

Initial Submission	
Plan Resubmitted	
ISBE Approved	

Contact Information

District Information

District Name:	SANDOVAL CUSD 501	District Address:	859 W MISSOURI AVE
City/State/Zip:	SANDOVAL, IL, 62882 1031	RCDT Number:	130585010260000
Superintendent:	Jennifer Garrison	Superintendent Email*:	jgarrison@marion.k12.il.us
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District Technology Planning (DTP) Only

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

3. Annual Review - The plan was reviewed and evaluated on:

District Data - Report Card Analysis



Summary - What do the District Report Card data tell you about student performance in your district? If appropriate, the district will consider grade-level and subgroup performance.

Student Assessment Information Summary & Analysis: 501 new

The District **failed** to make AYP in 2012.

In 2007 45% of our students meet or exceeded on the Reading test of the PSAE , this **declined** to 31% in 2008 and 29% in 2009. For 2012, 34.4% of our students meet or exceeded the Reading Tests of the PSAE. The PSAE Math scores were 48% meets and exceeds in 2007, 18% in 2008, and 29% in 2009. In 2012 the PSAE Math scores **declined** to 25% meet or exceeds.

The trend in the ISAT Reading scores for the elementary school were 65.6% meets and exceeds in 2010, this increases to 73.3% in 2012. The trend in the ISAT Math scores for the elementary school were 75.5% **meets and exceeds** in 2010, this **decreased** to 72.7% in 2012.

Reading and Math are primary concerns in both the Elementary and High School levels. Reading skills such as reading strategies and vocabulary development are necessary to do well in all areas. The lack of Math improvement is a **particular** concern.

Assessment Data Analysis 501 New Still need to move above

- After analyzing our PSAE scores, reading and math are the areas our district should focus on. A **increasing** trend in the academic percent **below** scores in these areas, over the last two years.
- On the Writing area of the PSAE test the percent of students at the **warning** level **increased** 21% for the years 2011 to 2012.
- For the PSAE the meets & exceeds on Reading were relatively **unchanged** from 2011 to 2012.
- For PSAE the **meets & exceeds** scores in Math **declined** 5% from 2011 to 2012.
- For the eighth grade the ISAT **meets & exceeds** reading scores **declined** 13% from 2011 to 2012.
- The achievement Gap between the IEP and Non IEP students **increased** 9% from 2009 to 2012.

District Student Demographics Summary & Analysis: 501 new

- District students identified as low income was 53.8% in 2006, 63.3% in 2007, 63.9% in 2009, 73.9 in 2012. The district low income has **increased dramatically in the last six years**.
- The district continues to have 95% white students which reflects the community demographics.
- High School graduation rate was 75.6% in 2007, 81% in 2008, 84.1% in 2009 and 71.8% in 2012 which shows a **decrease of approximately 12%**.
- Sandoval Unit CUSD 501 has had a **decrease** in enrollment: 532 students in 2012, down from 2005's enrollment of 624 students. This is a **decrease of 92 students** district wide.
- Our districts student population has a mobility rate of 27.1% in 2007, 29.6% in 2008, and 20% in 2011 and 30.3 % in 2012. This is an **increase of approximately 3% in five years**.

The District still has a high mobility rate and a high drop out rate. The District also has a high poverty rate.

Educator Data 501 new

- Average teacher salary is \$39,682
- 20.5% of Teachers have master degrees.
- All the teachers are (Highly Qualified) according to NCLB Standards

Analysis of Educator Data 501 new

- According to the District's 2012 Report Card, 34 teachers are employed by the district; a **decrease** of nine teachers since 2009 School Report Card.
- In 2012 the district teacher average years of experience are 11.5, which is a **decrease** from 14.1 years of experience in 2009.
- From 2009 to 2012 the number of teachers with a Master's Degree or above has **decreased** from 22% to 20.5%.
- The average teachers' salary is \$39,682 which is **well below** the state average of \$66,614.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

Areas of Strength 501 new ?

Internal:

The District Report Card data shows that student performance has **increased** the past five years in grades 3-8 in reading has ranged from 59.8% to 69.4% meeting or exceeding standards. For math the range has **increased** from 71.1% to 75.5% meeting or exceeding in grades 3-8.

When comparing reading and math scores in grades 3-8, math scores tend to be **higher** although **not at the state target to meet AYP**.

The school district has received a School Improvement Grant for three years. With the SIG funding teachers are getting professional development and other educational opportunities that will help address with the decrease of Master's Degree in the district. The district is investing more in professional development (increased tuition reimbursement, sending teachers to workshops, etc.)

External:

ISAT scores are increasing due in part to the high number of parents involvement.

The local tax payers voted "YES" on a referendum to build a new Elementary School.

Areas of Weakness:

Internal:

Students are not meeting standards in reading and math. The PSAE data indicated a significant decline in scores but ISAT and PSAE are not aligned. Even with this consideration the scores are much lower than they should be as evidence by the State average.

Sandoval High School is a Tier II school.

The School Improvement Grant will expire in one year.


External:

The data indicates that our free and reduced lunch population scores are lower than over-all district population.

Student with IEPs have a significant gap compared to over-all district population.

There is a need for additional staff training on developing lessons to reach a variety of learners. We need to continue to fully map & revise our curriculum so it is directed to state and common core standards.

Sandoval has a dwindling local property tax base. This makes more dependent on state and Federal money

 **Conclusions** - What do these factors imply for next steps in technology planning?

Conclusion: new

The district will need to examine the reading/language arts curriculum, and how technology may help supplement our efforts to increase ISAT and PSAE scores.

