

Initial Submission	02/28/2011
ISBE Approved	05/05/2011
MCC Review Date	
MCC Approval Date	

---

 District Information
 

---

## 1. District Information

District Name:	Elmwood Park CUSD 401	District Address:	8201 W Fullerton Ave
City/State/Zip:	Elmwood Park, IL 60707 2449	RCDT Number:	060164010260000
Superintendent:	Dr. Douglas Rudig	Superintendent Email:	rudigd@epcusd401.org
District Phone:	7084527292	District Fax:	7084529504
TIP Contact Name:	Irina Ziemann	TIP Contact Email:	ziemanni@epcusd401.org
TIP Contact Phone:	7085835710	TIP Contact Fax:	7085835810

## 2. Submission Type

- Original Submission – Check this line if this is the first submission of the technology plan by your district.
- Amended Submission – Check this line for any resubmission of the plan (returning for peer review, etc).

## 3. Mid-course Correction

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

---

### Vision Statement

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

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

District 401 (PK-12) has a three-part vision statement which is the basis of the District's Educational Landscape Plan (2007-2011).

#### **Part I: Organization Vision Statement**

**The District will be fiscally responsible, ensuring a safe, challenging learning environment, provide a proactive, highly qualified staff, and offer a wide variety of academic, artistic-based, and extracurricular programs that encompass the total learning process.**

This part of our vision is supported by our **telecommunications** infrastructure that keeps students safe with phones in classrooms, cell phones for administrators, email and broadcast communication systems. Our 100% highly qualified staff support academics through technology and differentiated learning. Sensitive to possible changes in funding, we have budgeted for several likely scenarios, streamlined our servers with virtualization, and utilized open source software. Our total number of students has not changed substantially in ten years so no major changes in building construction or facilities are expected.

#### **Part II: Curriculum and Instruction/Staff Development Vision Statement**

**The District will provide challenging educational opportunities for all students that will prepare them for continued learning through "Best" teaching practices, technology, partnerships, community service, and the development of positive work habits. Instructional approaches will be linked to the Illinois State Learning Standards and our District's curricula documents.**

Technology is interwoven in the instructional process from diagnostic testing with mobile devices to interventions with classroom computers to formative assessment in computer labs. Teacher curriculum maps link instruction to Illinois Learning Standards, Common Core standards, and NETS-S standards. The District aligns **instructional technology** use with the goals of Enhancing Education Through Technology (EETT).

#### **Part III: Community, Climate, Communication Vision Statement**

**The District will 1) ensure the representation of students, staff, parents and members of the public through various means of communication, 2) create an exciting, engaging, and respectful learning environment, and 3) further enrich the learning environment utilizing parent/community involvement.**

Technology is a vital and growing link between the District and parent/community. The online parent portal, website, electronic newsletters, and surveys support communication. A positive climate is supported through technology initiatives for students, staff, and community at all grade levels. In the future, the District will support more mobile device and social applications to connect with a community that is younger, speaks more languages, and demands more real-time information.

The District pursues a forward-thinking process driven by **information technology (data)** to identify needs as they emerge and plan for future growth. In spring 2011, District 401 is surveying families, teachers, and students on the quality of all services provided by the District. Using the results of this survey the District, headed by a new Superintendent in fall 2011, will put together a strategic plan. The National Education Technology Plan (<http://www.ed.gov/technology/netp-2010>) is also a guide for the District as we move forward with more engaged learning, data-driven continuous improvement, a more connected teaching staff, an always-on infrastructure, and a more productive educational system.

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

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

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91		80	
All	99.6	Yes	99.6	Yes	77.7		Yes	83.3		Yes	94.4	Yes	92.5	Yes
White	99.6	Yes	99.6	Yes	81.2		Yes	86.7		Yes				
Black														
Hispanic	99.4	Yes	99.4	Yes	71.4	76.9	No	77.3		Yes	94.4		67.8	
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic	100.0	Yes	100.0	Yes	80.3		Yes	84.8		Yes			
LEP	98.4	Yes	98.4	Yes	34.0		No	68.0		Yes			
Students with Disabilities	98.9	Yes	98.9	Yes	52.4	53.7	Yes	67.1	67.2	Yes	94.4		82.1
Economically Disadvantaged	99.2	Yes	99.2	Yes	72.8	75.3	No	79.6		Yes	94.2		86.8

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

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

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

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

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

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	94.0	94.2	93.8	94.1	94.1	94.2	94.5	94.4
Truancy Rate (%)	0.3	0.5	0.6	2.8	0.6	0.8	0.6	0.4
Mobility Rate (%)	22.1	16.0	14.2	17.1	10.9	17.1	7.6	7.5
HS Graduation Rate, if applicable (%)	91.7	95.7	92.9	92.6	93.8	91.5	95.3	92.5
HS Dropout Rate, if applicable (%)	3.4	2.7	3.9	3.6	3.3	2.6	2.5	1.2
District Population (#)	2,939	2,951	2,790	2,766	2,782	2,763	2,812	2,855
Low Income (%)	13.8	17.8	19.0	23.2	26.3	32.6	32.7	37.0
Limited English Proficient (LEP) (%)	8.4	3.6	6.2	6.3	6.5	6.7	6.9	5.4
Students with Disabilities (%)	-	-	-	-	-	-	-	14.2
White, non-Hispanic (%)	79.1	75.1	73.1	69.6	66.1	63.8	61.6	57.0
Black, non-Hispanic (%)	0.4	0.7	0.4	0.7	0.8	1.2	1.4	2.3
Hispanic (%)	18.9	22.2	22.8	25.3	28.1	29.0	30.2	32.9
Asian/Pacific Islander (%)	1.6	2.0	2.0	1.9	1.8	1.9	2.0	2.2
Native American or Alaskan Native(%)	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Multiracial/Ethnic (%)	-	-	1.6	2.3	3.1	4.0	4.7	5.6

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	86.5	0.1	12.3	1.0	0	-
	2001	84.6	0.2	14.2	1.0	0	-
	2002	82.0	0.9	15.8	1.3	0	-
	2003	79.1	0.4	18.9	1.6	0	-
	2004	75.1	0.7	22.2	2.0	0.1	-
	2005	73.1	0.4	22.8	2.0	0.1	1.6
	2006	69.6	0.7	25.3	1.9	0.1	2.3
	2007	66.1	0.8	28.1	1.8	0.1	3.1
	2008	63.8	1.2	29.0	1.9	0.1	4.0
	2009	61.6	1.4	30.2	2.0	0.1	4.7
	2010	57.0	2.3	32.9	2.2	0	5.6
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	7.1	11.0	100.0	92.4	23.5	41	1.5	5.4	80.1
	2001	8.3	10.5	90.4	93.2	14.2	124	4.6	4.5	83.2
	2002	8.2	14.2	97.9	93.8	20.3	10	0.3	5.7	87.8
	2003	8.4	13.8	97.2	94.0	22.1	10	0.3	3.4	91.7
	2004	3.6	17.8	100.0	94.2	16.0	15	0.5	2.7	95.7
	2005	6.2	19.0	100.0	93.8	14.2	16	0.6	3.9	92.9
	2006	6.3	23.2	100.0	94.1	17.1	76	2.8	3.6	92.6
	2007	6.5	26.3	100.0	94.1	10.9	16	0.6	3.3	93.8
	2008	6.7	32.6	96.6	94.2	17.1	21	0.8	2.6	91.5
	2009	6.9	32.7	100.0	94.5	7.6	16	0.6	2.5	95.3
2010	5.4	37.0	100.0	94.4	7.5	12	0.4	1.2	92.5	
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
<b>D I S T R I C T</b>	2000	2,973	-	-	-	-	-	-
	2001	3,007	226	272	246	268	230	217
	2002	2,981	211	217	233	231	262	256
	2003	2,939	213	214	217	257	241	228
	2004	2,951	251	214	225	256	239	229
	2005	2,790	185	235	218	230	256	228
	2006	2,766	174	189	236	229	227	259
	2007	2,782	189	184	196	223	232	274
	2008	2,763	180	187	188	239	230	271
	2009	2,812	188	187	185	209	236	214
	2010	2,855	181	204	204	200	219	246
<b>S T A T E</b>	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
	2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	166	14	53,767	41	59	22	17	0	0
	2001	159	13	53,865	37	63	23	21	0	0
	2002	164	12	52,495	43	57	21	21	1	0
	2003	163	12	54,712	45	55	21	21	2	0
	2004	164	11	57,454	40	60	22	20	2	0
	2005	159	11	61,897	42	58	21	20	2	0
	2006	145	10	68,421	42	58	23	21	1	0
	2007	167	11	65,895	36	64	19	21	2	0
	2008	169	11	67,375	30	70	18	21	0	0
	2009	175	11	66,681	26	74	19	20	0	0
2010	181	10	68,255	28	72	18	20	0	0	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,502	13	63,296	42	57	18	18	0	1	

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	60.6	65.3	67.2	70.5	74.9	70.1	-	69.9	72.0	72.0	78.0	75.9	66.4	69.0	72.3	72.5	72.2	76.3
White	65.0	68.4	66.9	74.3	75.2	67.8	-	76.4	76.3	69.4	82.1	80.7	68.6	73.4	77.1	76.3	69.6	82.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	45.2	53.0	62.3	64.5	73.0	67.9	-	56.2	60.0	72.7	72.9	69.0	58.3	62.3	57.7	64.5	75.0	67.5
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	85.7	-	-	-	-	80.0	72.7	-	-	-	-	-	91.7
LEP	-	-	-	30.8	-	26.3	-	-	-	38.5	46.2	-	-	-	-	-	-	-
Students with Disabilities	27.8	26.0	32.6	50.0	50.0	51.3	-	44.5	34.1	38.0	61.1	43.2	21.6	25.6	51.5	36.4	34.7	67.9
Low Income	51.8	42.3	55.9	63.9	68.8	62.9	-	61.8	60.7	67.1	73.1	64.0	46.7	64.7	62.8	63.8	65.4	73.7

