staff on specific programs/technologies and no incentive is provided for teachers to use technology effectively for personal use or in the classroom.
- Due to the need for additional classroom space in the high school, there is no longer a computer lab available for regular classroom use. While laptop labs are available for use in classrooms, this adds a great deal of setup time for teachers to use. In addition, the laptop lab only has the capacity for 16 laptops while class sizes range from 21-30 students.
- While grades K-2 have pods of five workstations per classroom, grades 3-5 have two workstations per classroom with only one workstation per classroom in grades 6-12. Teachers must currently use the available workstation in the classroom to take care of attendance, grades, etc.
- The district does not have a formal, ongoing professional development program in place.

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 Professional Development.

- Offer a formal, comprehensive set of regular training sessions on various topics (technology literacy, data analysis, curriculum mapping, technology integration, learning standards, etc.) at different levels (beginner, intermediate, and advanced) held on an ongoing basis (bi-weekly, monthly, etc.) offering different subjects of training for each session. Develop a formal curriculum with prerequisites established for each training session and offer peer training or sessions from other PDPs in the local area. Connecting attendance at training sessions to laptops for staff, staff evaluations and offering stipends for attendance at training sessions will provide incentives for attendees.
- Research and implement best practices for strategies for teaching students with disabilities. Allocate budget for increased certified staff and equipment for enriching instruction for students with disabilities. Collaborate with other districts about best practices in reaching students with disabilities. Create a centralized organization/RtI team within the District.

Section I, Part C – Other Data

Item 3 - Parent / Community Involvement 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

- Parent Survey – Summer 2007
- District Report Card 2007
- Winnebago CUSD 323 Strategic Plan 2010
- Community Relations Subgroup for Strategic Planning
- Home to School Portal Logs – HomeLogic and TeacherLogic
- State of the Schools Meeting – January 2008
- Town Hall Meeting – December 2007

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

SUMMARY

- All parents were surveyed during registration for the 2007-08 school year. Of the respondents, 95.9% indicated they have a home computer. Of those indicating they own a home computer, 95% have Internet access on this computer.
- 43.9% of parents surveyed indicated that they would be interested in technology training classes for parents and community members.
- According to the District state report card, the parental involvement rate for the district is 96.9% - slightly above the state average rate of 96.1%.
- 47% of families with children attending at the middle and high schools are signed up to use HomeLogic for information on grades and assignments.
- Many parents have requested that information on HomeLogic be consistent between teachers and classes, kept up-to-date and allow for advance notification of assignments, due dates, and upcoming events in classrooms.
- Parent comments concerning the district and school web pages indicate that information on these pages is too stagnant, not all-inclusive, and difficult to navigate.

- Online payment system for school fees and sales is not tied to student records systems allowing for data entry errors and miscommunication.
- Registration data sent to existing families and homes within the district needs to be clear and concise. Families moving to the area have requested information not available on the web site.

ANALYSIS

Parents are requesting better and more timely information and communication from all buildings and teachers, especially from secondary schools and teachers including information on student academics, student performance, lesson plans, and assignments. Web pages need to be kept up to date and include all school and district information parents are seeking to stay involved with their child's education. HomeLogic needs to be implemented at the elementary level.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- Current school to parent communication methods are inadequate and there is currently no organized system in place to provide timely notification on student progress.
- The community would like the school to be an active partner in increasing technology access in our community.
- There is no standard for the amount or type of information entered into TeacherLogic. Therefore, parents don't necessarily get the same information for all of their student's classes.

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 and Community Involvement.

- Current web site needs to be redesigned and redeveloped with parent, staff, and administrative input using a standard CMS system that allows for simple, timely updates and additions. Uniform guidelines, standards, deadlines, and policies must be developed for content and data entry for TeacherLogic/HomeLogic and opportunities provided for staff instruction on these standards.
- The district should provide community training in technology in partnership with local literacy service providers, park districts, and other community organizations.

Section I, Part D – Technology Deployment

Please complete the Technology Inventory Spreadsheet and include as an attachment to the plan

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

- District Technology Inventory for Hardware – Winter 2007
- District Technology Inventory for Software – Winter 2007
- Network Infrastructure Maps – Winter 2007
- Voice Equipment Network and Service Plans – 2006-2007
- Network Traffic Analysis and Logs – Fall 2007
- Winnebago CUSD 323 Strategic Plan 2010
- Survey of Certified Staff - December 2007
- Survey of Students – December 2007

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

SUMMARY

- The district data infrastructure operates on a 1Gbps fiber backbone on the campus network that is connected to two remote buildings (Seward and Simon Elementary) by 11Mbps wireless. Desktops connect to the network on 100Mbps copper while laptops connect on 54Mbps wireless connections. Wireless access is only available in specific areas of each building. The district is connected to the Internet with a T-1 connection to ICN as well as a 7Mbps cable modem connection through Mediacom.
- The district employs five full time technical support staff: a District Technology Director, a District Network Specialist, and three building Technology Specialists to handle day-to-day support directly with staff and students in the school buildings. Currently only the Technology Director holds technical certifications for networking, operating systems, or hardware.
- The district is currently using three disparate PBX systems for voice service in three locations connected to a single T-1 voice line and several POTS lines. These current systems are not e-911 compliant
- Computer to student ratio is approximately one per 3.6 students.