As the district continues to implement RTI, we will need to examine how technology can help improve student achievement in math, reading & science.

Reading, including reading strategies, vocabulary and fluency needs to be emphasized across all subjects and grade levels.

District is in the process of aligning to Common Core Standards.

The district has a high percentage of students that qualify for free and reduced lunch. The district will need to provide technology for low income students to use to ensure they have the skills they need to be computer literate.

Low income populations students (now 73.9%) are not achieving as well as the rest of the student population. This will require reading, science, math and other learning needs to be addressed using more research based instructional models and strategies that address low income students learning needs.

District Data – Local Assessments



Summary - What do the Local Assessment data tell you about student performance in your district?. If appropriate, the district will consider grade-level and subgroup performance.

Local Assessment Tools:

AIMSweb - Pre-K - 12 2010-2013

Study Island - Grades 3-6 - Sept. 2009 · April, 2013

Renaissance Learning (Web based AR) Sept. 2009 · March, 2013

STAR-Sept. 2009 · March, 2013

Accelerated Math 2009-20113

STI Assessment 2011-13

AutoSkill Reading & Math- December 2009- March 2013

Illinois Data Portal Surveys 2012

Local Assessment Data :

AIMSweb Assessment results show continual improvement in grades second, sixth & eight when tracking individual Reading scores.

According to AIMSweb Assessment results in Math for 8th Grade it shows a decrease in the number of Teir 1 students.

According to Study Island Statewide Comparison Report Sandoval Elementary Math test scores lag behind compared to all Illinois users.

According to Study Island Statewide Comparison Report Sandoval Elementary Reading test scores lag behind compared to all Illinois users.

The STAR Reading Longitudinal Report for sixth grade showed the students in the highest percentile decreased from the 2011 school year to 2012 school year.

District Budget Information:Summary of District Technology Budget

<u>Year Total District</u>	<u>Budget Technology</u>	<u>Budget Percentage</u>
2006 07 - \$4,545,881	\$113,888.27	2.5%
2007 08 - \$4,720,414	\$120,322.32	2.5%
2008 09 - \$4,709,133	\$112,508.74	1.75%
2009-10 - \$4,870,497	\$21,223.00	
2010 11 - \$4,415,495	\$83,531.00	
2011 12 - \$5,616,997	\$136,477.00	
2012-13 - \$6,041,412	\$63,040.89 (to current date)	

In 2006 07 , 2.5% of our total District Budget was spent on equipment, software, and technology salaries. These figures relate to 26.4% on supplies and software and 73.6% on salaries.

In 2007 08, 2.5% of our total District Budget was spent on equipment, software, and technology salaries. These figures relate to 53.9% on supplies and software and 46.1% on salaries.

In 2008 09, 1.75% of the total District Budget was spent on equipment, software, and technology salaries. These figures relate to 49.3% on supplies and software and 50.7% on salaries.

The District has tended to use grant money to supplement local funds for technology.

Analysis of District Technology Budget

The trend in spending has **decreased over the last seven years**. The amount the District now spends is **significantly below the 25% recommended** by the nationally recognized standard.

The District is committed to funding the district's technology needs. Grant money has tended to replace local funds for technology.

Curriculum & Instruction:

The Student Illinois Data Portal Surveys shows that:

76% of our 5th grade students failed the Illinois Data Portal Proficiency Test in 2012

58% of our 8th grade students failed the Illinois Data Portal Proficiency Test in 2012

79.6% seldom or rarely used technology to do presentations

60.4% of students say they work with other students or adults to solve problems that effect real life

59.6% seldom or rarely find information from an electronic database

78.5% say they have little or no skills in database creation

38.8% say they rarely work alone to solve problems that effect real life

77.1 % say they have not skills with a graphic calculator

63.7% spend 60 minutes or less at school per week on computers

79.6% of students say they are proficient to use software to practice skills in school

59.8 seldom or rarely say they use the technology to post digital project, create online content. etc.

72% of the student have little or no skills with computer probes

53.1 seldom use digital cameras

80.6% of the students says our school has no classes for parents to learn about technology

The Teacher's Illinois Data Portal Surveys shows:

68% say they seldom or rarely use technology to make drawings, images or graphics to explain concept or ideas to others

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65.8% of the teachers say they rarely have students use technology to collect samples of their work

69.5% of the teachers say they rarely identify patterns or structures to realize connections with higher level concepts

50% of teachers feel they comfortable designing and integrating lesson that have higher uses of instructional technology components

Professional Development:

48.6% seldom or rarely develop integrated units of study across disciplines

71.1% say that staff members periodically lead in staff development activities

48.6% of the teachers reported that they took less that 30 hours of training for curriculum articulation to standards within the last five years

68.4% say they get help with in areas they need to improve

57% of teachers rate themselves as beginners of designing & assessing lessons supported with technological resources.

39.5% disagree that staff members are invited to learn from each other

teachers rate themselves as capable of teaching others how to design & assess lessons supported with technological resources.

94% of teachers can or are proficient in personal computer skills

60.6% of the teachers seldom or infrequently use digital cameras in the classroom

78.9% of teachers rate themselves as beginners using graphic calculators

59.4% rate themselves as beginner in the use of computer probes

64.9% say they seldom or rarely use computer probes in the classroom

91.7% say they seldom or rarely use computer simulations

Parent/Community Involvement:

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89% of parents surveyed agree or strongly agree that the school uses technology for communicating with their home or family, that they have a good overall knowledge of technology, and technology is critical to the learning experience of students.