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	81.3	79.6	81.0	79.8	85.7	-	77.2	82.3	80.6	81.7	82.2	74.0	82.7	86.0	87.8	88.4	91.4
White	-	84.5	85.0	83.8	82.8	87.7	-	83.0	85.3	82.6	83.5	88.2	77.7	85.3	87.8	89.1	89.4	93.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	84.6
Hispanic	-	68.0	72.4	74.1	76.2	83.1	-	61.5	75.0	79.2	77.2	74.7	62.7	75.0	80.0	82.2	85.5	92.1
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	81.8	-	-	-	-	72.8	-	-	-	-	-	-	76.9
LEP	-	-	-	40.0	-	-	-	-	-	66.7	-	-	70.0	-	-	-	-	-
Students with Disabilities	-	32.4	34.2	56.7	44.7	56.5	-	34.1	36.5	35.9	46.9	36.4	22.2	30.6	37.8	54.8	53.9	70.0
Low Income	-	62.8	74.6	79.0	78.5	82.1	-	74.6	73.2	76.9	78.4	76.9	67.7	75.0	82.5	78.0	85.3	89.9

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Reading grade 11						
Groups	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5
All	51.8	55.8	52.1	47.9	65.1	54.9
White	50.3	56.5	57.7	51.9	68.9	59.1
Black	-	-	-	-	-	-
Hispanic	56.8	51.2	39.3	35.8	58.4	45.4
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	6.3	22.2	19.2	13.6	10.5	7.7
Low Income	37.0	50.0	44.0	34.1	52.7	52.5

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	79.4	87.0	83.7	85.9	86.9	82.8	-	88.1	88.2	83.9	85.9	85.5	84.8	79.8	89.7	80.3	81.5	79.2
White	85.0	88.2	84.0	88.7	93.5	86.2	-	90.4	92.1	84.7	86.8	94.8	87.8	83.7	94.1	86.7	80.9	82.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	66.6	82.4	81.1	82.3	76.1	77.8	-	87.6	80.0	80.0	83.1	76.1	75.0	72.4	77.3	69.3	82.6	73.8
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	85.7	-	-	-	-	90.0	63.6	-	-	-	-	-	91.7
LEP	-	-	-	92.9	-	68.5	-	-	-	61.5	71.4	-	-	-	-	-	30.0	-
Students with Disabilities	63.8	66.0	67.4	76.2	82.5	74.3	-	80.5	68.2	62.0	80.5	73.0	59.5	37.2	82.9	52.3	57.2	71.5
Low Income	72.2	80.7	76.5	83.5	80.1	77.6	-	83.7	80.4	76.4	87.3	79.0	66.6	74.6	84.8	74.6	74.4	75.8

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	86.4	90.7	92.5	83.3	89.7	-	84.9	89.7	85.9	91.5	86.0	62.8	87.4	88.3	91.8	90.0	95.4
White	-	90.3	89.1	94.6	87.1	89.4	-	89.6	94.7	87.0	94.7	88.1	67.8	88.4	94.0	93.6	91.9	98.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	69.2
Hispanic	-	72.0	94.2	88.7	77.8	89.8	-	73.0	80.8	86.1	87.8	84.5	49.0	85.0	76.7	87.3	85.5	95.2
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	90.9	-	-	-	-	72.8	-	-	-	-	-	-	100.0
LEP	-	-	-	63.6	-	-	-	-	-	80.0	-	-	80.0	-	-	-	-	-
Students with Disabilities	-	54.1	75.6	76.7	49.0	65.2	-	48.8	51.3	58.9	78.1	52.2	11.1	38.9	54.0	69.8	63.1	90.0
Low Income	-	72.6	90.4	90.8	86.1	85.7	-	81.0	85.8	84.6	84.2	83.5	48.4	80.4	83.8	86.8	90.6	95.0

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	37.5	51.2	47.7	51.6	71.3	58.4
White	37.5	52.1	53.7	53.3	73.5	66.0
Black	-	-	-	-	-	-
Hispanic	32.4	36.6	30.8	49.1	62.5	40.9
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	12.5	18.5	3.7	9.1	15.8	3.8
Low Income	25.9	50.0	38.5	50.0	72.8	52.4

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

Section I A. Data & Analysis – Report Card Data

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

District 401 did not make AYP in 2010, after four years of making AYP. Our student population as a whole exceeded the AYP target of 77.5%, but there were subgroups that did not make the target or safe harbor. The Hispanic sub-group did not make the target in Reading. The percent of M/E in Mathematics has fallen for the first time in over three years. In addition, the LEP and economically disadvantaged groups did not make AYP in Reading.

Overall, Reading and Math scores fell slightly in 2010. The District numbers were slightly above the 77.5% cutoff for AYP in 2010, but if they remain unchanged for 2011, the scores will not be enough to make AYP.

---

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

Demographic key factors that may effect student learning:

- Our economically disadvantaged population has increased from 8.9% in 2003 to 37% in 2010.
- Our group that is rapidly increasing and did not meet AYP targets, Hispanic students, has more than doubled in the last 10 years, reaching 33% of our student population in 2010.

In the High School, where we have not made AYP for four years, key factors include:

- Twenty-five percent of freshmen transfer into the District each year. Many of these new students are performing below grade level in reading and mathematics at the time of the transfer.
- We have a limited amount of funding to provide initiatives beyond the normal school day for students who are under-performing. We must therefore prioritize our expenditures toward initiatives designed to address the deficit areas identified in this plan. Limited funds narrow the opportunities for staff development and training.
- The 7th-12th grade teaching staff has not received ongoing formal reading instruction. Individual staff members have attended workshops, but the overall implementation of reading strategies has been focused toward elementary teachers and reading specialists.
- We have regular math classes, but limited extra mathematics support for students during the school day and no structured mathematics program after school to provide additional support for identified areas of content weakness.
- There is a limited amount of timely, accessible, specific student improvement data at the freshmen and sophomore level. There is a need to improve the progress monitoring of students throughout their four years of high school
- Increased parental involvement and support is desired

In District 401 PK-12, scores have been improving in the past five years. Key factors in this positive trend include:

- Reading and math interventions
- Progress monitoring in reading
- Practice with test material and test taking strategies

- 
- Increased staff, resulting in decreased student to teacher ratios.

**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 will fully implement RtI.

The District will improve our analysis of data to impact instructional decisions and focus professional development in this area.

The District will continue to target interventions and monitoring in reading and math to students not meeting standards.

The District will continue focus on test material and test taking strategies.

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

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

AIMSweb test scores (1st-8th grade reading assessment administered in fall, winter, and spring each year 2008-2010)

PLAN and Explore scores (2008-2010)

Initial Explore scores (Middle School 2009 - 2010)

Advanced Placement test scores (2008-2010)

District-wide curriculum events (2008-2010)

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

AIMSWeb student scores reflected more growth in 2009-10 than in 2008-09. In each grade, the number of students scoring in the average range increased from fall to winter to spring. This pattern of improvement shows that the progress monitoring and reading instruction are successful.

EXPLORE test scores for 9th grade students increased slightly in 2010. In all areas, EPHS students are above the national average. PLAN test scores for 10th grade students increased significantly in 2010. In all areas, EPHS students are above the national average. In EXPLORE and PLAN results, there is a strong focus on testing achievement in the last three years.

Advanced Placement tests are offered in a number of areas, including Calculus, History, English, and Physics. Scores and pass rates were highest in 2008. Scores dropped in 2009 and increased slightly in 2010; more students are enrolled in the AP classes to better prepare them for college. Pass rates hover around 77% for calculus and English.

Each year the District organizes a very popular curriculum event for students to have a fun, family-oriented learning experience. In 2010, the event was a technology showcase and was attended by more than 800 people. (EETT)

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

In reading, a number of interventions and extra reading para-professionals have been introduced in the past two years that accounts for the improved scores. These include software interventions such as RAZ Kids, Read Naturally, and Jolly Phonics. More computers for reading programs and interventions have been available to struggling readers.

In Advanced Placement testing, there is a large increase in the number of students taking AP classes which better prepare students for college-level work.

**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.**

Teachers will concentrate instructional time on needs arising from data analysis and test-taking strategies, as well as continue use of technology-based instructional supports.

The District should continue to have technology sharing opportunities to boost teacher awareness of technology-infused curriculum and boost student technology skills as they prepare projects to share.

Section I C. Data & Analysis - Other Data  
Item 1 - Attributes and Challenges of the District  
and Community That Have Affected Student Learning

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

- IL School report cards 2007 - 2011
- US Census Data (2000, 2010)

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

US Census data:

The total population of Elmwood Park remained stable from 2000 to 2010. The only significant change in racial make-up of the village is a rise in the Hispanic population from 11% of the total population to 23% of the total. The 2000 census shows that two-thirds of the population own property and one-third rent property.

Changes that impact schools and student learning:

- The low-income population of families increased from 8.9% in 2003 to 37% in 2010. This is greater than the rate of increase rate across Illinois. The economically disadvantaged did not make AYP in reading, so this is a challenge for the District.
- Minority populations increased in Elmwood Park while the white population decreased. The black population increased from .8% to 2.3% and the Hispanic population increased from 28% in 2007 to almost 33% in 2010. This mirrors a similar increase in Hispanic population growth across the state. The Hispanic sub-group did not make AYP in reading, so this is a challenge for the District.
- Class sizes are above state averages at all grades. This is particularly significant in the lower grades. For example, in Kindergarten the District class size is 24.7 students, compared to 20.7 for the state.

---

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

One key factor is the rise in low-income families who may not have the resources or awareness to support student academics at home. Home visits and parent conversations show that some families that have limited reading material for students and in some cases there is not an emphasis on academic achievement for their children.

The District needs to find better ways to support rapidly growing Hispanic sub-group in reading and math.

**Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on attributes and challenges of the district and community that have affected student learning.**

The District will enhance home-school connections using technology. Emphasis will be placed on supporting academics at home and through multi-lingual presentations of District information.

Section I C. Data & Analysis - Other Data  
Item 2 - Educator Qualifications and Professional  
Growth and Development Data

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

- Teacher professional development survey (Spring 2010)
- Technology teacher quarterly meetings (2008-2011)
- Curriculum maps (2009-2011)
- Professional development offerings (summer, late starts, institute days, online logs) (2008-2010)

---

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

The District 401 teaching staff has increased in the past four years. The teaching staff has slightly less experience than four years ago.