- District inventories indicate significant growth in equipment, software, and systems over the past three years.
- Data Backup and Infrastructure needs have outgrown our current wireless connections to Simon and Seward.
- Limited electronic security systems are in place in secondary school buildings only (IP cameras, fire systems, phone systems, proximity door access, and intrusion detection systems to offices and lab areas). Elementary buildings do not yet have proximity door systems or surveillance cameras installed. Security systems are not connected and building maps indicate many additional areas where additional surveillance/access equipment is needed.
- Disparate systems exist in the district for individual functionality, but do not link together with SIF tools for interoperability.
- When surveyed, 61.4% of certified staff in the district indicated that technical staff was available when needed and over 80% of staff feels that hardware and software repairs are handled in a timely manner.
- As the district expands capabilities and systems, wireless links for building-to-building connectivity are no longer viable connections for the amount of data that is used. Faster connections are needed between buildings and out to the Internet.
- Workstation replacement cycles are in place, however aging mobile equipment and outdated infrastructure electronics need to be addressed.
- Software inventory indicates that there are a number of major software packages used extensively within the district that have not been updated to newer versions within the last five to seven years.

ANALYSIS

- Infrastructure updates and upgrades are needed in the district to support the current applications and data systems as well as future installations and systems. Based on staff survey responses, the level of technical support is adequate for classroom staff technical needs. While classroom lab equipment and software are stable and consistent, SIF must be implemented for data interoperability and additional security equipment is needed in all areas of the district. Software packages must be updated on a more regular basis.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- Limited budgets allow for limited yearly upgrades and updates.
- Increased need for storage space for home directories, network applications, along with bandwidth needs for online applications (SIS system, United Streaming, Lets Go Learn) have contributed to an increased need in bandwidth connecting remote buildings

and servers back to campus.

- Security equipment such as IP cameras and buzz-in systems have been installed in only two buildings in the district.
- Wireless connectivity is available only in limited areas of the school buildings.
- TeacherLogicXE and HomeLogic have only been implemented for 1 semester. Differing levels of technological aptitude have made for a large difference in entering detailed information where HomeLogic users can see.

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 systems/equipment, support, tools and policies.

- The district must provide adequate technology resources in the areas of curriculum integration, administrative systems, and security systems to support student achievement.

Section I - Part E - Meta Analysis

B. 1 Copy and paste the **conclusions** identified in the Conclusions boxes from A.1, A.2 and A.3. The work done and **conclusions** drawn in A.1, A.2 and A.3 will lead to the development of your strategies in your Action Plan in support of the objective.

Section I, Part A – Report Card Data

- The District must develop specific strategies to improve the academic achievement and performance of economically disadvantaged students and students with disabilities in all grades.

Section I, Part C – Other Data - Item 1 - Attributes and challenges...student learning

- The District must develop a technology scope and sequence for each grade level/subject area using NETS-S and integrate this into existing and future curriculum.

Section I, Part C – Other Data - Item 2 - Educator qualifications and professional growth and development data

- Offer a formal, comprehensive set of regular training sessions on various topics (technology literacy, data analysis, curriculum mapping, technology integration, learning standards, etc.) at different levels (beginner, intermediate, and advanced) held on an ongoing basis (bi-weekly, monthly, etc.) offering different subjects of training for each session. Develop a formal curriculum with prerequisites established for each training session and offer peer training or sessions from other PDPs in the local area. Connecting attendance at training sessions to laptops for staff, staff evaluations and offering stipends for attendance at training sessions will provide incentives for attendees.
- Research and implement best practices for strategies for teaching students with disabilities. Allocate budget for increased certified staff and equipment for enriching instruction for students with disabilities. Collaborate with other districts about best practices in reaching students with disabilities. Create a centralized organization/RtI team within the District.

Section I, Part C – Other Data - Item 3 - Parent / Community Involvement Data

- Current web site needs to be redesigned and redeveloped with parent, staff, and administrative input using a standard CMS system that allows for simple, timely updates and additions. Uniform guidelines, standards, deadlines, and policies must be developed for content and data entry for TeacherLogic/HomeLogic and opportunities provided for staff instruction on these standards.
- The district should provide community training in technology in partnership with local literacy service providers, park districts, and other community organizations.