77% of parents surveyed agree or strongly agree that they would support additional funding for technology use for learning.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

Local Assessment Data:

Strengths:

The district's recent purchase of laptops for **two mobile labs** in the Jr/Sr High building allowed students **increased** access.

Weaknesses:

One of the key factors contributing to small test score improvement is the **limited** computer **access** for the grades Kindergarten through Sixth.

There is a **need for a mobile lab** at the Elementary School.

Curriculum is not fully mapped, and it **will need** to be aligned with the Common Core Standards.

District Budget Information:

Strengths:

The board realizes the importance of technology in preparing students to compete in a global economy, and is **committed to seeking funding** to upgrade the district's aging technology.

Weaknesses:

The district **relies heavily upon grants to fund** its technology purchases. The School Improvement Grant which contributes the majority of the technology money that will expire in a year.

The district **relies heavily** on Federal and State funding. The district has a **very poor local tax base**.

Curriculum & Instruction:

Weaknesses:

The **availability of the computer lab limits** the amount of time students have access to computers.

The need for additional staff training on **developing lessons** to reach a variety of learners.

Over the last **three years** (2010-2013) the 5th and 8th grade students failed the **Illinois Data Portal Proficiency Tests**. There was a **decline** in the number of 5th grade students that **past** the proficiency test from **43% to only 23%**. There was a **decline** in the number of 8th grade students that **past** the proficiency test from **60% to only 41%**.

Looking at the time period from August 2010 to January 2013 the Study Island Statewide Comparison Report Sandoval Elementary Math test scores are 68.3% compared to all Illinois users at 76.4%.

Looking at the time period from August 2010 to January 2013 the Study Island Statewide Comparison Report Sandoval Elementary Reading scores are 64.2% compared to all Illinois users at 72.7%.

The STAR Reading Longitudinal Report for sixth grade showed the students in the **highest percentile decreased** from the 2011-12 school year at 53% to 2012-13 school year to 41%. The **lowest percentile increased** from 6% in 2011-12 to 21% in 2012-13.

Student and teachers agree that student mostly **use technology** in the classroom for basic adapting uses such as word processing and spreadsheet which conversely correlates with the teachers.

Teachers comfort level of designing and implementing lessons that incorporate higher, student-centered uses of instructional technology **rate themselves as a beginner or no skills**.

Strengths:

The **response time to technical needs** were rated as **satisfactory to outstanding** by 81.6% of all teachers surveyed.

87.5% of district teachers have spent **6 or more years** of **experience** in the classroom.

The usage and availability of the mobile labs for projects has **increased** at the Jr/Sr High School.

Professional Development:

Strengths:

75% of the teachers surveyed were confident on their own as a technology user, and 12.5% rated their self as capable of teaching others.

100% of teachers surveyed have learned effectively in workshops attended.

Technology money has been allocated for purchasing hardware and software.

Weaknesses:

Although teachers have at **least a basic knowledge with and use of technologies** such as word processing, digital cameras, and email. Teachers **do not feel comfortable integrating** these into student lessons/projects.

50% of the teachers surveyed have taken less than 10 clock hours of training in using state standards and designing/assessing curriculum using technology.

Technology money for professional development is greatly limited.

Parent/Community Involvement:

Strengths:

According to the Next Steps Illinois Data Portal Survey 66.7% of the community members that they strongly agree that they **would support additional funding for technology use** or funding.

According to the Next Steps Illinois Data Portal Survey 90% of respondents say that they **agree or strongly agree** that Technology is critical to the learning experiences of students.

Parent communication has **increased due to our Parent Portal** in our online student management system and our automated phone messaging system.

Weaknesses:

Only ten parents/community members responded to the survey on the Illinois Data Portal.

There remains a large percentage of homes with no Internet access.

2010 Census

Sandoval has experienced a drop in population since the last census was taken in 2010. The zip code population in 2000 was 2,641 and in 2010 the zip code population was 2,336. It still remains a

bedroom community with the vast majority of adults traveling 10-20 miles or more to work in other communities. Community Demographics:

Sandoval, Illinois is located in Marion County.

Population in 2010: 1274

White: 97.5%

Multiracial: 1.3%

Median Household Income: \$27,674.00

Unemployment: 12.9%

External Factors:

Technology money is dependent upon continued funding of Federal & State funding or grants.


The income level of parents limits student access to technology at home

Internal Factors:

Technology money for professional development is greatly limited.

The technology money is focused on mainly purchasing hardware and software, which limits the funds for curriculum and instruction.

The district needs to designate time and money for staff development in regards to creating/purchasing instructional technologies for inquiry-based instruction.

 **Conclusions** - What do these factors imply for next steps in technology planning?

Local Assessment Data:

1) The 7-12 grade students need better individual access to computer technology which is being addressed through the establishment of mobile labs.

2) Further training in developing lessons/learning units which integrate best practices and learning strategies (such as inquiry-based learning, questioning techniques, and classroom management) that have been proven to raise student understanding and achievement scores in reading and are supported by appropriate student centered use of instructional technology.

District Budget Information:

The limited amount of monies budgeted to technology has impacted the use of technology and its integration in the classrooms at the Elementary School.

The Technology money for the Jr./Sr. High School provided by the school improvement grant places restrictions on how it is used.

Curriculum & Instruction:

The number of students "meeting or exceeding"achievement scores have been influenced by the factors listed above. In order to increase ISAT reading scores, more research based instructional strategies will need to be implemented.