Professional development sessions have been targeted to District initiatives such as curriculum mapping, PBIS, and language arts textbook adoption. All of these district initiatives have a required technology component for teachers. For example, the curriculum mapping tool is online and our progress monitoring is done with mobile devices. On-line sessions, ranging from assessment to health information, were offered through PD 360, Global Compliance Network, and others. All teachers completed the required online training; optional online training (through PD360) was not used frequently enough to continue the service.

Professional development on integrating technology in the curriculum is offered on a on a voluntary basis and is not "collaborative, coherent, and continuous" (National Education Technology Plan 2010). A typical session will have 5 teachers in attendance out of a teaching staff of almost 200. Sessions that are targeted to a specific department have more successful attendance and follow-through. For example, the Reading department had training on interactive whiteboards in 2010 and the teachers use the Boards regularly in the curriculum. Another example is departmental meetings between Elmwood Park High School and Hinsdale Central High School that resulted in more technology integration in Elmwood Park High School.

All District teachers were surveyed on professional development needs. In the middle school, "technology integration" was rated as the #2 priority and in the high school, "technology integration" was rated as the #5 need. In the elementary schools, other District initiatives were in the top five and technology was a much lower priority.

There has not been a comprehensive survey on teacher technology skills in the past three years.

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

Key factors in the lack of focused, long-term technology professional development include:

- There has not been a accurate assessment of teacher technology skills in the District.
- Teachers have been focused on several new initiatives to boost student achievement on ISATs and PSAEs as evidenced by agendas for late-starts.
- District initiatives have a technology component, so teachers use technology more in instructional decision making and formative assessment. Teachers use technology less with student-centered projects.
- Teachers do not have enough hands-on opportunities to explore new technology skills as evidenced by agendas for institute days and late-starts.

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

Survey all teachers on technology skills aligned to NETS-T standards; use survey to inform technology professional development.

Link technology professional development to the teacher evaluation rubric and give teachers more hands-on time to re-create their curriculum units.

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

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

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

- Parent conference data (2008-2011)
- Student attendance (2008-2011)
- Parent portal usage statistics (2009-2011)
- Website statistics (2009-2011)
- Meeting with Elmwood Park and River Grove police and fire departments regarding crisis planning (Summer 2010)
- Meetings with District librarian and Public Library personnel on shared projects (2009-2011)

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

US Census data:

The total population of Elmwood Park remained stable from 2000 to 2010. The only significant change in racial make-up of the village is a rise in the Hispanic population from 11% of the total population to 23% of the total. The 2000 census shows that two-thirds of the population own property and one-third rent property.

In grades 7-12:

Parent involvement indicators show: 1) parents are invited to conferences, but do not attend appointments at a high rate. 2) students are invited to attend free support classes or summer school, but a small number of parents register their children. and 3) some students have a high rate of tardies or absences.

In all grades 1-12:

Parents have dramatically increased their online access to student grades and attendance as access to computing has become ubiquitous. Parents can access the information from anywhere, at any time they choose and get real-time information on their child. In 2008, there were 25-50 regular logins to the parent portal each month in an elementary school. In 2010, using a new parent portal, there are almost 1000 visits each month in each school. Families have increased their access to District news through the website and mass emails as well. 66% of families have given their emails to the District for communication purposes. The website receives a few thousand hits each week with top pages being athletics and classroom pages.

We do not have current data on how many families have computers at home.

In 2009-2010, the District initiated 4 automated calls to families for emergency information.

Crisis planning is done in concert with the fire and police departments, each of which have online access to District security cameras and immediate radio connections to the District for emergencies.

Elmwood Park Library and School District worked in partnership on important initiatives between 2008-2010 including: school registration, community technology event, and a community-wide book read. An upcoming initiative is Battle of the Books in fall 2011. On a regular basis, the Elmwood Park public library and area library consortium loans books and magazines to District 401.

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

Key factors in the inadequate parent support for the academic programs may be:

- language barriers
- parent work schedules
- lack of culture of academic achievement in the home
- insufficient communication in the channels that parents prefer

---

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

The District should implement an automated messaging system to reach out to parents more frequently via email, text, and phone.

The District will use data from survey in spring 2011 to continue expanding the use of the online parent portal for student information.

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

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

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

- Hardware inventory
- Server inventory
- Software inventory
- Technology budgets (2008-2011)
- Telecommunications bills (2007-2010)
- Technology staff input
- Network Assessment (Peters and Associates, 2008)
- Virtualization and Backup Assessment (Peters and Associates, 2010)

---

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

- Computers are three or less years old. Putting computers on a three year lease keeps the inventory current.
- The number of servers has decreased from 29 to 12 because of server virtualization.
- Wireless network utilizes over 60 autonomous access points operating at 802.11b/g. This is not centrally managed and is not at the current standard 802.11n speed.
  
- The District spends over 90% of the software budget on network infrastructure software including security, backup, content filtering.
- Instructional software and subscriptions are primarily purchased through grants and curriculum budgets.
- The District has moved to more open source software applications to reduce costs and eliminate the digital divide for students at home. These include Open Office and Tux Paint for students, Drupal for website content management, and Nagios for network monitoring.
- The District technology budget does not have allow for piloting new technologies if the cost is high.
  
- The phone system is over 10 years old, requiring an expensive maintenance contract.

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

The key factor for the up-to-date computer inventory is the use of three-year leases with warranties.

The key factor in infrastructure spending is a District priority on reliability and use of financing for large investments. The aim is to continue to bring down infrastructure costs so that we can focus spending on instruction. Another aim is to improve productivity through technology.

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

Investigate ways for more students to have access to anytime, anywhere computing.

Continue to use leases to keep a current computer inventory.

Improve internet speeds by installing new wireless radios between schools and investigating fiber connections. Investigate modernizing wireless network to improve management and performance.

Modernize phone system to eliminate expensive service contract for old phone system.

Pursue environmental initiatives, whenever possible, in purchasing and deployment of technology.

District Technology Inventory - District Information

Number	
2950	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).
67	Number of K-12 special education self-contained classroom students
200	Number of Teachers (FTE - this does not include teacher aides)
17	Number of Administrators
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
5	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
5	Total number of instructional school buildings
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
0	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	146
	Dedicated Cable	0
	DSL	0
	Wireless	146
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	6
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	0
	100+ mb Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	18
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	34
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	198
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	36	0	36	0	0	0	0	0	0	36	0	36

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	36	0	36	0	0	0	0	0	0	36	0	36
<b>Dedicated Computer Lab</b>	Under 2 years	150	0	150	0	0	0	0	0	0	150	0	150
	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	180	0	180	0	0	0	0	0	0	180	0	180
<b>Media Center/Library</b>	Under 2 years	110	0	110	0	0	0	0	0	0	110	0	110
	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	110	0	110	0	0	0	0	0	0	110	0	110
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	Under 2 years	23	0	23	0	0	0	0	0	0	23	0	23
	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	23	0	23	0	0	0	0	0	0	23	0	23
<b>Teacher Offices</b>	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
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	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
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	Under 2 years	40	0	40	0	0	0	0	0	0	40	0	40
	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	40	0	40	0	0	0	0	0	0	40	0	40
<b>Mobile Computer Lab</b>	Under 2 years	170	0	170	0	0	0	0	0	0	170	0	170
	2-5 years	60	0	60	0	0	0	0	0	0	60	0	60
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	230	0	230	0	0	0	0	0	0	230	0	230
<b>Administrative Offices</b>	Under 2 years	17	0	17	0	0	0	0	0	0	17	0	17
	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	17	0	17	0	0	0	0	0	0	17	0	17
<b>Teacher Offices</b>	Under 2 years	198	0	198	0	0	0	0	0	0	198	0	198
	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	198	0	198	0	0	0	0	0	0	198	0	198

<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Tablet Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	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
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	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
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	12	0	12	0	0	0	0	0	0	12	0	12
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	12	0	12	0	0	0	0	0	0	12	0	12
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access $\geq$ 56k			Low Speed Access <56k			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	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
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	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
<b>Teacher Offices</b>	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
<b>Other Locations</b>	Under 2 years	4	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	8	0	8	0	0	0	0	0	0	8	0	8
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	12	0	12	0	0	0	0	0	0	12	0	12

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	36
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	36
Dedicated Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	180
	Windows 2000 (any version)	0

	Windows 95/98	0
	Other PC	0
	Subtotal	180
Media Center/Library	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	120
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	120
Mobile Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	270
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	270
Administrative Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	23
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	23
Teacher Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	198
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	198
Other Locations	Windows 7	0

	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	0
<b>Macintosh</b>		
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	0

	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0

Other Operating Systems (including Linux)

Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations		0

## District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	60
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	12
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	8
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0

	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Administrative Offices</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Teacher Offices</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Other Locations</b>	Hubs	0
	Routers	0
	Switches	30
	Wireless Access Points	4
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	0

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	116	0	116
Stand-alone Printers/Multifunctional Units	10	0	10
Stand Alone Scanners	5	0	5
Digital Cameras	14	0	14
Camcorders/Movie Cameras	12	0	12
Satellite Dishes	0	0	0
Televisions	146	0	146
Video Microscopes	0	0	0
LCD Panels/Projection Devices	85	0	85
Fax Machines	9	0	9

Graphing Calculators	0	0	0
PDA's	10	0	10
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	12	0	12
Modems	0	0	0
Electronic Whiteboards	4	0	4
Whiteboard Peripherals (clickers, note capturing devices)	1	0	1
Document Cameras	30	0	30
MP3/ Electronic Readers, Kindles, etc.	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	155	98	253
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	40	40
	<b>Number</b>		
<b>Classrooms with telephones</b>	155		

District Technology Inventory - Distance Learning

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

---

Phone line/v-tel systems	0
Other	0

Section I D Data & Analysis – District Technology Inventory Report

**District Information:**

<b>District Information:</b>							
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students		Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators	
2950		67		200		17	
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access		
5	0	0	0	0	0		
<b>Instructional School Building Internet Access (Chart) :</b>			<b>Non-Instructional Buildings Internet Access (Chart) :</b>				