Section I, Part D – Technology Deployment

- The district must provide adequate technology resources in the areas of curriculum integration, administrative systems, and security systems to support student achievement.

B. 2 An analysis of the student achievement data found in A.1 and the local assessment section will be used to define your **S.M.A.R.T objective**(s). This box should (1) identify patterns and trends in student achievement, (2) summarize key factors related to student achievement and (3) draw at least one or two prevailing conclusions that will lead to the development of your objective(s).

S.M.A.R.T. OBJECTIVE #1: By 2011, 85% of all students, including all NCLB subgroups, will meet or exceed state standards in reading and math as measured by ISAT and PSAE.

Action Plan

Goal 1: By 2011, 85% of all students, including all NCLB subgroups, will meet or exceed state standards in reading and math as measured by ISAT and PSAE.

Part B: Curriculum and Instruction

Phase I: 2008-2009

Strategy B.1	<i>Students participate in technology-rich activities that support student achievement goals</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
	Activities										
B.1.1	Students participate in IVHS course offerings to provide innovative delivery of specialized courses and curriculum	Jul-08	Jun-09	\$0							
B.1.2	Students participate in Project Lead the Way (pre-engineering) course offerings in grades 6-12	Jul-08	Jun-09	\$0							
B.1.3	Students utilize streaming video resources	Jul-08	Jun-09	\$0							
B.1.4	Students participate in learning activities designed based on state and local student assessment data	Jul-08	Jun-09	\$0							
B.1.5	Students experience increased accessibility to technology based on additional technology purchases	Jul-08	Jun-09	\$0							
B.1.6	Students use prescriptive instruction for differentiated activities	Jul-08	Jun-09	\$0							
B.1.7	Students participate in increasing numbers of interdisciplinary units using technology resources	Jul-08	Jun-09	\$0							
B.1.8	Students use technology resources to solve research and problem-based lessons	Jul-08	Jun-09	\$0							
B.1.10	Students use online standards based learning programs	Jul-08	Jun-09	\$0							

Part C: Professional Development

Phase I: 2008-2009

Strategy C.1	<i>Develop a district-wide formal, ongoing professional development program for staff</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
	Activities										
C.1.1	Assemble a professional development committee with representatives from all areas of the district	Jul-08	Sep-08	\$0							
C.1.2	Research best-practice in the process creating a formalized, ongoing district-wide professional development program	Jul-08	Jun-09	\$2,000							
C.1.3	Contact area districts for examples of successful implementations of ongoing programs	Oct-08	May-09	\$0							
C.1.4	Begin development of a professional development plan	Jan-09	May-09	\$3,000							
C.1.5	Research how other schools have connected professional development to laptop programs for teachers	Jan-09	May-09	\$0							

C.1.6	Develop a pilot program for staff training connected to hardware acquisition	Jan-09	May-09	\$2,000							
Strategy C.2	<i>Develop district-wide technology curriculum map, develop integration activities with technology resources, and expand technology-rich activities that support student achievement</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
C.2.1	Investigate the purchase curriculum mapping software	Jul-08	Jun-09	\$0							
C.2.2	Continue curriculum mapping activities in grades K-3	Jul-08	Jun-09	\$0							
C.2.3	Begin the process of develop a scope and sequence of technology skills based on NETS to increase student technology literacy	Jul-08	Jun-09	\$0							
C.2.4	Investigate and research best-practice in implementation of NETS-S	Jul-08	Jun-09	\$1,000							
C.2.5	Research activities of other districts implementing NETS within their districts	Jul-08	Jun-09	\$1,000							
C.2.6	Continue and expand the use of prescriptive instruction software in grades K-2	Jul-08	Jun-09	\$0							
C.2.7	Continue use of NWEA local assessments and expand use of data for differentiation in the classroom	Jul-08	Jun-09	\$0							
C.2.8											
Strategy C.3	<i>Develop specific instructional strategies for students with disabilities and economically disadvantaged students</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
C.3.1	Investigate and research best-practice and available technologies for assisting special needs students	Jul-08	Jun-09	\$0							
C.3.2	Research activities of other districts using assistive technologies with special needs students	Jul-08	Jun-09	\$1,000							
C.3.3	Create a centralized PreK-Grade 12 RtI team	Jul-08	Dec-08	\$20,000							
C.3.4	Based on local and state assessment results and individual educational plans, develop plans for students with disabilities using technology resources as appropriate	Feb-09	Jun-09	\$0							
C.3.5	Identify economically disadvantaged students in need of intervention or RtI	Jul-08	Nov-08	\$0							