The amount of money available for upgrading instructional technology and infrastructure will continue to remain at present levels as the federal and state governments are not increasing funding levels.

Professional Development:

Teachers have reported the lack of teacher comfort along with access to instructional technology has hampered the integration of instructional technology in the classrooms.

Parent/Community Involvement:

Presently 89% of parents say the school uses technology for communicating with district staff. However, the district should examine multiple ways to communicate with parents who do not have access to the internet.

District Information

Number	Item
497	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
0	Number of K-12 special education self-contained classroom students
41	Number of Teachers (FTE - this does not include teacher aides)
3	Number of Administrators
3	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
3	SubTotal
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
0	SubTotal
3	Total number of instructional school buildings
0	Total number of non-instructional buildings
100	Percentage of instructional school buildings with high speed internet access
0	Percentage of instructional school buildings with low speed internet access
0	Percentage of instructional school buildings with no internet access
0	Percentage of non-instructional school buildings with high speed internet access

0	Percentage of non-instructional school buildings with low speed internet access
0	Percentage of non-instructional school buildings with no internet access

Internet Access

Locations	Type of Internet Access							
	Total Number of Administrative Offices	10 mb Ethernet	100+ mb Ethernet	Dedicated Cable	DSL	Wireless	Other (Dial-up modem, etc.)	None (no internet access)
Instructional Classroom	36	0	36	0	36	18	0	0
Dedicated Computer Lab	2	0	2	0	2	0	0	0
Media Center/Library	2	0	2	0	2	1	0	0
Mobile Computer Lab	3	0	3	0	3	3	0	0
Administrative Offices	3	0	3	0	3	1	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	1	0	1	0	1	0	0	0
Totals	47	0	47	0	47	23	0	0

Computer Inventory

Desktop Computers

Desktop Computers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	97	0	97	0	0	0	0	0	0	97	0	97
	SubTotal	97	0	97	0	0	0	0	0	0	97	0	97
Dedicated Computer Lab	Under 2 years	20	0	20	0	0	0	0	0	0	20	0	20
	2-5 years	30	0	30	0	0	0	0	0	0	30	0	30
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	50	0	50	0	0	0	0	0	0	50	0	50
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	3	0	3	0	0	0	0	0	0	3	0	3
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	5	0	5	0	0	0	0	0	0	5	0	5
	5+ years	3	0	3	0	0	0	0	0	0	3	0	3
	SubTotal	8	0	8	0	0	0	0	0	0	8	0	8
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2

Laptop/Tablet/Netbook Computers

Laptop/Tablet/Netbook Computers

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop/Tablet/Netbook Computers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	22	23	45	0	0	0	0	0	0	22	23	45
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	22	23	45	0	0	0	0	0	0	22	23	45
Dedicated Computer Lab	Under 2 years	10	0	10	0	0	0	0	0	0	10	0	10
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	10	0	10	0	0	0	0	0	0	10	0	10
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	48	30	78	0	0	0	0	0	0	48	30	78
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	48	30	78	0	0	0	0	0	0	48	30	78
Administrative Offices	Under 2 years	2	2	4	0	0	0	0	0	0	2	2	4
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	2	4	0	0	0	0	0	0	2	2	4
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	10	0	10	0	0	0	0	0	0	10	0	10
	SubTotal	10	0	10	0	0	0	0	0	0	10	0	10

Handheld Devices

Handheld Devices													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Handheld Devices (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

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

Servers

Servers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	8	0	8	0	0	0	0	0	0	8	0	8
	SubTotal	8	0	8	0	0	0	0	0	0	8	0	8
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations/Off-site	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Operating Systems

Locations	PC					
	Windows 7	Windows Vista	Windows XP (any version)	Windows 2000 (any version)	Windows 95/98	Other PC
Instructional Classroom	44	0	96	0	0	0
Dedicated Computer Lab	30	0	30	0	0	0
Media Center/Library	0	0	6	0	0	0
Mobile Computer Lab	48	0	0	0	0	0
Administrative Offices	0	0	7	0	0	0
Teacher Offices	0	0	0	0	0	0
Other Locations/Off-site	0	0	0	0	0	0
Totals	122	0	139	0	0	0

Locations	MACINTOSH				
	MAC System 10.x	MAC System 9.x	MAC System 8.x	MAC System 7.x	Other MAC
Instructional Classroom	0	0	0	0	20
Dedicated Computer Lab	0	0	0	0	0
Media Center/Library	0	0	0	0	0

Mobile Computer Lab	0	0	0	0	30
Administrative Offices	0	0	0	0	5
Teacher Offices	0	0	0	0	0
Other Locations/Off-site	0	0	0	0	0
Totals	0	0	0	0	55

Other Operating Systems (Including Linux)		
Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		2
Teacher Offices		0
Other Locations		0
	Subtotal	2

Operating Systems - Totals			
	Administrative	Other	Total
Windows:			
Windows 7	0	0	122
Windows Vista	0	0	0
Windows XP (any version)	7	0	139
Windows 2000 (any version)	0	0	0
Windows 95/98	0	0	0
Other PC	0	0	0

Subtotal	7	0	261
Macintosh:			
MAC System 10.x	0	0	0
MAC System 9.x	0	0	0
MAC System 8.x	0	0	0
MAC System 7.x	0	0	0
Other MAC	5	0	55
Subtotal	5	0	55
Other Operating Systems:			
SubTotal	2	0	2
Total	14	0	318