There is no data

Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	36	0	180	0	110	0	0	0	23	0	0	0	0	0
Desktops	36	0	180	0	110	0	0	0	23	0	0	0	0	0
Laptops	0	0	0	0	40	0	230	0	17	0	198	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	12	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	12	0
	36	0	180	0	150	0	230	0	40	0	210	0	12	0

Total Computers in Each Location	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac
	36	180	150	230	40	210	12
Students per Computer						3.52	

**Computers with High Speed Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	36	0	180	0	110	0	0	0	23	0	0	0	0	0
Laptops	0	0	0	0	40	0	230	0	17	0	198	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	12	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	12	0
	36	0	180	0	150	0	230	0	40	0	210	0	12	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	36		180		150		230		40		210		12	
Students per Computer with High Speed Access											3.52			

**Computers with Low Speed Internet Access:**

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

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

**Computers with No Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
Computers	PC	Mac							PC	Mac	PC	Mac		
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer with No Internet Access											0			

**Computer Ages:**

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
283	425	0	66	60	12	0	0	0

**Internet Access:**

Number of Rooms	Type
0	10 mb Ethernet

190	100+ mb Ethernet
0	Dedicated Cable
0	DSL
362	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

**Operating Systems:**

Number of Computers	Type	Number of Computers	Type
0	Total Number of Computers with Windows 7	0	Total Number of Computers with MAC System 10.x
0	Total Number of Computers with Windows Vista	0	Total Number of Computers with MAC System 9.x
827	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 8.x
0	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95/98	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Other PC		

**Other Technologies:**

Total	Type	Total	Type
116	Number of Networked Printers/Multifunctional Units	10	Number of PDAs
10	Number of Stand-alone Printers/Multifunctional Units	0	Number of Assistive/Adaptive Devices/Student Response Devices
5	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
14	Number of Digital Cameras	12	Number of Science Probeware
12	Number of Camcorders/Movie Cameras	4	Number of Electronic Whiteboards

0	Number of Satellite Dishes	1	Number of Whiteboard Peripherals (clickers, note capturing devices)
146	Number of Televisions	30	Number of Document Cameras
0	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
85	Number of LCD Panels/Projection Devices		
9	Number of Fax Machines		
0	Number of Graphing Calculators		

**Distance Learning**

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

Section I E. Data & Analysis – Meta Analysis

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

All students will move from 77.7% in reading and 83.3% in math to 92.5% in 2012, 92.5% in 2013, and 100% in 2014 or make Safe Harbor as measured by ISAT's and/or PSAE's. The Hispanic sub-group did not make AYP in 2010 and will move from 71.4% in reading to 92.5% in 2012, 92.5% in 2013, and 100% in 2014 or make Safe Harbor as measured by ISAT's and/or PSAE's. The LEP sub-group did not make AYP in 2010 and will move from 34% to 92.5% in 2012, 92.5% in 2013, and 100% in 2014 or make Safe Harbor as measured by ISAT's and/or PSAE's. The economically disadvantaged sub-group did not make AYP in 2010 and will move from 72.8% in reading to 92.5% in 2012, 92.5% in 2013, and 100% in 2014 or make Safe Harbor as measured by ISAT's and/or PSAE's.

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

**Phase I Goal 1 Title:**

Improve student academic achievement.

Section II B. Action Plan – Curriculum and Instruction

**Phase I Goal 1 Title:**

Improve student academic achievement.

Strategy 1

Implement technology tools to make data-driven instructional decisions.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Develop and share consistent protocol for analyzing student reading data and making instructional decisions in grades 9-12. Use school network and technology tools to share data. (SIP)	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
2 Use PLAN and Explore test scores to make instructional decisions for incoming 9th and 10th grade students. Make test scores easily available in PowerSchool to teachers. (SIP)	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
3 Continue to use AIMSWeb as a universal screener to identify students in grades K-9 who are reading below grade level. Progress monitor students bi-weekly throughout the year using AIMSWeb RCBM. (Title I)	07/01/2011	06/30/2012	6,000	0			6,000	0	0	0	0	0
4 Use RtI Direct software (grades 1-8) and Mastery Manager software (grades 9-12) to implement RtI.	07/01/2011	06/30/2012	14,140	6,356			7,784	0	0	0	0	0

5 Use online predictive assessment with all students 1-9 to gauge mastery of reading and math standards.	08/16/2011	05/18/2012	22,000	22,000			0	0	0	0	0	0
6 Continue to map curriculum for each class using online tool. Use curriculum maps to make decisions.	08/16/2011	05/18/2012	8,700	8,700			0	0	0	0	0	0

Strategy 2												
Use interventions in reading and math to boost scores of students working below grade level.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Require reading intervention, such as Read Naturally, for all students reading below grade level in grades 1-12. (SIP)	08/16/2011	05/18/2012	10,000	0			10,000	0	0	0	0	0
2 Offer summer school program for students who need extra academic support in grades 1-12. (SIP)	07/01/2011	06/30/2012	14,742	0			14,742	0	0	0	0	0
3 Use KeyTrain online software with students working below grade level in grades 10-11. (SIP)	01/09/2012	04/20/2012	525	0			0	0	0	0	0	525
4 Provide online reading and math interventions, Study Island, for grades 1-8. (Title I)	08/16/2011	05/18/2012	4,716	4,716			0	0	0	0	0	0

Strategy 3												
Infuse technology in the curriculum												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue curriculum mapping in technology education to link lessons to NETS-S standards. (EETT)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Ensure incoming high school students have technology skills to be successful students by providing technology orientation to the high school. (EETT)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

3 Continue use of on-demand videos, for example BrainPOP for grades 3-6, to enhance the curriculum. (EETT)	07/01/2011	06/30/2012	1,500	0			0	1,500	0	0	0	0
4 Continue to subscribe to websites, such as EdHelper, and purchase software that support special education classes. (EETT)	07/01/2011	06/30/2012	400	0			0	400	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:												
Improve student academic achievement.												
Strategy 1												
Provide professional development on using data to inform instructional decisions.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide training in RtI management programs.	08/16/2011	05/18/2012	2,790	0			2,790	0	0	0	0	0
2 Provide 9-12 grade teachers professional development and access to resources for struggling readers, such as TumbleBooks. (SIP)	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
3 Train teachers in accessing and using PLAN and EXPLORE to inform instruction. (SIP)	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
4 Support teachers in using HMH Diagnostic assessment and HMH ThinkCentral website. (Title I)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
5 Train reading teachers and classroom teachers in grades 1-8 in use of reading interventions and ways to track student progress. (Title I)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
6 Work to provide learning management system for teachers to use with their classes. (EETT)	07/01/2011	06/30/2012	500	500			0	0	0	0	0	0
7 Train teachers in District-owned technology such as student response system. (EETT)	07/01/2011	06/30/2012	300	0			0	300	0	0	0	0

Strategy 2												
Link technology professional development to teacher evaluation model.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide summer technology professional development in the Danielson Model Domain 1 Component 1d: Demonstrating Knowledge of Resources. For example, build teacher familiarity with research databases.	06/06/2011	08/12/2011	0	0			0	0	0	0	0	0
2 Provide summer technology professional development in the Danielson Model Domain 1 Component 1e: Designing Coherent Instruction. For example, build teacher familiarity with interactive whiteboards and student response systems.	06/06/2011	08/12/2011	0	0			0	0	0	0	0	0

Strategy 3												
Improve technology integration in the curriculum.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Survey teachers on technology skills in relation to the NETS-T standards. Use data to provide professional development. (EETT)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Investigate dedicating an institute day to technology integration topics.	08/01/2011	09/30/2011	0	0			0	0	0	0	0	0
3 Organize technology sharing event in each elementary school where students share projects and teachers can browse a variety of project ideas. (EETT)	03/15/2012	04/30/2012	0	0			0	0	0	0	0	0
4 Investigate having a person in the role of technology coach to work with teachers. (EETT)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

5 Train elementary teachers on resources that can be shared using classroom LCD projector and Elmo.	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
---	------------	------------	---	---	--	--	---	---	---	---	---	---

Section II D. Action Plan – Parental/Community Involvement

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

Phase I Goal 1 Title:												
Improve student academic achievement.												
Strategy 1												
Build stronger electronic channels of communication with families												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Implement automated messaging system to keep parents informed about attendance, parent conferences, and other issues.	03/15/2011	12/30/2011	4,500	4,500			0	0	0	0	0	0
2 Expand PowerSchool parent portal to include information on graduation progress and test scores.	08/01/2011	10/21/2011	0	0			0	0	0	0	0	0
3 Contact parents via phone, email, or text when students are failing classes in grades 9-12.	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
4 Investigate language translation features of communication tools to better connect with non-English speaking families.	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
5 Enhance District website with features for parents such as video presentations of high school classes.	06/06/2011	09/30/2011	0	0			0	0	0	0	0	0
6			0	0			0	0	0	0	0	0

**Strategy 2**

Continue to build connections with Elmwood Park Public Library.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Establish regular meeting between District 401 and Library personnel.	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
2 Share and cross promote online research databases and other tools for students.	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
3 Share and cross promote events, such as Battle of the Books.	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0
4 Continue to loan materials from public library (and public libraries consortium) for District 401 classes, thereby expanding the resources available to students.	08/16/2011	05/18/2012	0	0			0	0	0	0	0	0

**Strategy 3**

Work to bridge the digital divide (EETT)

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Promote ways for families to access low-cost computing.	06/06/2011	05/18/2012	0	0			0	0	0	0	0	0
2 Promote free software families can use at home.	06/06/2011	05/18/2012	0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

<b>Phase I Goal 1 Title:</b>												
Improve student academic achievement.												
<b>Strategy 1</b>												
Continue to provide reliable and media-rich computing for students.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Investigate thin-client computers for student computing in libraries and labs.	01/09/2012	03/15/2012	0	0	0	D	0	0	0	0	0	0
2 Continue to support classroom presentation tools like LCD projectors and document cameras.	08/16/2011	05/18/2012	5,000	5,000	0	D	0	0	0	0	0	0
3 Investigate possibility of one-to-one computing for targeted groups of students. (EETT)	01/09/2012	03/15/2012	0	0	0	D	0	0	0	0	0	0

<b>Strategy 2</b>												
Continue to provide high-speed internet access and communication tools to school district.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to subscribe to internet provider and investigate possibility of redundant internet access. (E-Rate)	07/01/2011	06/30/2012	2,039	979	1,060	R	0	0	0	0	0	0
2 Continue to provide phone service in all classrooms. (E-Rate)	07/01/2011	06/30/2012	52,582	25,240	27,342	R	0	0	0	0	0	0
3 Continue to purchase maintenance support for phone equipment. (This is not an e-rate item. Contract period operates on a calendar year from 2/16/11 - 2/16/12)	07/01/2011	02/15/2012	20,000	20,000	0	D	0	0	0	0	0	0

4 Continue to provide cell phone service for personnel working outside classrooms. (E-Rate)	07/01/2011	06/30/2012	24,598	11,807	12,791	R	0	0	0	0	0	0
5 Upgrade wireless radio connection between Elmwood Park High School and Mills Elementary.	07/01/2011	08/31/2011	8,500	8,500	0	R	0	0	0	0	0	0
6 Upgrade email system to Exchange 2010.	07/01/2011	08/12/2011	0	0	0	D	0	0	0	0	0	0
7 Investigate wireless upgrade within schools to 802.11n standard.	07/01/2011	12/30/2011	0	0	0	D	0	0	0	0	0	0

Strategy 3												
Deploy software to increase teacher effectiveness and student technology literacy.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Evaluate software services that can be moved to the cloud. Evaluate services of Illini Cloud.	07/18/2011	05/18/2012	0	0	0	D	0	0	0	0	0	0

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

<b>Phase II Goal 1 Title:</b>
Improve student academic achievement

Section II B. Action Plan – Curriculum and Instruction

<b>Phase II Goal 1 Title:</b>
Improve student academic achievement
Strategy 1
Continue implementation of technology tools to make data-driven instructional decisions.
<b>Budget &amp; Funding Sources (\$)</b>

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to use PLAN and Explore test scores to make instructional decisions for incoming 9th and 10th grade students. Use reading assessment data to make decisions on reading support for all students. (SIP)	08/13/2012	05/31/2013	0	0			0	0	0	0	0	0
2 Continue to use AIMSWeb as a universal screener to identify students in grades K-9 who are reading below grade level. Progress monitor students bi-weekly throughout the year using AIMSWeb RCBM. (Title I)	07/01/2012	06/30/2012	6,000	0			6,000	0	0	0	0	0
3 Continue to use RtIm Direct software (grades 1-8) and Mastery Manager software (grades 9-12)	07/01/2012	06/30/2013	14,140	6,356			7,784	0	0	0	0	0
4 Continue to use online predictive assessment with all students 1-9 to gauge mastery of reading and math standards.	08/13/2012	05/31/2013	24,000	24,000			0	0	0	0	0	0
5 Continue to map curriculum for each class using online tool. Use curriculum maps to make decisions.	08/13/2012	05/31/2013	8,700	8,700			0	0	0	0	0	0
6 Investigate use of data portal for all student information and academic data.	08/13/2012	05/31/2013	0	0			0	0	0	0	0	0

Strategy 2												
Use interventions in reading and math to boost scores of students working below grade level.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to require reading intervention for all students reading below grade level in grades 1-12. (SIP)	07/01/2012	06/30/2013	10,000	0			10,000	0	0	0	0	0
2 Continue to offer summer school program for students who need extra academic support in grades 1-12. (SIP)	07/01/2012	06/30/2013	14,742	0			14,742	0	0	0	0	0

3 Continue to use KeyTrain online software with students working below grade level in grades 10-11. (SIP)	01/09/2012	04/26/2013	525	0			0	0	0	0	0	525
4 Continue to provide online reading and math interventions, Study Island, for grades 1-8. (Title I)	07/01/2012	06/30/2013	4,716	4,716			0	0	0	0	0	0

Strategy 3												
Infuse technology in the curriculum												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to ensure that incoming high school students have technology skills to be successful students by providing technology orientation to the high school. (EETT)	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Continue to subscribe to websites that can be integrated into the curriculum by teachers across the District. (EETT)	07/01/2012	06/30/2013	1,900	0			0	1,900	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:												
Improve student academic achievement												
Strategy 1												
Provide professional development on using data to inform instructional decisions.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to provide training in RtI management programs.	08/01/2012	12/21/2012	0	0			0	0	0	0	0	0
2 Continue to provide 9-12 grade teachers professional												

development and access to resources for struggling readers. (SIP)	08/13/2012	05/31/2013	0	0			0	0	0	0	0	0
3 Provide learning management system that harnesses power of social networking and collaboration among students and teachers.	08/13/2012	05/31/2013	500	500			0	0	0	0	0	0

**Strategy 2**  
Link technology professional development to teacher evaluation model.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide late start and online technology professional development in the Danielson Model Domain 1 Component 1d: Demonstrating Knowledge of Resources. For example, build teacher familiarity with research databases.	06/01/2012	08/10/2012	0	0			0	0	0	0	0	0
2 Provide late start and online technology professional development in the Danielson Model Domain 1 Component 1e: Designing Coherent Instruction. (EETT)	06/01/2012	08/10/2012	0	0			0	0	0	0	0	0
3 Offer hybrid professional development in which sessions have face-to-face component and online component.	06/01/2012	08/10/2012	0	0			0	0	0	0	0	0

**Strategy 3**  
Improve technology integration in the curriculum.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Gauge teacher proficiency with NETS-T standards and continue to provide professional development. (EETT)	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

2 Dedicate institute day time to technology integration topics.	08/13/2012	05/31/2013	0	0			0	0	0	0	0	0
3 Host technology sharing event in each elementary school where students share projects and teachers can browse a variety of project ideas. Investigate hosting event at middle and high school.	03/01/2013	05/31/2013	0	0			0	0	0	0	0	0
4 If feasible, have a technology coach role within the District to work with teachers. (EETT)	07/01/2012	06/30/2013	6,000	6,000			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

<b>Phase II Goal 1 Title:</b>												
Improve student academic achievement												
<b>Strategy 1</b>												
Build stronger electronic channels of communication with families												
			<b>Budget &amp; Funding Sources (\$)</b>									
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>R or D</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
1 Continue to use automated messaging system with parents. Allow parents to set preferences for how messages will be delivered.	08/01/2012	07/31/2013	4,500	4,500			0	0	0	0	0	0
2 Use language translation tools to connect with non-English speaking families.	08/01/2012	07/31/2013	0	0			0	0	0	0	0	0
3 Enhance PowerSchool portal with new features based on parent-input.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Strategy 2												
Continue to build connections with Elmwood Park Public Library.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Share and cross promote online research databases and other tools for students.	08/13/2012	05/31/2013	0	0			0	0	0	0	0	0
2 Share and cross promote events, such as Battle of the Books.	08/13/2012	05/31/2013	0	0			0	0	0	0	0	0
3 Continue to loan materials from public library (and public libraries consortium) for District 401 classes, thereby expanding the resources available to students.	08/13/2012	05/31/2013	0	0			0	0	0	0	0	0

Strategy 3												
Work to bridge the digital divide (EETT)												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Evaluate use of student mobile devices for learning.	08/01/2012	12/21/2012	0	0			0	0	0	0	0	0
2 Evaluate use of e-readers in place of traditional texts.	08/01/2012	12/21/2012	0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:												
Improve student academic achievement												
Strategy 1												
Continue to provide reliable and media-rich computing for students.												
			Budget & Funding Sources (\$)									

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Lease new computers for teachers and administrators.	08/01/2012	07/31/2013	52,500	52,500	0	D	0	0	0	0	0	0
2 Lease new computers for libraries and computer labs. These may be thin or zero client computers.	08/01/2012	07/31/2013	42,000	42,000	0	D	0	0	0	0	0	0
3 If funding allows, initiate one-to-one computing for targeted group of students.	08/01/2012	05/31/2013	50,000	50,000	0	D	0	0	0	0	0	0

Strategy 2												
Provide high-speed internet access and communication tools to school district.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to subscribe to internet provider.	07/01/2012	06/30/2013	2,039	979	1,060	R	0	0	0	0	0	0
2 Continue to provide phone service in all classrooms.	07/01/2012	06/30/2013	52,582	25,240	27,342	R	0	0	0	0	0	0
3 Purchase modern phone system to decrease infrastructure support costs.	07/01/2012	06/30/2013	57,000	57,000	0	D	0	0	0	0	0	0
4 Continue to provide cell phone service for personnel working outside classrooms.	07/01/2012	06/30/2013	24,598	11,807	12,791	R	0	0	0	0	0	0
5 Upgrade wireless radio connection between Elmwood Park High School and Elmwood Elementary.	07/01/2012	06/30/2013	8,500	8,500	0	D	0	0	0	0	0	0

Strategy 3												
Deploy software to increase teacher effectiveness and student technology literacy.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Deploy Windows 7 and Office 2010 for teacher and lab computers.	07/01/2012	08/13/2012	17,250	17,250	0	D	0	0	0	0	0	0
2 Evaluate office productivity software that best serves needs of students. Open source software is	07/01/2012	08/13/2012	0	0	0	D	0	0	0	0	0	0

currently in use.													
3 Evaluate software services that can be moved to the cloud.	07/01/2012	08/13/2012	0	0	0	D	0	0	0	0	0	0	0

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

**Phase III Goal 1 Title:**  
Improve student academic achievement.

Section II B. Action Plan – Curriculum and Instruction

**Phase III Goal 1 Title:**  
Improve student academic achievement.

Strategy 1  
Continue to use technology tools to make data-driven instructional decisions.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to use AIMSWeb as a universal screener to identify students in grades K-9 who are reading below grade level. Progress monitor students bi-weekly throughout the year using AIMSWeb RCBM. (Title I plan)	07/01/2013	06/30/2014	6,000	0			6,000	0	0	0	0	0
2 Continue to use RtIm Direct software (grades 1-8) and Mastery Manager software (grades 9-12) to manage RtI.	07/01/2013	06/30/2014	14,140	6,356			7,784	0	0	0	0	0
3 Continue to use online predictive assessment with all students 1-9 to gauge mastery of reading and math standards.	08/12/2013	05/30/2014	24,000	24,000			0	0	0	0	0	0

4 Continue to map curriculum for each class using online tool. Use curriculum maps to make decisions.	08/12/2013	05/30/2014	8,700	8,700			0	0	0	0	0	0
5 Continue to use PLAN and Explore test scores to make instructional decisions (9th, 10th grade) and local assessments for decision making in grades 1-8.	08/12/2013	05/30/2014	0	0			0	0	0	0	0	0

**Strategy 2**  
Use interventions in reading and math to boost scores of students working below grade level.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Require reading intervention, such as Read Naturally, for all students reading below grade level in grades 1-12. (SIP)	07/01/2013	06/30/2014	10,000	0			10,000	0	0	0	0	0
2 Offer summer school program for students who need extra academic support in grades 1-12. (SIP)	07/01/2013	06/30/2014	14,742	0			14,742	0	0	0	0	0
3 Use KeyTrain online software with students working below grade level in grades 10-11. (SIP)	08/12/2013	05/30/2014	525	0			0	0	0	0	0	525
4 Provide online reading and math interventions for grades 1-8. (Title I)	07/01/2013	06/30/2014	4,716	4,716			0	0	0	0	0	0

**Strategy 3**  
Infuse technology in the curriculum

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue curriculum mapping in technology education to link lessons to NETS-S standards. (EETT)	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2 Ensure incoming high school students have technology skills to be successful students by providing technology orientation to the high school. (EETT)	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

3 Continue use of on-demand videos, for example BrainPOP for grades 3-6, to enhance the curriculum. (EETT)	07/01/2013	06/30/2014	1,371	0			0	1,371	0	0	0	0
4 Continue to subscribe to websites and purchase software that support special education classes. (EETT)	07/01/2013	06/30/2014	300	0			0	300	0	0	0	0

Section II C. Action Plan – Professional Development

<b>Phase III Goal 1 Title:</b>												
Improve student academic achievement.												
<b>Strategy 1</b>												
Provide professional development on using data to inform instructional decisions.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide 9-12 grade teachers professional development and access to resources for struggling readers, such as TumbleBooks. (SIP)	08/12/2013	05/30/2014	0	0			0	0	0	0	0	0
2 Train teachers in new District-owned technology. (EETT)	07/01/2013	06/30/2014	400	0			0	400	0	0	0	0
3 Train teachers in use of new reading interventions in grades 1-8. (EETT)	07/01/2013	06/30/2014	2,000	0			2,000	0	0	0	0	0
4 Continue to provide learning management system and LMS training for teachers.	08/12/2013	05/30/2014	500	500			0	0	0	0	0	0

Strategy 2												
Link technology professional development to teacher evaluation model.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide technology professional development in the Danielson Model Domain 1 Component 1d: Demonstrating Knowledge of Resources. (EETT)	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2 Provide technology professional development in the Danielson Model Domain 1 Component 1e: Designing Coherent Instruction. (EETT)	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

Strategy 3												
Improve technology integration in the curriculum.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to use survey data on teacher technology skills to provide professional development. (EETT)	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2 Continue to host technology sharing event in each school where students share projects and teachers can browse a variety of project ideas. (EETT)	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
3 Have person(s) in role of technology coach for intensive work with teachers. (EETT)	07/01/2013	06/30/2014	7,000	7,000			0	0	0	0	0	0

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

**Phase III Goal 1 Title:**  
Improve student academic achievement.

**Strategy 1**  
Build stronger electronic channels of communication with families

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue use of automated messaging system to keep parents informed.	08/12/2013	05/30/2014	4,500	4,500			0	0	0	0	0	0
2 Continue use of PowerSchool parent portal and expand information based on parent input and new features available.	08/12/2013	05/30/2014	0	0			0	0	0	0	0	0
3 Enhance District website.	07/01/2013	06/30/2014	600	600			0	0	0	0	0	0

**Strategy 2**  
Continue to build connections with Elmwood Park Public Library.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue regular dialogue and meetings between District 401 and Library personnel.	08/12/2013	05/30/2014	0	0			0	0	0	0	0	0
2 Share and cross promote online research databases and other tools for students.	08/12/2013	05/30/2014	0	0			0	0	0	0	0	0
3 Share and cross promote events, such as Battle of the Books.	08/12/2013	05/30/2014	0	0			0	0	0	0	0	0
4 Continue to loan materials from public library (and												

public libraries consortium) for District 401 classes, thereby expanding the resources available to students.	08/12/2013	05/30/2014	0	0			0	0	0	0	0	0
---	------------	------------	---	---	--	--	---	---	---	---	---	---

Strategy 3												
Work to bridge the digital divide (EETT)												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Work to ensure that all families have access to computing and internet for student success in school.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2 If infrastructure and funding allows, provide ways for families to work with student data and communicate with school staff on mobile devices.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
Improve student academic achievement.												
Strategy 1												
Continue to provide reliable and media-rich computing for students.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Lease computers for support staff and other equipment as needed.	07/01/2013	08/09/2013	32,000	32,000	0	D	0	0	0	0	0	0
2 Continue to provide classroom technology equipment to enhance instruction.	08/12/2013	05/30/2014	5,000	5,000	0	D	0	0	0	0	0	0
3 If funding allows, continue one-to-one computing initiative. (EETT)	07/01/2013	06/30/2014	50,000	50,000	0	D	0	0	0	0	0	0

4	Ensure computing resources are ready for new ISAT format in 2014.	07/01/2013	03/07/2014	0	0	0	D	0	0	0	0	0	0
5	Continue lease of student and teacher computers.	07/01/2013	06/30/2014	148,000	148,000	0	D	0	0	0	0	0	0

Strategy 2													
Continue to provide high-speed internet access and communication tools to school district.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1	Continue to subscribe to internet provider.	07/01/2013	06/30/2014	2,039	979	1,060	R	0	0	0	0	0	0
2	Continue to provide phone service in all classrooms.	07/01/2013	06/30/2014	52,582	25,240	27,342	R	0	0	0	0	0	0
3	Continue to provide cell phone service for personnel working outside classrooms.	07/01/2013	06/30/2014	24,598	11,807	12,791	R	0	0	0	0	0	0
4	Upgrade wireless radio connection between Elmwood Park High School and Elm Middle School.	07/01/2013	06/30/2014	8,500	8,500	0	D	0	0	0	0	0	0
5	Modernize wireless network within schools.	07/01/2013	06/30/2014	25,000	25,000	0	D	0	0	0	0	0	0

Strategy 3													
Deploy software to increase teacher effectiveness and student technology literacy. (EETT)													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1	Evaluate most current software and open source applications. Deploy current software as needed.	07/01/2013	06/30/2014	0	0	0	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process  
Phase I

The Director of Technology is responsible for monitoring the implementation and effectiveness of the technology plan strategies. The Director of Technology meets with all technology teachers formally three times each year and informally throughout the year to discuss curriculum integration and suggest improvements (EETT). The Director of Technology also has regular meetings with building principals, library clerks, and teaching staff at each building to understand how technology can power the goals of each stakeholder. In 2010, the District-wide technology event showcased the state of technology integration. In each of the coming years, school technology sharing events will provide a snapshot of technology project work. These actions monitor improvement in **integrating technology into curriculum and instruction**.

Teachers are evaluated on the Danielson model of teacher effectiveness that includes technology use in instruction. Teacher ratings in this model provide a gauge of the **ability of teachers to teach** and of technology in the curriculum.

The Assistant Superintendent for Curriculum and Instruction is responsible for monitoring student performance and progress toward **reaching challenging state academic standards**. She works closely with the Director of Reading to monitor the effectiveness of technology-based reading supports. She works with the building principals to monitor the effectiveness of technology-based math supports.

The following chart provides the **established process for monitoring the effectiveness of strategies** and activities toward the achievement of the goal(s).

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1. AIMSWEb test results 2. Online predictive test results 3. ISAT test results 4. Test results from PSAE tests.	1. Progress in reading scores keeps pace with grade-appropriate reading levels 2. Scores on tests aligned with Illinois State Standards that show mastery of grade level standards 3. Students in all sub-groups make safe harbor or AYP in meeting or exceeding standards 4. Students in all sub-groups make safe harbor or AYP in meeting or exceeding standards	1. 3 times/ year: September, January, and May 2. 3 times/ year: September, December, and February 3. 1 time/ year: March 4. 1 time/ year: April	Paula Hlavacek, Assistant Superintendent for Curriculum and Instruction
PD Strategy	1. Use of data analysis tools. 2. Teacher ratings on Danielson teacher evaluation rubric. 3. Curriculum maps and classroom walkthroughs.	1. All reading and math teachers are using Rtl tools, where appropriate. All classroom core teachers are using progress monitoring tools. 2. Each year teachers attaining a Distinguished rating will increase by 5%. 3. 90% of teachers have at least one technology-infused unit of study.	1. At least 3 times year. 2. 1 time/year in March 3. Several times/year.	Paula Hlavacek, Assistant Superintendent for Curriculum and Instruction Technology
	1. Parent portal logins and			1. Irina Ziemann, Director

P/C Strategy	automated messaging logs 2. Circulation of EPPL materials by District 401 students.	1. At least 75% of families use parent portal at least once a year. 3. A 20% increase each year.	1. 1 time/semester 2. 1 time/semester	of Technology 2. Brian Hoffmeister, library media specialist
Tech D Strategy	1. Network, phone, and internet up-time and speed. 2. Technology budget	1. Up time 99% and, where new equipment is deployed, speed is faster. 2. Spending is focused on items to enhance student learning.	1. Daily 2. Daily	1. Irina Ziemann, Director of Technology

Section II F. Action Plan - Monitoring Process  
Phase II

The Director of Technology is responsible for monitoring the implementation and effectiveness of the technology plan strategies. The Director of Technology meets with all technology teachers formally three times each year and informally throughout the year to discuss curriculum integration and suggest improvements. The Director of Technology also has regular meetings with building principals, library clerks, and teaching staff at each building to provide status of technology use. In 2010, the District-wide technology event showcased the state of technology integration. In each of the coming years, school technology sharing events will provide a snapshot of technology project work. These actions monitor improvement in **integrating technology into curriculum and instruction**.

Teachers are evaluated on the Danielson model of teacher effectiveness that includes technology use in instruction. Teacher ratings in this model provide a gauge of the **ability of teachers to teach** and of technology in the curriculum.

The Assistant Superintendent for Curriculum and Instruction is responsible for monitoring student performance and progress toward **reaching challenging state academic standards**. She works closely with the Director of Reading to monitor the effectiveness of technology-based reading supports. She works with the building principals to monitor the effectiveness of technology-based math supports.

The following chart provides the **established process for monitoring the effectiveness of strategies** and activities toward the achievement of the goal(s).

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1. AIMSWeb test results 2. Online predictive test results 3. ISAT test results 4. Test results from PSAE tests.	1. Progress in reading scores keeps pace with grade-appropriate reading levels 2. Scores on tests aligned with Illinois State Standards that show mastery of grade level standards 3. Students in all sub-groups make safe harbor or AYP in meeting or exceeding standards 4. Students in all sub-groups make safe harbor or AYP in meeting or exceeding standards	1. 3 times/ year: September, January, and May 2. 3 times/ year: September, December, and February 3. 1 time/ year: March 4. 1 time/ year: April	Paula Hlavacek, Assistant Superintendent for Curriculum and Instruction

PD Strategy	1. Use of data analysis tools. 2. Teacher ratings on Danielson teacher evaluation rubric. 3. Curriculum maps and classroom walkthroughs.	1. All reading and math teachers are using RtI tools, where appropriate. All classroom core teachers are using progress monitoring tools. 2. Each year teachers attaining a Distinguished rating will increase by 5%. 3. 95% of teachers have at least one technology-infused unit of study.	1. At least 3 times year. 2. 1 time/year in March 3. Several times/year	Paula Hlavacek, Assistant Superintendent for Curriculum and Instruction
P/C Strategy	1. Parent portal logins and automated messaging logs 2. Circulation of EPPL materials by District 401 students.	1. At least 80% of families use parent portal at least once a year. 3. A 20% increase each year.	1. 1 time/semester 2. 1 time/semester	1. Irina Ziemann, Director of Technology 2. Brian Hoffmeister, library media specialist
Tech D Strategy	1. Network, phone, and internet up-time and speed. 2. Technology budget	1. Up time 99% and, where new equipment is deployed, speed is faster. 2. Spending is focused on items to enhance student learning.	1. Daily 2. Daily	1. Irina Ziemann, Director of Technology

Section II F. Action Plan - Monitoring Process  
Phase III

The Director of Technology is responsible for monitoring the implementation and effectiveness of the technology plan strategies. The Director of Technology meets with all technology teachers formally three times each year and informally throughout the year to discuss curriculum integration and suggest improvements. The Director of Technology also has regular meetings with building principals, library clerks, and teaching staff at each building to provide status of technology use. In 2010, the District-wide technology event showcased the state of technology integration. In each of the coming years, school technology sharing events will provide a snapshot of technology project work. These actions monitor improvement in **integrating technology into curriculum and instruction**.

Teachers are evaluated on the Danielson model of teacher effectiveness that includes technology use in instruction. Teacher ratings in this model provide a gauge of the **ability of teachers to teach** and of technology in the curriculum.

The Assistant Superintendent for Curriculum and Instruction is responsible for monitoring student performance and progress toward **reaching challenging state academic standards**. She works closely with the Director of Reading to monitor the effectiveness of technology-based reading supports. She works with the building principals to monitor the effectiveness of **technology-based math supports**.

The following chart provides the **established process for monitoring the effectiveness of strategies** and activities toward the achievement of the goal(s).

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
--	------------------	---------------------	----------------------	-----------------------

C & I Strategy	1. AIMSWEb test results 2. Online predictive test results 3. ISAT test results 4. Test results from PSAE tests.	1. Progress in reading scores keeps pace with grade-appropriate reading levels 2. Scores on tests aligned with Illinois State Standards that show mastery of grade level standards 3. Students in all sub-groups make safe harbor or AYP in meeting or exceeding standards 4. Students in all sub-groups make safe harbor or AYP in meeting or exceeding standards	1. 3 times/ year: September, January, and May 2. 3 times/ year: September, December, and February 3. 1 time/ year: March 4. 1 time/ year: April	Paula Hlavacek, Assistant Superintendent for Curriculum and Instruction
PD Strategy	1. Use of data analysis tools. 2. Teacher ratings on Danielson teacher evaluation rubric. 3. Curriculum maps and classroom walkthroughs.	1. All reading and math teachers are using RtI tools, where appropriate. All classroom core teachers are using progress monitoring tools. 2. Each year teachers attaining a Distinguished rating will increase by 5%. 3. 100% of teachers have at least one technology-infused unit of study.	1. At least 3 times year. 2. 1 time/year in March 3. Several times/year.	Paula Hlavacek, Assistant Superintendent for Curriculum and Instruction
P/C Strategy	1. Parent portal logins and automated messaging logs 2. Circulation of EPPL materials by District 401 students.	1. At least 85% of families use parent portal at least once a year. 3. A 20% increase each year.	1. 1 time/semester 2. 1 time/semester	1. Irina Ziemann, Director of Technology 2. Brian Hoffmeister, library media specialist
Tech D Strategy	1. Network, phone, and internet up-time and speed. 2. Technology budget	1. Up time 99% and, where new equipment is deployed, speed is faster. 2. Spending is focused on items to enhance student learning.	1. Daily 2. Daily	1. Irina Ziemann, Director of Technology

Section II G. Action Plan – Budget Summary

Phase I - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Improve student academic achievement.	203,532	118,298	41,193	41,316	2,200	0	0	0	525
Total Budget for Phase I - 2011-2012	203,532	118,298	41,193	41,316	2,200	0	0	0	525

Phase II - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Improve student academic achievement	402,192	320,048	41,193	38,526	1,900	0	0	0	525
Total Budget for Phase II - 2012-2013	402,192	320,048	41,193	38,526	1,900	0	0	0	525

Phase III - 2013 - 2014

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Improve student academic achievement.	447,213	362,898	41,193	40,526	2,071	0	0	0	525

---

Total Budget for Phase III - 2013-2014	447,213	362,898	41,193	40,526	2,071	0	0	0	525
<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
Total Budget for Phases I, II, and III - 2011 - 2014	1,052,937	801,244	123,579	120,368	6,171	0	0	0	1,575

---

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

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

Stakeholders are involved in several ways to shape the direction of technology planning. The Director of Technology attends the bi-weekly meeting of the administrative leadership team to discuss District goals and processes. At these meetings, we consider how technology might support and increase efficiency in each process. The technology team meets weekly to discuss the status of technology in the schools and suggestions for improvements that come from teachers, staff, personal learning networks, or professional development sessions. Planning for technology showcase events includes technology teachers and the public library personnel. The District goals and activities are refined through all of these meetings.

Meetings specifically to compose the 2011 technology plan include:

- Technology teachers meeting: January 12, 2011
- Board of Education meeting: February 8, 2011
- Consultation with outside technology consultants: January - February 2011
- Consultation with Reading dept: January 2011
- Consultation with Library: February 2011
- Consultation with building principals: February 2011
- Consultation with Superintendent, Asst. Superintendent, and Business Manager: February 2011

Section III Plan Development, Review and Implementation  
B. District Internet Safety Policy

**Please provide the district's policy pursuant to the Children's Internet Protection Act of 2000(CIPA) and the number of your board-adopted policy in the text box below. The CIPA information must include the following:**

**Technology Protection Measure (Filter)**

**Schools must certify that they are in CIPA compliance by having an Internet Safety Policy adopted and implemented at the start of the given funding year. This policy must include a Technology Protection Measure that blocks or filters internet access to visual depictions that:**

- (a) are obscene,**
- (b) are child pornography, or**

(c) are harmful to minors.

**Internet Safety Policy Schools subject to CIPA are required to adopt a policy that addresses:**

- 1. Access by minors to inappropriate matter on the internet**
- 2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications**
- 3. Unauthorized access including “hacking” and other unlawful activities by minors online**
- 4. Unauthorized disclosure, use, and dissemination of personal information regarding minors**
- 5. Restricting minors’ access to materials harmful to minors.**

Elmwood Park Community Unit School District 401 **Policy 6:235**

URL: <http://www.epcUSD401.org/files/Acceptable%20Use%20Policy.pdf>

Acceptable Use and Internet Safety Policy

Purpose

The Board of Education of Elmwood Park Community Unit School District 401 (herein referred to as “the Board” or “the District”) provides technology resources to support the educational mission of District schools. Electronic networks, including the Internet, are a part of the District’s instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The use of these resources is a privilege that is extended to members of the District community. The District’s code of conduct applies to activities online and with technology. In addition, individuals must read the District’s Acceptable Use and Internet Safety Policy and sign the attached Agreement Regarding Permissible Computer Use before receiving access to District technology resources and the internet.

Use of the District technology resources must be consistent with the mission, goals, and objectives of the District. Members of the District community are expected to use technology in a responsible, efficient, ethical and legal manner. District community members are responsible for their activities and accountable for their individual conduct while using District technology services. Inappropriate use may result in discipline, loss of privileges, and/or legal action at the discretion of the Superintendent or his/her designee.

Application of Policy

This Policy applies to all individuals (hereinafter “individuals” or “users”) who use the District technology resources provided and managed by the District. Individuals covered by this Policy (sometimes referred to in this Policy as “District community members”) include, but are not limited to,

students, staff, faculty, administration, and visiting guests and parents who have access to the Internet as well as a host of “District technology resources.” “District technology resources” includes all District hardware, software, communications systems, networks, electronic equipment, data, and other technologies, including any means or method to access the Internet using such resources.