**Part D: Parent and Community Involvement
Phase I: 2008-2009**

Strategy D.1		Maintain and improve school-community communications using technology to promote parental involvement and share information including how the district uses technology		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.1.1	Revamp district website to encompass Web 2.0 technologies	Jul-08	Jun-09	\$1,000							
D.1.2	Maintain current capabilities and communications with parents	Jul-08	Jun-09	\$0							
D.1.3	Maintain and expand web site and services	Jul-08	Nov-08	\$1,000							
D.1.4	Change to payment system that can be integrated into student records system	Jul-08	Jul-08	\$2,000							
D.1.5	Maintain district messaging system for emergency notifications and announcements	Jul-08	Jun-09	\$2,760	60%	\$1,840	40%	D			
Strategy D.2		Develop standards for teacher gradebooks (TeacherLogic XE - TLXE) data available to parents via HomeLogic		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.2.1	Administrative discussions on TLXE and HomeLogic data and flow	Jul-08	Oct-08	\$0							
D.2.2	Development of specific procedures for all staff keeping grades and lesson plans in TLXE	Nov-08	Dec-08	\$0							
D.2.3	Implementation of new standards and procedures with teachers and communication of standards/expectations with	Jan-09	Jan-09	\$0							
Strategy D.3		Partner with local literacy providers and community colleges to offer continuing education classes to the community		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.3.1	Meet with local community college representatives to discuss possible programs	Jul-08	Oct-08	\$0							
D.3.2	Survey community members for interest in programs	Sep-08	Sep-08	\$0							
D.3.3	Meet with local literacy providers to determine possible programs, schedules, and schedule facilities	Jul-08	Oct-08	\$0							
D.3.4	Offer initial classes and programs to community	Dec-08	Jan-09	\$1,000							

**Part E: Technology Deployment (Needs Assessment)
Phase I: 2008-2009**

Strategy E.1 <i>The district will maintain and expand data infrastructure, telecomm communications equipment and telecomm services for voice and Internet access in support of curricular needs and district operations</i>		Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
E.1.1	Maintain existing telecommunications systems (data and voice)	Jul-08	Jun-09	\$19,310	60%	\$12,873	40%				
E.1.2	Upgrade existing cable Internet connectivity to maximum bandwidth	Jul-08	Jul-08	\$2,160	60%	\$1,440	40%				
E.1.3	Investigate adding additional bandwidth via T1, cable, DSL, or wireless connections	Jul-08	Jul-08	\$0							
E.1.4	Add additional bandwidth connections in-line with investigation	Aug-08	Aug-08	\$2,160	60%	\$1,440	40%				
Strategy E.2 <i>Acquire, update, and maintain technology systems as required to support student achievement</i>		Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
E.2.1	Update MS Office Licensing to 2007 Pro (Phase 1 of 2)	Jul-08	Jun-09	\$41,250							
E.2.2	Renew annual software agreements	Jul-08	Jun-09	\$30,000							
E.2.3	Replacement for mobile laptops that have reached end of life (32 units)	Jul-08	Jun-09	\$32,000							
E.2.4	Workstation replacements for units 5 + years old (135)	Jul-08	Jun-09	\$74,925							
E.2.5	Workstation additions and pods for grades 3-4	Jul-08	Jun-09	\$24,000							
E.2.6	Installation of multimedia equipment (projectors, etc) in classrooms for grades 2-3	Jul-08	Jun-09	\$8,500							
E.2.7	Server hardware replacement (3)	Jul-08	Jun-09	\$90,000							
E.2.8	Add wireless infrastructure to all parts of campus/buildings	Jul-08	Jun-09	\$23,000							
E.2.9	Upgrade network link between campus and Simon Elem	Jul-08	Jun-09	\$90,000							
E.2.10	Upgrade network link between campus and Seward Elem	Jul-08	Jun-09	\$18,000							
E.2.11	Additional installations of network security cameras	Jul-08	Jun-09	\$8,000							
E.2.12	Begin SIF Integration - Phase 1	Jul-08	Jun-09	\$18,000							
E.2.13	Complete IDM Installation for synchronization of username/passwords between systems	Jul-08	Jun-09	\$1,500							
E.2.14	Purchase of NWEA services and software	Jul-08	Jul-08	\$15,000							
E.2.15	Update PLTW workstations and equipment	Jul-08	Jul-08	\$12,000							\$12,000
E.2.16	Purchase of prescriptive instruction online service	Jul-08	Jul-08	\$10,000							
E.2.17	Purchase video streaming subscription	Jul-08	Jul-08	\$6,000							
E.2.18	Purchase network operating systems and other annual software support for administrative systems	Jul-08	Jul-08	\$35,000							
E.2.19	Purchase and update curricular software	Jul-08	Jul-08	\$8,000							
E.2.20	Infrastructure maintenance, additions, upgrades	Jul-08	Jul-08	\$12,000							
E.2.21	Monitor replacements for all buildings - Phase 2 of 4	Jul-08	Jul-08	\$9,000							
E.2.22	Implement CMS system for distributed web publishing	Jul-08	Jul-08	\$250							