Network Equipment

Locations	Type of Equipment							
	Hubs	Routers	Switches	Wireless Access Points	Firewall	Spam Filter	Content Filter	Intrusion Detector
Instructional Classroom	0	0	20	11	0	0	2	0
Dedicated Computer Lab	0	0	2	0	0	0	0	0
Media Center/Library	0	0	2	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0	0	0
Administrative Offices	2	0	4	0	0	0	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	0	0	0	0	0	0	0	0
Totals	2	0	28	11	0	0	2	0

Licensed Software

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

Other Technologies

	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	21	6	27
Stand-alone Printers/Multifunctional Units	0	1	1
Stand Alone Scanners	1	0	1
Digital Cameras	5	0	5

Camcorders/Movie Cameras	3	0	3
Satellite Dishes	1	0	1
Televisions	47	0	47
Video Microscopes	1	0	1
LCD Panels/Projection Devices	38	4	42
Fax Machines	3	0	3
Graphing Calculators	60	0	60
PDAs	0	0	0
Assistive/Adaptive Devices/Student Response Devices	7	0	7
GPS Devices/Geocaching	1	0	1
Science Probeware	10	0	10
Electronic Whiteboards	37	0	37
Whiteboard Peripherals (clickers, note capturing devices)	256	0	256
Document Cameras	2	0	2
MP3/ Electronic Readers, Kindles, etc.	0	0	0

Telecommunications

	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	4	0	4
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	0	0
Internet connected VOIP(Voice over IP)	0	0	0

Distance Learning

Distance Learning	Number of Access Points
Satellite	1
Cable/Broadcast	0
Internet Services for Distance Learning	0
Phone line/v-tel systems	0
Other	0

Analysis



Summary - Briefly describe the technology deployment data in all district and school facilities (refer to the District Summary Technology Report). Technology deployment includes technology infrastructure, instructional technology integration, information technology, and telecommunications. What do these data tell you? 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.

Hardware Inventory, Summer- 2012

Teacher Survey, PreK-12 teachers, November 2012

Parent Survey, Winter-2012

ISBE Technology Survey, November 2012

Infrastructure/Internet Access:

Backbone is a ADSL going from switch to switch and from switch to server.

All other switches are running at 100mb.

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All 3 attendance centers school buildings are wired with CAT5 or CAT6.

The Administrative office is wired with CAT6.

All classrooms have 1 computer primarily for teacher use, each classroom has 1-4 student computers.

Elementary students have access to 1 lab with 30 desktops. Students in grades 7th-8th have access to a mobile lab with 24 laptops.

High School students have access to 1 mobile lab with 24 laptops and 1 mini-lab with 10 netbooks.

Hardware:

4 servers located in the administrative building . The servers are at least 4 to 7 years old.

3 servers located in the Elementary building . The servers are at least 4 to 7 years old.

There are 240 computers in the district. (74 laptop computers, 10 netbooks, We have NO desktops that are less than 2 years old, 100 desktops are 2-5 years old, and 56 desktop is 5 or years older).

158 of the computers are running Windows XP and 72 are running Windows 7.

Most classrooms, offices, and labs include printers. Our breakdown of printers is 27 networked laser and 5 stand alone.

District peripherals include:

5 Digital Camera

3 Camcorder

2 Document Cameras

42 LCD/Projection devices

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60 Graphing Calculators

37 SMART Boards

7 Smart Response System with 32 clickers each

Software

Currently 230 licenses for personal productivity tools (word processing, spreadsheet, database, desktop publishing)

1 Business/accounting software

1 Student Management System - District Wide (InformationNow)

1 District license Antivirus (AVG)

District Content Filtering IP COP and Open DNS

Telecommunications/Internet Access:

2 ADSL lines running at 6 mbps entering the Technology Offices, and then connected to the computer labs, libraries, and classrooms using a series of switches and wireless access points.

All classrooms, the cafeteria, library, and administrative offices are connected through a phone or intercom system.

1 Cellular phone (2 years old) are used to communicate between buildings, maintenance, and transportation.

Analysis:

- The current infrastructure allows students and teachers to access the internet for research purposes, student assessment programs and instructional videos.
- Students in K-12 have access to mobile labs or labs with desktop computers, which allow them to utilize programs to supplement reading and math instruction.
- Computers in the classroom allow students to take Renaissance Learning (AR) quizzes to help increase student reading comprehension.



Analysis - In what ways, if any, has technology deployment including technology infrastructure, instructional technology integration, and information technology contributed to student performance?

Telecommunications to provide access to the most current infrastructure for the use of voice, data transport services, and video for our students and staff.

Instructional technology by engaging students in inquiry-based lessons integrating technology for student use and teacher instruction.

Informational technology by offering training and support to the staff in creating inquiry based lessons, and the integration of digital and other forms of media.



Conclusions - What do these factors imply for next steps in technology planning?


Presently the age of the equipment in the district along with a lack of funding has limited the use of instructional technologies in the classroom. The District currently is in year 2 of a 3 year School Improvement Grant. The District should explore additional funding sources and create a plan for replacing outdated equipment.

Many teachers do not have instructional time to access the desktop computerlab and the mobile labs. Because of this many students lack computer skills needed for technology proficiency.


The Jr./Sr. high mobile labs are experiencing high volume use therefore many students during the school day.

Action Plan - Goals, Strategies, and Activities
Summary


FY 2014

Goal Number	Title
1	 We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4% (meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

FY 2015

Goal Number	Title
1	 We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4% (meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

FY 2016

Goal Number	Title
1	 We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4% (meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Action Plan - Goals, Strategies, and Activities
FY 2014

FY 2014 Goal Title:

We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Action Plan- Instruction
FY 2014

FY 2014 Goal Title:

We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Strategy 1

Students will be participating in appropriate reading and math inquiry-based units which will incorporate instructional strategies that use inovative technology to improve Reading and Math scores.