#### Scope

In providing District technology resources, the Board owns the contents of the technology systems provided and reserves the right to inspect the contents of the system. Individuals using District technology resources have no expectation of privacy in any material stored, transmitted, or received via the District’s electronic network. The Board denies any responsibility for any information, including its accuracy or quality, obtained or transmitted through use of the Internet. The Board does not warrant the effectiveness of Internet filtering. Further, the Board denies responsibility for any information that may be lost, damaged or altered or unavailable when using the District’s network as well as for any damage or loss of and user’s personal property used to access District technology resources. The Board denies any liability for information transmitted through District technology resources. Individuals shall be solely responsible for any improper or illegal activity and/or transaction resulting from the use of the District’s computer network. District technology resource users shall be solely responsible for any unauthorized charges resulting from access to the Internet.

#### 1. Acceptable Use

The Board only authorizes and approves of use of the District’s technology resources for activities consistent with the educational mission of the District that include the school curriculum, delivery of services or co-curricular activities sponsored by the District. All users are expected to exercise good judgment in the use of the District’s technological and information resources.

#### 2. Unacceptable Use

The Board declares that the unacceptable uses of District technology resources include, but are not necessarily limited to:

- Individuals may not modify, install, upload or download programs or software without administrative and technology staff authorization.
- Individuals may not engage in acts of vandalism, which is defined as any malicious attempt to harm or destroy data of another user or any network. This includes, but is not limited to

uploading or creation of computer viruses and hardware damage.

- Individuals may not partake in wasteful use of District resources or file space (examples include: printing excessive amounts of paper, sending spam or chain letters, looping programs)
- Individuals shall not access, submit, post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.
- No District work product may be loaded on to the network or posted on the internet for public access without prior approval from the Superintendent or his/her designee. Examples of materials constituting District work product include, but are not limited to the following: curriculum or test materials used in District programs, Division or Department Guidelines and/or Procedures, Parent/Student Handbooks, and District publications.
- Individuals may not use the District's computer network or District internet access for commercial gain.
- Individuals shall not use the network while access privileges are suspended or revoked.

### 3. Internet Safety

Students may access the Internet with the permission and under the direction of a teacher or staff member as part of the school curriculum.

- Use of the District computers and the District network may be supervised and monitored by District staff to ensure appropriate use. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter access to inappropriate information on the internet and electronic communication. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. All internet-enabled computers used by students, patrons, and staff, will employ filters. If individuals detect that technology services or internet filters are not functioning properly, they shall immediately notify the system administrator. Individuals shall not modify or disable, or attempt to modify or disable, any filtering or blocking software installed in District computers or the District's computer system.
- Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized, only for bona fide research or other lawful purposes.

Procedures to disable or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent or his/her designee.

- Individuals may not access information which is illegal, indecent, obscene, constitutes child pornography, harmful to minors, inappropriate for minors, defamatory, likely to result in

harassment of another student or staff member, likely to cause material disruption in the schools, or is otherwise inconsistent with the District's educational mission, or to enter or transmit such information. Any individual who attempts to access, enter, upload, install, download or transmit prohibited information shall be subject to discipline that may include suspension or loss of all access privileges.

#### 4. Electronic Communication

The District provides a means of electronic communication to aid students and staff members in fulfilling their duties and responsibilities in the learning environment.

- The District strives to protect the safety and security of all individuals using forms of direct electronic communications including electronic mail, chat, messaging, and other technologies. Students should not respond to unsolicited online contact. As a condition of access to and use of the District's computers and network, all users consent to monitoring and inspection of communication and files by school staff and administration.
  - Individuals shall not transmit any message or information which is illegal, indecent, obscene, harmful to minors, inappropriate for minors, child pornography, defamatory, likely to constitute harassment of another student, staff member or any other individual, likely to cause disruption in the District's schools, or is otherwise inconsistent with the District's curriculum and educational mission.
  - Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internetbased message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
  - The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user.
  - Electronic messages transmitted via the District's email gateway carry the District's domain name. This domain name is registered and the author is identified as part of District. Individuals should be mindful of how messages might reflect on the name and reputation of District and be respectful in all electronic dealings with those outside the District.
- Faculty and Staff (additional provisions):
- In addition to acceptable uses as described in this Policy, faculty and staff may use the District's resources for incidental personal use if such use does not interfere with the operations of any system, as determined by a technology staff member, and does not interfere with the job performance of the staff member, as determined by the individual's supervisor.

## 5. Privacy

Individuals shall respect the privacy rights and personal rights of others when using technology resources.

- Individuals may use only the technology resources, accounts, and files for which they have authorization. Individuals should not share passwords or attempt to access another's account or files. Any attempts to log in as another user; log in as system administrator; or access electronic communications intended for another individual will result in disciplinary action.
- Individuals should also observe secure computing practices such as logging off at the end of a session and setting secure passwords.
- Individuals are expected to be courteous and respectful in all communications and when using technology resources.

Faculty and Staff (additional provisions):

- Faculty and staff shall maintain confidentiality of student records. Personnel shall not use electronic communication to create, communicate, repeat or otherwise convey or receive personally identifiable student information (the disclosure of which is unauthorized).

Confidential student information should not be loaded onto the network or posted on the Internet where unauthorized access to such information may be obtained.

## 6. Adherence with Federal, State, and Local Laws

Members of the District community are expected to uphold local ordinances and State and federal law.

Criminal conduct may be referred to law enforcement authorities.

- Individuals shall abide by all federal, State, and local laws.
- Individuals shall abide by all applicable copyright laws and licenses. The District has entered into legal agreements or contracts for many software and network resources that require each individual using them to comply with those agreements. Users shall not use, copy, or distribute copyrighted works (including but not limited to Web page graphics, sound files, film clips, trademarks, software and logos) without proper attribution.
- Individuals shall not use the District's technology resources for any unacceptable uses or illegal activities. Faculty and staff shall endeavor to ensure compliance by all District community members with any applicable local ordinances as well as State and federal law. Further, as specifically required by the Children's Internet Protection Act, faculty and staff shall endeavor to prevent inappropriate network usage including: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b)

unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

#### 7. Consequences of Improper or Prohibited Use of District Technology Resources

Any individual who engages in an unacceptable use of the District's technology resources, or otherwise violates this Policy, shall be subject to discipline that may include suspension or loss of all access privileges. In the case of employees, the unacceptable use of the District's technology resources or violation of this Policy may result in additional discipline including suspension without pay and/or recommendation for dismissal from employment. In the case of students, the unacceptable use of the District's technology resources or violation of this Policy may result in an out-of-school suspension or expulsion.

#### 8. Miscellaneous

This Acceptable Use and Internet Safety Policy and any other information-related policy and procedure will remain on file at the District Office. This and other related documents will be available for review by all parents, guardians, school employees, students and other District community members.

LEG. REF.: Children's Internet Protection Act, 47 U.S.C. 254(h) and (1)

No Child Left Behind Act, 20 U.S.C. 6777

Enhancing Education Through Technology, 20 U.S.C. 6751 et seq. 720 ILCS 135/.01

Communications Act of 1934, 47 U.S.C. Sec. 254

CROSS REFERENCE: 6:235AP (Staff Agreement Form), 7:350AP (Student Agreement Form)

ADOPTED: August 19, 1998

First Reading of Revision: January 16, 2008

Second Reading of Revision: February 20, 2008

ADOPTED: February 20, 2008

Peer Review Feedback Form

District Name :	RCDT #:
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed: 03/11/2011
School Years Covered by Plan:	ISBE Approval Date: 05/05/2011
<input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013 <input checked="" type="checkbox"/> 2013-2014	Plan Expiration Date: 06/30/2014

Section Used for Mid-Course Correction Only

Date of Annual Review Leading to MCC:	Approval Date of MCC:
---------------------------------------	-----------------------

Preliminary Information	Requirements
All required identifying district information is complete. Vision statement is included and meets requirements.	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> <li>● Part A. Illinois School Report Card Data</li> <li>● Part B. Local Assessment Data (as available)</li> <li>● Part C. Other Data -- Item 1,2 &amp; 3</li> <li>● Part D. Technology Deployment</li> <li>● Part E. Data &amp; Analysis - (Meta-Analysis)</li> </ul>	
Comments:	
REVISIONS NOTED 4/20/11 * In Attributes and Challenges: Would be helpful to look at community data from the US Census to support this section. * Summary states you do not know how many families have computer access at home, but a key factor indicates there is a lack of access at home. ?? * Goal statement must be stated as follows: "All students will move from XX% in reading and YY% in math to 92.5% in 2012 and 2013 and 100% in 2014 or make Safe Harbor as measured by ISATs and/or PSAEs." (Use district data from Report	

(Card.) \* Each subgroup that did not make AYP requires a similar goal statement in this section. MINOR REVISION

Section II: Action Plan	Requirements
-------------------------	--------------

<p>Part A. Overall Review of Action Plan</p> <ul style="list-style-type: none"> <li>● A.1 Goals</li> <li>● A.2 Strategies and Activities</li> <li>● A.3 Budget</li> </ul> <p>Comments:</p> <p>* If you are currently part of an EETT competitive grant, make sure grant monies show up in the Action Plan under Title II-D.</p>	<p><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p>
---	--

<p>Part B. Curriculum Integration Strategies and Activities</p> <p>Comments:</p>	<p><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p>
--	--

<p>Part C. Professional Development Strategies and Activities</p> <p>Comments:</p>	<p><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p>
--	--

<p>Part D. Parent/Community Involvement</p> <p>Comments:</p>	<p><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p>
--	--

<p>Part E. Technology Deployment</p>	<p><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p>
--------------------------------------	--

Comments:

REVISIONS NOTED 4/20/11 \* Note, EETT references were to possible future funds, this is NOT an EETT school. FBishop, ISBE: Federal Funding (i.e.EETT, and FCC/USAC/E-RATE) must be budgeted at least a full funding year (July 1-June 30) Please correct errors noted in phase III for your EETT and E-RATE items. You may extend the E-RATE items beyond June 30, but the end dates should not be earlier than the close of the funding year. (Re-Check Phases I and II as well.)

Part F. Monitoring

Meets  Does Not Meet

Comments:

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement

Part B. Internet Safety Policy

Meets  Does Not Meet

Comments:

ISBE Review

Approved  Revisions Needed  Not Approved

Comments:

3/17/2011 FBishop: Based upon a peer panel review of your plan, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments above regarding necessary corrections and/or actions. Contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 5/5/2011 FBishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.