E.2.23	Purchase additional laptop lab for high school	Jul-08	Jul-08	\$22,000						
E.2.24	Connection of electronic keyed doors to fire system	Jul-08	Jul-08	\$3,000						
E.2.25	Purchase assistive technologies and equipment	Jul-08	Jul-08	\$2,000						
E.2.26	Replace web filter	Jul-08	Jul-08	\$23,000						
E.2.27	Investigate work request and tracking systems for technology and maintenance departments	Jul-08	Jul-08	\$0						
E.2.28	Investigate and research electronic delivery of school board packets and laptop use for board members	Jul-08	Jul-08	\$0						
Totals for Goal 1--Phase I				Budget Totals	\$677,815	\$17,593	\$0	\$0	\$12,000	
				District	e-Rate	EET	Title I	Other		

Action Plan

Goal 1: By 2011, 85% of all students, including all NCLB subgroups, will meet or exceed state standards in reading and math as measured by ISAT and PSAE.

Part B: Curriculum and Instruction Phase II: 2009-2010

Strategy B.1	<i>Students participate in technology-rich activities that support student achievement goals</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
B.1.1	Students participate in IVHS course offerings to provide innovative delivery of specialized courses and curriculum	Jul-09	Jun-10	\$0							
B.1.2	Students participate in Project Lead the Way (pre-engineering) course offerings in grades 6-12	Jul-09	Jun-10	\$0							
B.1.3	Students utilize streaming video resources	Jul-09	Jun-10	\$0							
B.1.4	Students participate in learning activities designed based on state and local student assessment data	Jul-09	Jun-10	\$0							
B.1.5	Students experience increased accessibility to technology based on additional technology purchases	Jul-09	Jun-10	\$0							
B.1.6	Students use prescriptive instruction for differentiated activities	Jul-09	Jun-10	\$0							
B.1.7	Students participate in increasing numbers of interdisciplinary units using technology resources	Jul-09	Jun-10	\$0							
B.1.8	Students use technology resources to solve research and problem-based lessons	Jul-09	Jun-10	\$0							
B.1.9	Special needs students pilot the use assistive technologies	Jul-09	Jun-10	\$0							
B.1.10	Students use online standards based learning programs	Jul-09	Jun-10	\$0							

Part C: Professional Development Phase II: 2009-2010

Strategy C.1	<i>Develop a district-wide formal, ongoing professional development program for staff</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
C.1.1	Implement initial pilot classes for formal professional development program	Jul-09	Jun-10	\$12,000							
C.1.2	Initial staff training in NETS standards	Jul-09	Jun-10	\$3,000							
C.1.3	Implement pilot program for laptops for certified staff	Jul-09	Jun-10	\$48,000							
C.1.4	Evaluate pilot courses, plan, and progress	Jul-09	Jun-10	\$0							

Strategy C.2		Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
<i>Develop district-wide technology curriculum map, develop integration activities with technology resources, and expand technology-rich activities that support student achievement</i>											
C.2.1	Implementation of curriculum mapping software	Jul-09	Jun-10	\$2,000							
C.2.2	Expand curriculum mapping activities to include grades K-5	Jul-09	Jun-10	\$8,000							
C.2.3	Integration of technology activities with existing curriculum maps	Jul-09	Jun-10	\$2,000							
C.2.4	Implement Phase 1 of the technology scope and sequence based on NETS	Jul-09	Jun-10	\$0							
C.2.5	Evaluate and refine technology scope and sequence activities based on NETS standards	Jul-09	Jun-10	\$0							
C.2.6	Continue and expand the use of prescriptive instruction software in grades K-2	Jul-09	Jun-10	\$0							
C.2.7	Continue use of NWEA local assessments and expand use of data for differentiation in the classroom	Jul-09	Jun-10	\$0							
Strategy C.3		Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
<i>Develop specific instructional strategies for students with disabilities and economically disadvantaged students</i>											
C.3.1	Identify special education staff willing to participate in piloting assistive technologies for a limited number of special needs students	Jul-09	Aug-09	\$4,000							
C.3.2	Based on research results and individual education plans, purchase assistive technologies for a limited number of special needs students (pilot program)	Jul-09	Jun-10	\$1,000							
C.3.3	Train special education staff in the use and implementation of assistive technologies purchased	Jul-09	Jun-10	\$0							
C.3.4	Evaluate results of use of assistive technologies used in pilot program	Jul-09	Jun-10	\$0							

**Part D: Parent and Community Involvement
Phase II: 2009-2010**

Strategy D.1		Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
<i>Maintain and improve school-community communications using technology to promote parental involvement and share information including how the district uses technology</i>											
D.1.1	Maintain and expand web site and services	Jul-09	Jun-10	\$1,000							

D.1.2	Maintain and expand use district (emergency) messaging system for emergency notifications and announcements	Jul-09	Jun-10	\$2,760	60%	\$1,840	40%	D			
D.1.3	Maintain online payment accounts	Jul-09	Jun-10	\$2,000							
Strategy D.2	<i>Develop standards for teacher gradebooks (TeacherLogic XE - TLXE) data available to parents via HomeLogic</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.2.1	Maintain standards, communicate as needed and monitor activity	Jul-09	Jun-10	\$0							
Strategy D.3	<i>Partner with local literacy providers and community colleges to offer continuing education classes to the community</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.3.1	Offer programs to community based on interest and need	Jul-09	Jun-10	\$5,000							

**Part E: Technology Deployment (Needs Assessment)
Phase II: 2009-2010**

Strategy E.1	<i>The district will maintain and expand data infrastructure, telecomm communications equipment and telecomm services for voice and Internet access in support of curricular needs and district operations</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
E.1.1	Maintain existing telecommunications systems (data/voice)	Jul-09	Jun-10	\$19,310	60%	\$12,873	40%				
E.1.2	Maintain cable modem connections	Jul-09	Jun-10	\$4,320	60%	\$2,880	40%				
Strategy E.2	<i>Acquire, update, and maintain technology systems as required to support student achievement</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
E.2.1	Update MS Office Licensing to 2007 Pro (Phase 2 of 2)	Jul-09	Jun-10	\$41,250							
E.2.2	Renew annual software agreements	Jul-09	Jun-10	\$30,000							
E.2.3	Replacement for mobile laptops that have reached end of life (32 units)	Jul-09	Jun-10	\$32,000							
E.2.4	Workstation replacements for units 5 + years old (135)	Jul-09	Jun-10	\$74,925							
E.2.5	Workstation additions and pods for grade 5	Jul-09	Jun-10	\$24,000							
E.2.6	Installation of multimedia equipment (projectors, etc) in all remaining elementary classrooms	Jul-09	Jun-10	\$8,900							
E.2.7	Explore and investigate new finance systems	Jul-09	Jun-10	\$0							
E.2.8	Server hardware replacement (3)	Jul-09	Jun-10	\$24,000							
E.2.9	Segment network for increased performance and security	Jul-09	Jun-10	\$5,000							

E.2.10	Additional installations of network security cameras	Jul-09	Jun-10	\$8,000						
E.2.11	SIF Integration - Phase 2	Jul-09	Jun-10	\$12,000						
E.2.12	Purchase of NWEA services and software	Jul-09	Jul-09	\$15,000						
E.2.13	Update PLTW workstations and equipment	Jul-09	Jul-09	\$12,000						\$12,000
E.2.14	Purchase of prescriptive instruction online service	Jul-09	Jul-09	\$10,000						
E.2.15	Purchase video streaming subscription	Jul-09	Jul-09	\$6,000						
E.2.16	Purchase network operating systems and other annual software support for administrative systems	Jul-09	Jul-09	\$35,000						
E.2.17	Purchase and update curricular software	Jul-09	Jul-09	\$8,000						
E.2.18	Infrastructure maintenance, additions, upgrades	Jul-09	Jul-09	\$12,000						
E.2.19	Monitor replacements for all buildings - Phase 3 of 4	Jul-09	Jul-09	\$9,000						
E.2.20	Purchase replacement laptop lab for high school	Jul-09	Jul-09	\$22,000						
E.2.21	Purchase curriculum mapping software	Jul-09	Jul-09	\$8,000						
E.2.22	Purchase assistive technologies and equipment	Jul-09	Jul-09	\$4,000						
E.2.23	Purchase laptops for teachers in pilot program for professional development (33)	Jul-09	Jul-09	\$33,000						
E.2.24	Implement a work request and tracking system for maintenance and technology departments	Jul-09	Jul-09	\$1,000						
E.2.25	Implement electronic delivery of school board packets and issue laptops to all board members	Jul-09	Jul-09	\$12,000						
Totals for Goal 1--Phase I				Budget Totals	\$548,465	\$17,593	\$0	\$0	\$12,000	
				District		e-Rate		EETT	Title I	Other

Action Plan

Goal 1: By 2011, 85% of all students, including all NCLB subgroups, will meet or exceed state standards in reading and math as measured by ISAT and PSAE.

Part B: Curriculum and Instruction Phase III: 2010-2011

Strategy B.1	<i>Students participate in technology-rich activities that support student achievement goals</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
B.1.1	Students participate in IVHS course offerings to provide innovative delivery of specialized courses and curriculum	Jul-10	Jun-11	\$0							
B.1.2	Students participate in Project Lead the Way (pre-engineering) course offerings in grades 6-12	Jul-10	Jun-11	\$0							
B.1.3	Students utilize streaming video resources	Jul-10	Jun-11	\$0							
B.1.4	Students participate in learning activities designed based on state and local student assessment data	Jul-10	Jun-11	\$0							
B.1.5	Students experience increased accessibility to technology based on additional technology purchases	Jul-10	Jun-11	\$0							
B.1.6	Students experience differentiated instruction using online prescriptive instruction subscriptions	Jul-10	Jun-11	\$0							
B.1.7	Students participate in increasing numbers of interdisciplinary units using technology resources	Jul-10	Jun-11	\$0							
B.1.8	Students use technology resources to solve research and problem-based lessons	Jul-10	Jun-11	\$0							
B.1.9	Special needs students pilot the use assistive technologies	Jul-10	Jun-11	\$0							
B.1.10	Students use online standards based learning programs	Jul-10	Jun-11	\$0							

Part C: Professional Development Phase III: 2010-2011

Strategy C.1	<i>Develop a district-wide formal, ongoing professional development program for staff</i>	Date		Budget & Funding Sources							
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
C.1.1	Expand initial professional development opportunities	Jul-10	Jun-11	\$10,000							
C.1.2	Offer laptop program to additional staff members connected to professional development	Jul-10	Jun-11	\$48,000							

Strategy C.2		<i>Develop district-wide technology curriculum map, develop integration activities with technology resources, and expand technology-rich activities that support student achievement</i>		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
C.2.1	Expanded use of curriculum mapping software	Jul-10	Jun-11	\$0							
C.2.2	Expand curriculum mapping activities to include grades K-8	Jul-10	Jun-11	\$8,000							
C.2.3	Integration of technology activities with existing curriculum maps	Jul-10	Jun-11	\$4,000							
C.2.4	Implement Phase 2 of the technology scope and sequence based on NETS	Jul-10	Jun-11	\$0							
C.2.5	Continue evaluation and refinement of technology scope and sequence activities based on NETS standards	Jul-10	Jun-11	\$0							
C.2.6	Continue and expand the use of prescriptive instruction software in grades K-2	Jul-10	Jun-11	\$0							
C.2.7	Continue use of NWEA local assessments and expand use of data for differentiation in the classroom	Jul-10	Jun-11	\$0							

Strategy C.3		<i>Develop specific instructional strategies for students with disabilities and economically disadvantaged students</i>		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
C.3.1	Identify additional special education staff willing to participate in expanding use of assistive technologies for a additional special needs students	Jul-10	Jun-11	\$4,000							
C.3.2	Based on evaluation of pilot program, expand use of assistive technologies for special needs students	Jul-10	Jun-11	\$1,000							
C.3.3	Train additional special education staff in the use and implementation of assistive technologies purchased	Jul-10	Jun-11	\$0							
C.3.4	Evaluate results of use of assistive technologies	Jul-10	Jun-11	\$0							

**Part D: Parent and Community Involvement
Phase III: 2010-2011**

Strategy D.1		<i>Maintain and improve school-community communications using technology to promote parental involvement and share information including how the district uses technology</i>		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.1.1	Maintain and expand web site and services	Jul-10	Jun-11	\$1,000							
D.1.2	Maintain and expand use district (emergency) messaging system for emergency notifications and announcements	Jul-10	Jun-11	\$2,760	60%	\$1,840	40%	D			

Strategy D.2		Develop standards for teacher gradebooks (TeacherLogic XE - TLXE) data available to parents via HomeLogic		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.2.1	Maintain standards, communicate as needed and monitor activity	Jul-10	Jun-11	\$0							
Strategy D.3		Partner with local literacy providers and community colleges to offer continuing education classes to the community		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.3.1	Offer programs to community based on interest and need	Jul-10	Jun-11	\$5,000							

**Part E: Technology Deployment (Needs Assessment)
Phase III: 2010-2011**

Strategy E.1		The district will maintain and expand data infrastructure, telecomm communications equipment and telecomm services for voice and Internet access in support of curricular needs and district operations		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
E.1.1	Maintain existing telecommunications systems (data/voice)	Jul-10	Jun-11	\$19,310	60%	\$12,873	40%				
E.1.2	Maintain cable modem connections	Jul-10	Jun-11	\$4,320	60%	\$2,880	40%				
Strategy E.2		Acquire, update, and maintain technology systems as required to support student achievement		Date		Budget & Funding Sources					
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
E.2.1	Renew annual software agreements	Jul-10	Jun-11	\$30,000							
E.2.2	Replacement for mobile laptops that have reached end of life (32 units)	Jul-10	Jun-11	\$32,000							
E.2.3	Workstation replacements for units 5 + years old (135)	Jul-10	Jun-11	\$74,925							
E.2.4	Server hardware replacement (3)	Jul-10	Jun-11	\$24,000							
E.2.5	Additional installations of network security cameras	Jul-10	Jun-11	\$8,000							
E.2.6	SIF Integration - Phase 3	Jul-10	Jun-11	\$12,000							
E.2.7	Phase I Implementation of new finance software package	Jul-10	Jun-11	\$80,000							
E.2.8	Purchase of NWEA services and software	Jul-10	Jul-10	\$15,000							
E.2.9	Update PLTW workstations and equipment	Jul-10	Jul-10	\$12,000							\$12,000
E.2.10	Purchase of prescriptive instruction online service	Jul-10	Jul-10	\$10,000							
E.2.11	Purchase video streaming subscription	Jul-10	Jul-10	\$6,000							
E.2.12	Purchase network operating systems and other annual software support for administrative systems	Jul-10	Jul-10	\$35,000							

E.2.13	Purchase and update curricular software	Jul-10	Jul-10	\$8,000						
E.2.14	Infrastructure maintenance, additions, upgrades	Jul-10	Jul-10	\$12,000						
E.2.15	Monitor replacements for all buildings - Phase 4 of 4	Jul-10	Jul-10	\$9,000						
E.2.16	Purchase replacement laptop lab for high school	Jul-10	Jul-10	\$22,000						
E.2.17	Purchase laptops for teachers in program for professional development (33) - Phase 2 of 3	Jul-10	Jul-10	\$33,000						
E.2.22	Purchase assistive technologies and equipment	Jul-10	Jul-10	\$5,000						
Totals for Goal 1--Phase I				Budget Totals	\$535,315	\$17,593	\$0	\$0	\$0	\$0
				District	e-Rate	EETT	Title I	Other		

SECTION II: ACTION PLAN
Part F. Monitoring Process

The monitoring process will involve district personnel such as the superintendent, business manager, curriculum director, and technology director as well as all building administrators, technology staff, and the technology planning committee established to create this plan. The 2008-2011 plan will be monitored and evaluated in a formal manner semi-annually in conjunction with the district's 2010 strategic plan to address areas in need of attention, planning, and budgeting.

Tools	Progress Indicator	Evaluation Frequency	Person Responsible
Curriculum and Instruction Strategies			
Classroom observations	More tech integration	Quarterly	Michelle Tibbs-Brown, Dennis Harezlak, Lynnette Sawyer
Lesson Plans	Increased test scores	Weekly	
Student and staff surveys	Improved survey results	Annual	
Computer lab and equipment usage	Usage increase	Semester	
Student artifacts and projects	More technology products	Semester	
Local assessment test scores	Increased test scores	Semester	
School report cards	Increased test scores	Annual	
Professional Development Strategies			
Student and staff surveys	Improved survey results	Annual	Michelle Tibbs-Brown, Dennis Harezlak
Attendance records for training sessions	Increased attendance	Per session	
Teacher evaluations	Tech requirements included	Annual	
Parent and Community Engagement Strategies			
Parent and community surveys	Improved survey results	Annual	Michelle Tibbs-Brown, Dennis Harezlak, Kathy Heeren-Ellis
Community meetings	Positive comments		
Technology Deployment Strategies			
Work logs	Decreased response time	Quarterly	Lynnette Sawyer
Internet traffic logs	Increased traffic		
Website hits	Increased traffic		
Inventories	Increased inventory		

Section III – Plan Development, Review and Implementation

Part A - Description of Stakeholder Involvement:

Many of the stakeholders instrumental to the creation and monitoring of previous technology plans continue to be involved in the technology planning process. The actual technology planning committee for the 2008-2011 technology plan involved **district administrators, building administrators, teachers from all buildings and areas, parents, school board members, and technology department staff**. The business manager and superintendent have been instrumental in the planning process and support the plan in terms of budget and policy. **Adult literacy service providers and representatives from the local public library** were formally invited by email to participate on the technology planning committee. The technology planning committee has met regularly to put together the technology plan and will continue to be involved in an ongoing monitoring process.

Part B - State the district's Internet safety policy:

Board Policy 6:235

- Adopted - January 17, 1996
- Revised – June 19, 2001, December 19, 2006, October 29, 2007