Activity 1	Start Date	End Date	Timeline
Grades K-6 students will continue to participate in the Renaissance Learning/Accelerated Reader Program and Star Testing as a supplement to the Reading curriculum.	08/19/2013	05/26/2014	05/26/2014
Activity 2	Start Date	End Date	Timeline
Grades 7-12 students will continue participate in the Accelerated Math Program as a supplement to the Math curriculum.	08/19/2013	05/26/2014	05/26/2014
Activity 3	Start Date	End Date	Timeline
Students will continue to use appropriate software and technology resources that will focus on the seven reading strategies such as the ability to infer, determine importance and ask questions.	08/19/2013	05/26/2014	05/26/2014

Activity 4	Start Date	End Date	Timeline
Students will engage in a range of text (informational and literary) and differentiated learning opportunities by using on-line resources such as My Math and Treasures for Reading and Math at https://www.mheonline.com , Reading A-Z.org, PBSLearningMedia.org and a variety of other websites.	08/19/2013	05/26/2014	05/26/2014

Strategy 2
Student will participate in district/staff developed or adopted curriculum that will meet national and state technology standards as required.

Activity 1	Start Date	End Date	Timeline
Students will continue to participate in instructional activities starting at the 3rd grade through the 12 grade that will meet the Illinois Internet Safety requirements and as adopted by District 501	08/19/2013	05/26/2014	05/26/2014

Activity 2	Start Date	End Date	Timeline
Students will continue to participate in instructional technology activities starting at the 5th grade to ensure all students are NETS proficient by the end of the 8th grade.	08/19/2013	05/26/2014	05/26/2014

Strategy 3

Activity 1	Start Date	End Date	Timeline

Action Plan- Professional Development
FY 2014

FY 2014 Goal Title:
We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Strategy 1			
Teachers will create/revise/implement appropriate reading and math inquiry- based units which will incorporate instructional strategies that use innovative technology to improve Reading and Math scores.			
Activity 1	Start Date	End Date	Timeline
Continue to offer workshops to all teachers in Microsoft Office Applications, SmartBoards, IPAD's, developing new instructional strategies and Common Core Standards.	08/19/2013	05/26/2014	05/26/2014
Activity 2	Start Date	End Date	Timeline
Teachers will participate in ROE sponsored workshops that incorporate Common Core Standards, best practices and integration ideas.	08/19/2013	05/26/2014	05/26/2014
Activity 3	Start Date	End Date	Timeline
Teachers will be use free on-line professional resources, to investigate engagement activities, best practices and the Common Core Standards.	08/19/2013	05/26/2014	05/26/2014

Strategy 2			
Teachers will participate in staff development or adaptive curriculum that will impliment the District Internet Safety Curriculum and will help students to meet 8th grade technology proficiency. (NETS)			
Activity 1	Start Date	End Date	Timeline
Teachers will continue to attend professional training in NETS and Internet Safety Curriculum.	08/19/2013	05/26/2014	05/26/2014

Strategy 3			

Activity 1	Start Date	End Date	Timeline

Action Plan- Technology Deployment Data
FY 2014

FY 2014 Goal Title:

We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Strategy 1

District will provide and maintain necessary innovative technologies, telecommunications services needed to support instruction, safety and communication needs for all stakeholders.

Activity 1	Start Date	End Date	Timeline
The District will replace aging SmartBoards and LCD Projectors for classroom and continue to use inquiry-based learning to implement innovative technology in the classroom.	07/01/2013	06/30/2014	06/30/2014

Activity 2	Start Date	End Date	Timeline
The District will continue to maintain a school website, web-based student information system, and software and online resource subscriptions.	07/01/2013	06/30/2014	06/30/2014

Activity 3	Start Date	End Date	Timeline
The District will maintain and upgrade District internet connection.	07/01/2013	06/30/2014	06/30/2014

Activity 4	Start Date	End Date	Timeline
The District will purchase IPAD's and replace outdated technology.	07/01/2013	06/30/2014	06/30/2014

Activity 5	Start Date	End Date	Timeline
The District will maintain, update and expand telecommunications in all buildings.	07/01/2013	06/30/2014	06/30/2014
Activity 6	Start Date	End Date	Timeline
The District will use innovative informational technology and telecommunications services to communicate, collaborate and support parents and the community members to address learning needs and maintain a safe learning environment for all.	07/01/2013	06/30/2014	06/30/2014

Strategy 2			
Activity 1	Start Date	End Date	Timeline

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Goals, Strategies, and Activities
FY 2015

FY 2015 Goal Title:

We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Action Plan- Instruction
FY 2015

FY 2015 Goal Title:

We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Strategy 1

Students will be participating in appropriate reading and math inquiry-based units which will incorporate instructional strategies that use inovative technology to improve Reading and Math scores.

Activity 1	Start Date	End Date	Timeline
Grades K-6 students will continue to participate in the Renaissance Learning/Accelerated Reader Program and Star Testing as a supplement to the Reading curriculum.	08/18/2014	05/25/2015	05/25/2015
Activity 2	Start Date	End Date	Timeline
Grades 7-12 students will continue participate in the Accelerated Math Program as a supplement to the Math curriculum.	08/18/2014	05/25/2015	05/25/2015
Activity 3	Start Date	End Date	Timeline
Students will continue to use appropriate software and technology resources that will focus on the seven reading strategies such as the ability to infer, determine importance and ask questions.	08/18/2014	05/25/2015	05/25/2015

Activity 4	Start Date	End Date	Timeline
Students will engage in a range of text (informational and literary) and differentiated learning opportunities by using on-line resources such as My Math and Treasures for Reading and Math at https://www.mheonline.com , Reading A-Z.org, PBSLearningMedia.org and a variety of other websites.			

Strategy 2
 Student will participate in district/staff developed or adopted curriculum that will meet national and state technology standards as required.

Activity 1	Start Date	End Date	Timeline
Students will continue to participate in instructional activities starting at the 3rd grade through the 12 grade that will meet the Illinois Internet Safety	08/18/2014	05/25/2015	05/25/2015

Activity 2	Start Date	End Date	Timeline
Students will continue to participate in instructional technology activities starting at the 5th grade to ensure all students are NETS proficient by the end of the 8th grade.	08/18/2014	05/25/2015	05/25/2015

Strategy 3

Activity 1	Start Date	End Date	Timeline

Action Plan- Professional Development
 FY 2015

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Strategy 1			
Teachers will create/revise/implement the most current research based reading and math inquiry-based units which will incorporate instructional strategies that use innovative technology to elevate Reading and Math scores.			
Activity 1	Start Date	End Date	Timeline
Continue to offer workshops for teachers/staff in Office Applications, SmartBoards, and IPAD's developing new instructional strategies and student management software that include the proper use of technology.	08/18/2014	05/25/2015	05/25/2015
Activity 2	Start Date	End Date	Timeline
Teachers will participate in ROE sponsored workshops that incorporate Common Core Standards, best practices and integration ideas.	08/18/2014	05/25/2015	05/25/2015
Activity 3	Start Date	End Date	Timeline
Teachers will be use free on-line professional resources, to investigate engagement activities, best practices and the Common Core Standards.	08/18/2014	05/25/2015	05/25/2015

Strategy 2			
Teachers will participate in staff development or adaptive curriculum that will impliment the District Internet Safety Curriculum and will help students to meet 8th grade technology proficiency. (NETS)			
Activity 1	Start Date	End Date	Timeline
Teachers will continue to attend professional training in Common Core Standards, NETS and Internet Safety Curriculum.	08/18/2014	05/25/2015	05/25/2015

Strategy 3			

Activity 1	Start Date	End Date	Timeline

Action Plan- Technology Deployment Data
FY 2015

FY 2015 Goal Title:

We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

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Activity 6	Start Date	End Date	Timeline
The District will use innovative informational technology and telecommunications services to communicate, collaborate and support parents and the community members to address learning needs and maintain a safe learning environment for all.	07/01/2014	06/30/2015	06/30/2015

Strategy 2			
Activity 1	Start Date	End Date	Timeline

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Goals, Strategies, and Activities
FY 2016

FY 2016 Goal Title:

We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Action Plan- Instruction
FY 2016

FY 2016 Goal Title:

We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

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Activity 2	Start Date	End Date	Timeline
Grades 7-12 students will continue participate in the Accelerated Math Program as a supplement to the Math curriculum.	08/17/2015	05/23/2016	05/23/2016
Activity 3	Start Date	End Date	Timeline
Students will continue to use appropriate software and technology resources that will focus on the seven reading strategies such as the ability to infer, determine importance and ask questions.	08/17/2015	05/23/2016	05/23/2016

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Strategy 2
Student will participate in district/staff developed or adopted curriculum that will meet national and state technology standards as required.

Activity 1	Start Date	End Date	Timeline
Students will continue to participate in instructional activities starting at the 3rd grade through the 12 grade that will meet the Illinois Internet Safety.	08/17/2015	05/23/2016	05/23/2016

Activity 2	Start Date	End Date	Timeline
Students will continue to participate in instructional technology activities starting at the 5th grade to ensure all students are NETS proficient by the end of the 8th grade.	08/17/2015	05/23/2016	05/23/2016

Strategy 3

Activity 1	Start Date	End Date	Timeline

Action Plan- Professional Development
FY 2016

FY 2016 Goal Title:

We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Strategy 1			
Teachers will create/revise/implement the most current research based reading and math inquiry-based units which will incorporate instructional strategies that use innovative technology to elevate Reading and Math scores.			
Activity 1	Start Date	End Date	Timeline
Continue to offer workshops for teachers/staff in Office Applications, SmartBoards, and IPAD's developing new instructional strategies and student management software that include the proper use of technology.	08/17/2015	05/23/2016	05/23/2016
Activity 2	Start Date	End Date	Timeline
Teachers will participate in ROE sponsored workshops that incorporate Common Core Standards, best practices and integration ideas.	08/17/2015	05/23/2016	05/23/2016
Activity 3	Start Date	End Date	Timeline
Teachers will be use free on-line professional resources, to investigate engagement activities, best practices and the Common Core Standards.	08/17/2015	05/23/2016	05/23/2016

Strategy 2			
Teachers will participate in staff development or adaptive curriculum that will impliment the District Internet Safety Curriculum and will help students to meet 8th grade technology proficiency. (NETS)			
Activity 1	Start Date	End Date	Timeline
Teachers will continue to attend professional training in Common Core Standards, NETS and Internet Safety Curriculum.	08/17/2015	05/23/2016	05/23/2016

Strategy 3			

Activity 1	Start Date	End Date	Timeline

Action Plan- Technology Deployment Data
FY 2016

FY 2016 Goal Title:
 We need to increase the 2012 ISAT scores for Reading of 73.3%(meets and exceeds)and the Math score of 72.7%. Also, the 2012 PSAE scores for Reading of 34.4%(meets and exceeds)and the Math score of 25%(meets and exceeds)over the term of this plan through the use of Innovative Technologies. In each year of this plan, "All" students will meet AYP targets or Safe Harbor targets based on state standardized tests.

Strategy 1
 District will provide and maintain necessary innovative technologies, telecommunications services needed to support instruction, safety and communication needs for all stakeholders.

Activity 1	Start Date	End Date	Timeline
The District will replace aging SmartBoards and LCD Projectors for classroom and continue to use inquiry-based learning to implement innovative technology in the classroom.	07/01/2015	06/30/2016	06/30/2016

Activity 2	Start Date	End Date	Timeline
The District will continue to maintain a school website, web-based student information system, and software and online resource subscriptions.	07/01/2015	06/30/2016	06/30/2016

Activity 3	Start Date	End Date	Timeline
The District will maintain and upgrade District internet connection.	07/01/2015	06/30/2016	06/30/2016

Activity 4	Start Date	End Date	Timeline
The District will purchase IPAD's and replace outdated technology.	07/01/2015	06/30/2016	06/30/2016

Activity 5	Start Date	End Date	Timeline
The District will maintain, update and expand telecommunications in all buildings.	07/01/2015	06/30/2016	06/30/2016
Activity 6	Start Date	End Date	Timeline
The District will use innovative informational technology and telecommunications services to communicate, collaborate and support parents and the community members to address learning needs and maintain a safe learning environment for all.	07/01/2015	06/30/2016	06/30/2016

Strategy 2			
Activity 1	Start Date	End Date	Timeline

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Monitoring and Evaluation
FY 2014

Monitoring - The District Technology Plan should outline a forward-looking evaluation process for future implementation measures that compensate or adjust to changing conditions which might occur beyond the life of the plan.

1. Monitoring Description: Describe how district personnel will monitor the effectiveness of strategies and activities toward the achievement of the goals.

The Sandoval CUSD 501 administration, school board, and technology stakeholder group will continue to review, analyze, and plan for the effective use of technologies in the classrooms throughout the district. Trends in meeting student achievement objectives as defined by ISAT/ PSAE will be monitored along with trends in funding, student population, changes in bandwidth needs due to media rich technologies, and the development of new innovative technologies. This data and trends concerning this data will be tracked, collected, analyzed, and taken into consideration during the annual review of this plan. The district will ensure that adjustments will be made as needed to this plan to compensate for those and any other factors which might affect the efficiency of the integration of instructional technology into our students' learning environment and the efficient, viable, ubiquitous access of innovative technologies and telecommunications equipment and services for all stakeholders.

1. Increased attendance at in-service instructional strategy and technology workshops
2. Increased integration of technology resources to increase math and reading skills Increased use of online student information by parents (grades, attendance, assignments, etc.)
3. Increased communication between the school and home
4. Analysis of software, online resources, hardware inventory, Internet connection speeds, telephone usage and inventory records
5. Subscriptions, software, hardware, technology tools, online resources, Internet access, telecommunications capabilities will be available to meet the educational and academic needs of the students and staff

2. Monitoring Process

FY 2014	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Accelerated Reader Reports, AimsWeb, Auto Skills, Study Island, STI Assessment, RTI	Increase on student ISAT and PSAE scores	Quarterly	Jennifer Garrison, Annie Gray, Melanie Brink
		Increase in the number of teachers attending reading and technology		

Professional Development	Workshop attendance records, Teacher survey	workshops. Increase the number of lessons taught by teachers that effectively use technology to reinforce reading strategies.	Yearly	Jennifer Garrison, Annie Gray, Melanie Brink
Technology Data	District Technology inventories	Evaluate technology purchases	Yearly	Jennifer Garrison, Marilyn Gimbel, Mike Chontofalsky

3. Children's Internet Protection Act - Provide Board Policy Information here:

Date Approved	Policy # [6 characters]
11/19/2008	6:235

Action Plan - Monitoring and Evaluation
FY 2015

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		Increase in the number of teachers		

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ISBE Approval

District Name: Sandoval CUSD 501

RCDT #: 130585010260000

Original Submission

ISBE Approval Date:

School Years Covered by Plan:

Plan Expiration Date:

2014 2015 2016

Section Used for Mid-Course Correction Only

Mid-Course Correction (MCC)

Date of Annual Review Leading to MCC:

Approval Date of MCC:

Preliminary Information

Requirements

All required identifying district information is complete.

jn Meets jn Does Not Meet

Comments:

District Data

Requirements

- District Information
- Report Card Data
- Local Assessments
- Technology Data

jn Meets jn Does Not Meet

Comments:

Action Plan

Requirements

Overall Review of Action Plan

- Goals
- Strategies and Activities
- Budget

jn Meets jn Does Not Meet

Comments:

Instruction Strategies and Activities

jn Meets jn Does Not Meet

Comments:

Professional Development Strategies and Activities

jn Meets jn Does Not Meet

Comments:

Technology Deployment Strategies and Activities

jn Meets jn Does Not Meet

Comments:

Monitoring and Evaluation

Requirements

- Monitoring Description
- Monitoring Process
- Internet Safety Policy

jn Meets jn Does Not Meet

Comments:

ISBE Review

jn Approved jn Revisions Needed jn Not Approved

Comments: