

Lisle CUSD 202

Technology Integration Plan 2009

Submitted	2/25/2009
Plan Resubmitted	
Pending ISBE action	3/10/2009
ISBE Approved	3/26/2009

District Information

District Name:	LISLE CUSD 202	District Address:	5211 CENTER AVE
City/State/Zip:	LISLE,IL,60532 2399	RCDT Number:	190222020260000
Superintendent:	Dr Patricia Wernet	Superintendent Email:	pwernet@lisle202.org
District Phone:	6304938001	District Fax:	6309714054
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TIP Contact Phone*:	6304938014	TIP Contact Fax*:	6309714054

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

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

Mid-course Correction

The plan was reviewed and evaluated on

Mid course correction was needed? **No**

Vision Statement

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

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

LISLE 202 DISTRICT VISION STATEMENT

Lisle Community School District #202 believes that we must provide an educational environment which grants each student access to the highest quality and

richest variety of integrated educational experiences, within our means. This environment will be created with the assistance of the students' family, local businesses, educational agencies, and community and support groups. Our goal is continuous, measurable improvement, and excellence in the education of our students.

MISSION STATEMENT

To promote excellence in the Lisle Community Unit School District #202 Schools by providing a challenging, comprehensive, and viable educational program for all students, that will lead to the attainment of knowledge, competencies and skills, which, upon completion, will enable our students to be successful **life-long learners, and productive members of society.**

BELIEFS

Student Focus: Students share in the accountability for their own success.

Excellence: We are committed to approaches and practices which maximize the educational impact for students.

Continuous Improvement: Continuous school improvement is necessary to improve student achievement an understanding of their intellectual, social, and cultural differences.

Accountability: We focus on results reflecting and balancing the needs and interests of students and all stakeholders.

Teamwork: We work together to achieve District goals.

Service: We believe educators should be responsive to students, parents, and the community.

Fiscal Responsibility: Resources must be provided and managed in a fiscally responsible manner.

Vision Explanation

The vision for Lisle Community School District #202 evolved over many years of meeting and planning.

The district vision, mission, and belief statements were reviewed, updated, and reaffirmed during the 2005-06 school year following a district strategic planning session involving the school board, administrators, teachers, parents, and community members and the same statements continue to guide our cuurent and future planning. Technology was a major component in the Strategic Planning process.

The following goals are an outcome of the strategic planning process.

District 202 will maintain effective and appropriate technology that will support the learning, operations, and communication goals of the District.

Immediate/Ongoing:

Incorporate in technology planning provisions for continuous upgrading of equipment to ensure that the District achieves a cutting edge program.

Telecommunication, infrastructures and data delivery systems will provide access to information that supports instruction and experiences that challenge students to achieve through current effective **technology integration** and **future programs**.

Further the commitment to use technology to improve instruction and provide opportunities to students and teachers to develop essential technology skills.

The **significant role of technology in our society compels us to create a learning environment that develops our ability to use technology while constructing knowledge, problem solving, and making decisions about our world today and in the future.**

Promote technological advancements to improve district communications.

Integration of **telecommunication** opportunities as well as **instructional technology** into the curriculum along with use of **administrative technology** to store and share information digitally **will increase annually** requiring our **ongoing assessment** of our **funding, the needs of our student population, building upgrades and the need for greater bandwidth to support the media rich technologies that will present themselves in the future.**

Short Term:

Assess technology structures and programming for students and staff to address emerging and current trends in technology.

Develop standards and criteria to assess the appropriateness of technology for supporting learning, operations and communication goals of the district.

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

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

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.9	Yes	99.9	Yes	83.8		Yes	87.4		Yes	94.4	Yes	93.7	Yes
White	100.0	Yes	100.0	Yes	85.8		Yes	88.5		Yes				
Black	98.6	Yes	98.6	Yes	67.9		Yes	71.7		Yes				
Hispanic	100.0	Yes	100.0	Yes										
Asian/Pacific Islander	100.0	Yes	100.0	Yes	88.0		Yes	92.0		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	56.7		Yes	66.7		Yes				
Economically Disadvantaged	99.2	Yes	99.2	Yes	69.2		Yes	76.0		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress

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

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

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

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

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

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

District Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	94.9	95.0	94.7	94.9	94.7	94.5	94.4	94.4
Truancy Rate (%)	0.1	0.3	0.7	0.6	1.2	1.1	1.8	1.0
Mobility Rate (%)	10.6	12.3	8.9	8.0	15.4	14.0	11.5	9.7
HS Graduation Rate, if applicable (%)	98.1	95.0	93.2	94.7	98.6	94.9	95.5	93.7
HS Dropout Rate, if applicable (%)	1.1	1.0	1.0	1.8	1.2	0.7	2.3	0.7
District Population (#)	1881	1837	1807	1808	1754	1713	1646	1571
Economically Disadvantaged (%)	7.9	8.3	10.7	10.0	10.3	12.0	12.0	8.5
Limited English Proficient (LEP) (%)	3.3	3.9	2.3	2.7	2.5	2.5	2.4	2.7
Students with Disabilities (%)								
White, non-Hispanic (%)	82.0	80.7	81.1	81.0	79.1	78.2	78.1	76.6
Black, non-Hispanic (%)	7.5	7.3	7.2	7.9	7.7	8.0	6.5	7.0
Hispanic (%)	3.5	4.7	5.4	5.9	6.3	6.8	6.3	6.1
Asian/Pacific Islander (%)	7.0	7.1	6.2	5.3	5.2	5.1	6.0	5.8
Native American or Alaskan Native(%)	0.1	0.1	0.1	-	-	0.1	-	-
Multiracial/Ethnic (%)	-	-	-	-	1.8	1.8	3.2	4.5

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
D I S T R I C T	1999	83.7	5.6	4.1	6.4	0.2	-
	2000	82.4	6.3	4.3	6.9	0.2	-
	2001	82.0	7.5	3.5	7.0	0.1	-
	2002	80.7	7.3	4.7	7.1	0.1	-
	2003	81.1	7.2	5.4	6.2	0.1	-
	2004	81.0	7.9	5.9	5.3	-	-
	2005	79.1	7.7	6.3	5.2	-	1.8
	2006	78.2	8.0	6.8	5.1	0.1	1.8
	2007	78.1	6.5	6.3	6.0	-	3.2
	2008	76.6	7.0	6.1	5.8	-	4.5
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
D I S T R I C T	1999	1.4	8.5	87.0	94.8	10.7	6	0.3	1.9	89.3
	2000	1.9	8.7	88.0	95.1	12.9	3	0.2	4.4	95.9
	2001	3.3	7.9	92.6	94.9	10.6	1	0.1	1.1	98.1
	2002	3.9	8.3	93.1	95.0	12.3	5	0.3	1.0	95.0
	2003	2.3	10.7	93.6	94.7	8.9	12	0.7	1.0	93.2
	2004	2.7	10.0	94.0	94.9	8.0	10	0.6	1.8	94.7
	2005	2.5	10.3	94.9	94.7	15.4	20	1.2	1.2	98.6
	2006	2.5	12.0	95.7	94.5	14.0	19	1.1	0.7	94.9
	2007	2.4	12.0	96.3	94.4	11.5	29	1.8	2.3	95.5
	2008	2.7	8.5	95.1	94.4	9.7	15	1.0	0.7	93.7
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
D I S T R I C T	1999	1825	-	-	-	-	-	-
	2000	1867	-	-	-	-	-	-
	2001	1881	124	122	146	131	138	160
	2002	1837	146	126	123	145	128	150
	2003	1807	132	152	128	137	141	156
	2004	1808	137	136	145	123	141	161
	2005	1754	113	132	132	131	131	137
	2006	1713	113	115	129	144	131	152
	2007	1646	109	111	117	137	151	128
	2008	1571	117	109	111	118	132	143
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	155356	153480	154719	162594	159038	150475
	2008	2074167	155578	152895	153347	160039	161310	149710

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

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

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	116	15	53631	39	61	19	16	-	-
	2000	117	14	54983	37	63	19	16	-	-
	2001	122	14	55668	41	59	18	17	-	-
	2002	120	15	59807	42	58	18	16	-	-
	2003	122	15	61251	41	59	18	15	-	-
	2004	114	14	62144	45	55	18	17	-	-
	2005	113	14	63443	43	57	17	18	-	-
	2006	113	14	63900	42	58	17	17	-	-
	2007	114	14	68221	37	63	17	16	-	-
	2008	112	14	69914	26	74	16	16	-	-
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	84.3	82.5	83.1	83.0	84.4	85.2	-	-	-	87.2	91.2	77.0	83.6	77.0	85.6	81.6	83.2	88.2
White	84.8	85.3	82.4	85.1	83.1	87.3	-	-	-	87.5	92.0	78.2	89.6	78.0	87.1	84.4	84.7	88.3
Black	-	60.0	90.0	-	-	66.6	-	-	-	-	-	-	60.0	-	72.7	70.0	-	-
Hispanic	-	-	-	-	-	70.0	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	90.9	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	66.7	58.8	59.1	56.0	55.0	52.6	-	-	-	65.2	66.6	40.0	18.2	42.1	69.2	56.3	47.6	50.0
Economically Disadvantaged	-	53.3	69.3	57.9	66.7	65.7	-	-	-	71.5	79.0	68.8	75.0	45.5	92.3	70.6	62.6	66.6
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	87.8	84.4	92.7	-	-	-	76.9	86.3	83.0	76.9	79.9	-	84.8	88.5	94.9
White	-	-	-	90.9	88.5	95.5	-	-	-	80.6	91.3	89.3	77.5	83.8	-	87.2	87.9	97.3
Black	-	-	-	76.9	45.5	-	-	-	-	-	-	46.7	60.0	-	-	71.4	-	72.7
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	83.3	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	70.0	57.1	88.2	-	-	-	26.3	50.0	43.8	31.3	61.5	-	23.1	41.2	66.7
Economically Disadvantaged	-	-	-	82.3	75.1	80.0	-	-	-	55.6	69.2	66.7	60.0	58.8	-	66.7	-	88.2

PSAE - % Meets + Exceeds for Reading for Grade 11

Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	66.6	70.2	67.7	66.2	65.6	62.0
White	70.4	75.6	70.1	66.9	71.1	65.8
Black	43.8	54.5	46.2	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	90.9	-	-	-	-	81.8
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	22.2	15.8	-	29.4	46.2	33.3
Economically Disadvantaged	31.3	33.3	36.4	53.3	20.0	31.3

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	93.0	92.8	88.4	86.7	98.1	93.0	-	-	-	92.3	90.2	90.0	89.3	90.1	90.1	89.6	96.4	91.0
White	94.4	95.4	89.1	90.8	98.7	95.8	-	-	-	91.6	89.6	89.8	92.7	92.5	91.8	91.3	95.6	92.9
Black	-	70.0	70.0	-	-	75.0	-	-	-	-	-	-	70.0	-	72.7	70.0	-	-
Hispanic	-	-	-	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	81.9	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	80.0	88.2	72.7	72.0	95.0	84.2	-	-	-	82.6	70.0	75.0	36.4	85.7	69.3	75.1	85.7	60.0
Economically Disadvantaged	-	80.0	61.5	63.1	100.0	81.3	-	-	-	78.6	78.9	93.8	75.0	83.3	84.6	88.3	87.5	73.4
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	92.1	91.3	90.0	-	-	-	81.7	87.1	83.9	64.5	70.0	-	89.6	92.1	94.2
White	-	-	-	94.5	93.8	93.2	-	-	-	83.1	92.3	88.3	67.9	73.4	-	95.8	92.2	96.3
Black	-	-	-	76.9	72.7	-	-	-	-	-	-	53.4	20.0	-	-	64.3	-	72.8
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75.0	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	70.0	71.4	64.7	-	-	-	26.3	50.0	68.8	0.0	23.1	-	53.8	58.8	60.0
Economically Disadvantaged	-	-	-	88.3	93.8	60.0	-	-	-	77.8	76.9	61.1	50.0	50.0	-	61.1	-	88.2

PSAE - % Meets + Exceeds for Mathematics for Grade 11

Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	67.3	70.2	63.8	57.9	59.2	64.8
White	71.2	73.1	66.4	60.0	62.5	65.8
Black	37.5	45.5	30.8	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	90.9	-	-	-	-	100.0
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	11.2	5.3	-	5.9	7.7	13.3
Economically Disadvantaged	37.5	41.7	27.3	40.0	30.0	31.3

Section I A. Data & Analysis — Report Card Data

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

Lisle School District 202 continues to meet AYP but the scores show fluxuations over the years. This is due to the drop in enrollment as well as the increase in our subgroups. Our demographics have changed as well as our high school graduation rate. Our reading scores show the most variation over time and overall seem to be increasing to meet AYP except for subgroups containing the students with disabilities and economically disadvantaged students. Our math scores are showing a downward trend in our elementary students specifically for the subgroups of our economically disadvantaged students and students with disabilities.

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 Lisle School District has seen a steady decline in our total enrollment figures and a change in our demographics and subgroups. We have maintained our highly qualified teaching staff and are reorganizing to address the identified needs of students in subgroups not meeting the AYP requirements.

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.*

Due to the steady decline in our enrollment and the changes in our demographics we see the need to do further testing to identify the students in the subgroups that need interventions. In addition to the ISAT and PSAE, we have recently administered the NWEA MAP assessment system (computer-based) and have learned more specifically what academic subgroups need support. We have also administered the DIBELS assessments to glean a more comprehensive perspective of student learning. We are implementing the Professional Learning Communities philosophy and are beginning to systemically implement interventions, the RtI process, and supports for all learners to be able to meet AYP in the coming years. Through more comprehensive diagnostic measures, we are able to make decisions that will have a direct impact on student learning and achievement and apply interventions where they are needed.

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.*

NWEA MAP assessments administered in the fall and spring for all students and in the winter for students who are being monitored for progress. DIBELS is administered in the fall, winter and spring. Gates Reading Assessment is administered in the spring. AIMSweb is administered three times a year for benchmarks and weekly to identify elementary students needs and will be evaluated for the district RtI program. Local common assessments are implemented

continuously throughout the school year in all grades.

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

The Lisle School District has seen a steady decline in our total enrollment figures. We have maintained our teaching staff and are reorganizing to address the identified needs of students in subgroups not meeting the AYP requirements. We are implementing the Professional Learning Communities philosophy and are beginning to systemically implement interventions and supports for all learners. Our technology is woven throughout these implementations and has increased as our student population as decreased creating ubiquitous access for our students and teachers.

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.

We have recently administered the NWEA MAP assessment system and have learned more specifically what academic subgroups need supports. We have also administered the DIBELS assessments to glean a more comprehensive perspective of student learning. We are beginning to utilize AIMSweb for our Rtl process. Through more comprehensive diagnostic measures and the use of the Tetra Data DASH program, we are able to make decisions that will have a direct impact on student learning and achievement. Tetra Data is the warehouse system used by the District. The DASH component allows teachers and administrators to access multiple scores from multiple measures on one screen.

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 percentage of students meeting and/or exceeding state standards during the past 3 years has continued to demonstrate strong curricular programming in the school district. As a result of new diagnostic information, we are able to more specifically meet individual student needs more comprehensively with intervention programs. Access to the new data provides for better and more accurate decision making for the purpose of supporting student learning.

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

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

In performing the Data Analysis the following instruments are used to identify the goals, strategies, and define priorities in Lisle District #202:

1. District “Program of Work” Report - annual

This is an annual district report. Technology has been an ongoing focus in the Program of Work. The Program of Work is created annually by the Board of Education, the District Superintendent, and District Administrators to define the district goals for each school year. The goals/critical issues are given a rationale and then action plans, person(s) responsible for carrying out the action plan and a completion date is determined for each critical issue. The Program of Work committee uses many data resources including our School Improvement Plans and technology plan in gathering information to determine each school year's critical issues. An outcome of the Program of Work is our Strategic Planning Process. The Program of Work goals/critical issues are used to determine goals and strategies in all sections of the technology plan.

2. Internal and External Information Scans - every 3-4 years

Strategic Planning Steering Committee members completed focus group information scans to gather data about potential future directions for the district. The data from the scans is used to determine goals and strategies in all sections of the technology plan.

3. District Opinion Community Survey - annual

This survey was done during the 2005-06 school year as part of the Strategic Planning Process. The survey results were used by the committee to develop a blueprint for school and system decision making. We are currently using the Next Steps Community Surveys and hope to reach more of the community by administering the survey through our district website. The survey is used in determining the goals/strategies in the Community Involvement section of the technology plan.

4. District Facilities Task Force Report - annual

A committee comprised of staff, parents, library media personnel, and community members evaluated and recommended facility improvements for each district building. The Task Force is also formed as a result of the Program of Work/Strategic Plan and from it the Lisle Senior High building addition occurred, building renovations have been planned, and building schedules have been changed. This ongoing process continually looks at the school facilities and processes and analyzes current status and makes suggestions for future improvements. The data from the Task Force is used to determine goals and strategies in all sections of the technology plan.

5. Local Assessments and State Testing (ISAT/PSAE) Results - local assessments - fall, winter, spring and ongoing; state testing - annual

Lisle District 202 uses the NCA - North Central Accreditation process as a district assessment. It encompasses a five year cycle and we have completed our 5th year in 2006. A report was generated to assist the district in meeting high quality standards and implementing a school improvement plan focused on increasing student performance.

Other assessments include annual Gates Reading Assessment, Otis Lennon School Ability Test, Stanford Achievement Tests, ISAT, Terra Nova, and local writing assessments. Local and State testing results are used in determining the goals and strategies in the Curriculum and Instruction section of the technology plan.

NWEA MAP assessments administered in the fall and spring for all students and in the winter for students who are being monitored for progress.

DIBELS is administered in the fall, winter and spring.

Gates Reading Assessment is administered in the spring.

AIMSweb benchmarks are done in the fall, winter, and spring and weekly progress reports at the elementary level and may expand to the special needs students at the junior high and senior high.

IEP software provided through SASSED is utilized on an ongoing basis

Harriburg software provided by ISBE is also used on an ongoing basis

Local common assessments are implemented continuously throughout the school year in all grades.

6. Data Warehouse Software - ongoing

Lisle District 202 has purchased a data management warehouse, Tetra Data. The warehouse helps us to analyze student achievement data from state, local and standardized achievement tests for two or more years and by any sub-category such as low income, LEP, students with disabilities, racial and ethnic

groups, etc. We do data dumps semi-annually. We are implementing the Tetra Data DASH system beginning the 08-09 school year, this is a desktop application from the warehouse that gives teachers and administrators instant and easily accessible student information and is used during PLC meeting times to develop interventions for our student subgroups as well as all students. More information about Tetra Data can be found at <http://www.tetradata.com>

7. Curriculum Mapping and Alignment Grids- ongoing

A new online program was introduced in the 2005-06 school year, Tech Paths. With the introduction of Tech Paths the district plans to better analyze the curriculum overlaps and gaps according to state standards and to improve our curriculum as defined in our School Improvement Plans.

Tech Paths and Tetra Data information is used in determining the goals and strategies in the Curriculum and Instruction section of the technology plan and helps to provide a quality education for all of our students.

8. Technology Self Evaluation Survey- annual

This survey has been given annually since 1998 through the present. The district utilized the Illinois NextSteps Toolkit for updating the survey and input from the DuPage County Technology Coordinator's Survey of Technology Skills.

During the 2002-03 school year Lisle District #202 piloted an online technology self-assessment survey created by the DuPage ROE and the DuPage county technology coordinators and continues to use this survey on an annual basis. The data from the survey helps the district determine the professional growth needs of all district staff including librarians, district aides/assistants, and administrators and to develop the goals/strategies in the Professional Development section of the technology plan. We are currently piloting the New Next Steps surveys with our staff for the 2008-2009 school year.

The Staff Development and Technology Committees utilize the survey results and make recommendations for updating training and equipment for students, teachers, and the community.

9. Professional Development Academy (PDA) Evaluations - annual and ongoing

(PDAs are Lisle District #202's professional development workshops) Participants upon completion of the workshop fill out individual evaluations of each workshop. These evaluations are used to improve, enhance, and select future workshops and help determine goals and strategies for the Professional Development section of the technology plan.

10. District Software and Hardware Inventories - annual

Inventories of software and hardware are done annually.

A district database of all hardware has been created and all hardware has been labeled.

Other data collection documents include; the district infrastructure design, electrical capacity analysis, a technology equipment redeployment plan which includes a lease program, a new server 2003 program to take inventory of network and desktop software, a technical support plan, and hiring staff for support. All are

used to analyze district technology deployment and sustainability goals/strategies.

11. NextSteps Tools used to determine recent Gaps - annual

Lisle CUSD 202 is piloting the New Next Steps Program during the 2008-2009 school year.

We will utilize the reports from the program in the development of our technology plan.

12. District Technology Committees - quarterly and annual

We have a K-5 Technology Committee that has met over the last two years to develop a technology skills continuum utilizing the new NETS-S (National Educational Technology Standards for Students) created by ISTE - The International Society for Technology and Education. We have determined the software and hardware needed to meet these skills.

We have begun a 6-8 Grade Technology Committee to continue the skills development begun by the K-5 Technology Committee. Once the technology skill continuum is completed by the 6-8 Technology Committee, we will create a High School 9-12 committee to determine the technology skills required for our senior high students.

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

The state report card data, district surveys, and local assessments show that the Lisle School District has an advantage and disadvantage as a result of the small size and low enrollment numbers. Our student information system tracks discipline and shows that we have low incident numbers requiring certified staff to address. This then requires financial resources to be used for a small number of students. The positive aspect of small numbers allows us to customize programs to very specifically meet the needs of those students as well and can be seen in our district budget located on our district webpage -

<http://www.lisle202.org/vnews/display.v/ART/44e1f7aa4071c>

The district is committed to providing the students opportunity to realize their potential to become life-long learners. The data from the state (ISAT/PSAE) and local assessments programs listed above in section 5 along with the data from the state report card illustrate the strengths as well as the challenges of the district in maintaining a top quality education for every student as the district continues to grow in the number of special needs and diversified student subgroups.

In trying to maintain quality programs we take into consideration our district challenges; the number of different languages spoken by our ELL students as well as the level of language development (as shown by the state required ACCESS test) the personnel constraints (shown by staff surveys and district committee meeting minutes) and time given to the students on interventions (determined in PLC meeting time.) Also the diversity of special education students' needs and modifications for instruction (IEPs and RtI process) is an additional challenge in the district as shown through AIMS web and NWEA MAP testing data. The data from our technology hardware and software inventories and district technology committees shows an attribute that the district has many technology resources to support student learning.

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.

Our school improvement plans continue to focus on the reading and writing processes, new and improved curriculum opportunities integrated with technology and adoptions that align with state standards, and increased communication with our parents and community to assist our district in addressing our changing enrollment that leads to meeting the needs of our student subgroups as well as all of our students.

Curriculum mapping using an online program, Tech Paths, is being completed to ensure quality programs are achieved from preK-12 as well as data analysis from our state and local assessments through our Tetra Data Warehouse DASH product used in our PLC meeting times. Quality programs integrated with technology are provided in all areas of education including regular education, special education resource and inclusion, ELL, speech, reading support, social work, and gifted.

Utilizing the continued teacher mentoring program and a professional development academy program ensure the professional growth of the staff. Instructional strategies include a combination of instructional programs and collaboration models such as; special education resource support and inclusion, professional learning community teams, cooperative learning, integrated content teaching, hands-on science instruction, multi-cultural and diversity training, balanced literacy, and technology as a learning, information, and communication management tool. Computer instruction is provided for all students throughout the district from preK-12. All of these programs help in creating a life long learning environment for all of our students.

Family housing for students in District 202 includes single-family dwellings, town-homes, condominiums, apartments, and subsidized housing, thus making Lisle a very diverse community. The Village of Lisle Community Profile can be found at <http://www.vil.lisle.il.us> and detailed information about Lisle can be found from the U.S. Census Bureau at <http://factfinder.census.gov> by inputting Lisle and selecting Illinois.

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.

Lisle School District has seen a steady decline in our total enrollment figures. We have maintained our teaching staff and are reorganizing to address the identified needs of students in subgroups not meeting the AYP requirements. We are implementing the Professional Learning Communities philosophy and are beginning to systemically implement interventions (Rtl process) and supports for all learners.

The percentage of students meeting and/or exceeding state standards during the past 3 years has continued to demonstrate strong curricular programming in the school district. As a result of new diagnostic information, we are able to more specifically meet individual student needs more comprehensively with intervention programs and use technology to support these programs.

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

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

Analysis of the **annual** Teacher Technology Self-Evaluation Survey, Principal Survey, Professional Development Evaluations, District Program of Work Report, District Strategic Plan, Curriculum Mapping Maps, Tetra Data DASH historical Data, the Teacher Recertification Process, and Evaluating Student Computer-based Products examples, illustrates the need to maintain a staff development program, which provides staff, administrators, and library media personnel with further development of skills and strategies necessary to continue to incorporate technology integration in the classroom and encompasses the use of “best practices” in staff development and curricular design.

Teacher and student surveys are given annually and reports are generated from the Next Steps program and input from district technology committees, professional learning community teams, and grade level or subject area department heads to help in determining areas where teachers need support for technology integration to improve student learning.

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

Our teaching staff are highly qualified and well trained and supported in the use of curricular programs, assessment tools and technology programs and tools. After school professional development academies are offered continuously throughout the year in addition to our in-service and institute days. Summer curriculum writing and training opportunities are also offered during the summer months. TIDE (Teacher Institute for DuPage Educators) college credit courses are held in our district schools.

Teachers were trained during the 2007-2008 school year in the administration of the NWEA MAP assessment system and training on analysis of data will be on-going. They were also trained in the curriculum mapping program, TechPaths as well as how to use our Tetra Data - data warehouse. Teachers have had on-going staff development in the Professional Learning Communities process. Numerous training has also been provided during the past 5 years to support

instructional programs such as Read Naturally, READ 180, new curricular adoptions, use of new technology hardware, such as, Smartboards, document cameras and various web based programs and will continue for the next several years

Lisle District Administrators receive assessment and survey results and with this data recommend changes to the curriculum and work with grade level and subject area teams to adjust local assessments and develop the school improvement plans. Our district uses an online software program - Tetra Data, that compiles and analyzes and gives a historical prospective of the local assessment data and achievement test data. The data provided by all these tools is used to adjust the district budget to provide the tools to support technology integration and professional development in technology intergration for all staff to help improve student learning.

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.*

Grade level and subject area Professional Learning Community teams and Technology Committee members meet regularly. If the data indicates that instuctional and curricular changes need to be made, these groups would receive the information and be asked for recommendations.

Acquired technology is integrated in the curricula through an analysis of federal/state and local assessment data. Through this process we can determine if technology is affecting student achievement and that we are working toward meeting federal and state standards and make adjustments accordingly.

Teacher leaders are highly respected in our district and have a significant impact on the instructional practices on our general teaching staff. The administrative staff are able to monitor the proficiency of the instructional programming as well as the consistency within each grade level and provide the necessary tools and training to help all staff use technology to support our district goals and improve student learning.

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

To strengthen and refine the district staff development program the district needs to;

Maintain a plan that incorporates the district's work in curriculum mapping and differentiating the curriculum.

Maintain a plan that infuses the use of a common curricular language that is researched based.

Maintain a plan of "best practices" that is unified both across the curriculum and grade levels and is a long range program and incorporates professional learning communities and the use of technology as a tool in instruction.

Continue to provide technology tools and training for these tools; SOCS (website development tool), Tech Paths (Curriculum mapping software), TetraData (our data warehouse), for all staff, administrators, aides, and library media personnel.

Continue workshops in technology and information literacy for staff, administrators, and library media personnel.

Our Board of Education is highly supportive of staff development and provides the necessary financial support to allow the multiple opportunities identified in the previous statement.

The district technology budget is maintained at a level to support technology integration with needed software and hardware to meet curricular goals.

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

Description - Provide a description of data concerning parent/community involvement collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, 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.

The analysis of **annual** community and district surveys, NextSteps analysis tools, Community Involvement Analysis, the District Program of Work, Facilities Task Force report, Internal/External Information Scans for the Strategic Plan, and inventories of current district practices show that even though there are many forms of communication from the district to the community, the district needs to continue to; inform the community of school programs and activities, develop a positive perception of the district, and have the community support how technology is integrated into the curricula. The Board of Education is given ongoing information regarding the implementation of the various assessments administered in the district. Presentations to the Board of Education have been frequently scheduled throughout each school year and this information is disseminated to the community and our stakeholders through the district website, <http://www.lisle202.org>

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

To continue communication with the community and stakeholders, the district needs to maintain and update the district website and incorporate more online surveys and input devices for community members.

The district needs to provide access to curricular tools and resources to support further development of subject area skills.

The district needs to continue to communicate to the community through several formats and highlight the district website as a main communication tool.

The district needs to continue to elicit support and expertise in technology from community members and stakeholders.

The district also needs to provide the community continued access of district technology tools and receive input from the community as participating stakeholders (our adult literacy provider - College of DuPage, the Lisle Public Library, and our district emergency crisis planning team) in district goals.

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.*

Lisle School District 202 needs to develop a comprehensive communication plan, which provides periodic, continuous, and consistent information to all stakeholders and solicits their input. The plan will provide a direct link to the curricula with appropriate assessment evaluation tools.

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.*

Technology will be used to facilitate communication and collaboration among all members of the school community and with the local and global communities. District 202 will engage its stakeholders recognizing that enhanced relationships and effective communication are essential to our success.

In order to achieve the above, the district will need to:

Maintain and update the district wide network and increase bandwidth for voice, video, internet access, and data.

Prepare the faculty and students to use E-mail, networks, and the Internet to communicate and collaborate with others in an educational environment.

Facilitate communication and provide curricular resources to students, teachers, and parents at home and at school, using E-mail, voice mail, the district webpage, the Internet, and other technology connection.

Make district resources more accessible to the community.

Facilitate communication and support from community technology experts and stakeholders to further technology growth in the district

Section I D. Data & Analysis — Technology Deployment Data

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

Description— *Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of Action Plan. This is a list of tools and, 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.*

Annual analysis of the District Strategic Plan, District Hardware and Software Inventories, Infrastructure Design, Electrical Capacity, Redeployment Plan, Network Software Inventory, Teacher Technology Self-Evaluation Survey, Principal Survey, Community Surveys, Professional Development Evaluations, District Program of Work Report, District Budgets and Leasing Program, and Technical Support Organization Chart, and our previous approved technology plan, illustrates the need for Lisle District #202 to upgrade and expand some network components, consider wireless access, increase our bandwidth, create procedures for software purchases and a software use policy, and provide staff and students with appropriate technology tools that will improve communication, productivity, data analysis, and enhance the curriculum.

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

To provide the necessary tools to maintain and increase the use of technology in the district, the district needs to;

Continue to provide the necessary funds to maintain and update the district wide network and technology equipment,

Create a software policy and maintain funds to purchase necessary software to support the curriculum,

Continue to maintain the technology support staff and outside services to support staff and infrastructure,

Continue to maintain and upgrade facilities, increase bandwidth to the internet

and Provide the funds and resources to update and recycle older equipment.

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.

Lisle School District 202 needs to provide the technology tools to facilitate communication, productivity, and to enhance the curriculum and student learning by maintaining the following:

Sufficient district technology staff to maintain and service technology
District budget support for maintenance and repair contracts
District budget support to purchase software, virus protection, filtering, library media, and student information system software
Tools and equipment for staff to use technology to seamlessly integrate technology in the curriculum
Provide greater bandwidth for internet connections to software and online subscriptions that support student learning

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

Technology tools will be provided to facilitate communication, productivity, and to enhance the curriculum.
In order for the district to maintain and increase the level of technology integration in the curriculum the following steps need to be taken:
Maintain and update the district wide network for voice, video, internet access and data and increase the internet bandwidth
Create software policies and procedures
Maintain technology support
Maintain 3-5 year lease cycle for equipment that includes extended warranties
Continue to maintain and upgrade facilities

Continue to provide technology tools to promote ubiquitous access

District Technology Inventory - District Information

Number	Item
1552	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
0	Number of K-12 special education self-contained classroom students
152	Number of Teachers (FTE - this does not include teacher aides)
12	Number of Administrators
4	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
4	Subtotal
1	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
1	Subtotal
4	Total number of instructional school buildings
1	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	112

Location	Type	Number of Rooms
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	9
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0

Location	Type	Number of Rooms
	Wireless	8
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	15
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	11
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	36
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0

Location	Type	Number of Rooms
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Desktop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	181	0	181	181	0	181	0	0	0	0	0	0
	2-5 years	294	0	294	294	0	294	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	475	0	475	475	0	475	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	100	14	114	100	14	114	0	0	0	0	0	0
	2-5 years	140	0	140	140	0	140	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	240	14	254	240	14	254	0	0	0	0	0	0
Media Center/Library	Under 2 years	26	0	26	26	0	26	0	0	0	0	0	0
	2-5 years	24	0	24	24	0	24	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	50	0	50	50	0	50	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Desktop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Administrative Offices	Under 2 years	3	0	3	3	0	3	0	0	0	0	0	0
	2-5 years	12	0	12	12	0	12	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	15	0	15	15	0	15	0	0	0	0	0	0
Teacher Offices	Under 2 years	16	0	16	16	0	16	0	0	0	0	0	0
	2-5 years	3	0	3	3	0	3	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	19	0	19	19	0	19	0	0	0	0	0	0
Other Locations	Under 2 years	48	0	48	48	0	48	0	0	0	0	0	0
	2-5 years	36	0	36	36	0	36	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	84	0	84	84	0	84	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Laptop Computers)

Laptop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	32	0	32	32	0	32	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Laptop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	SubTotal	32	0	32	32	0	32	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	2	0	2	2	0	2	0	0	0	0	0	0
	2-5 years	3	0	3	3	0	3	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	5	0	5	5	0	5	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	60	0	60	60	0	60	0	0	0	0	0	0
	2-5 years	140	0	140	140	0	140	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	200	0	200	200	0	200	0	0	0	0	0	0
Administrative Offices	Under 2 years	5	0	5	5	0	5	0	0	0	0	0	0
	2-5 years	2	0	2	2	0	2	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	7	0	7	7	0	7	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	5	5	0	5	5	0	0	0	0	0	0
	2-5 years	5	1	6	5	1	6	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Laptop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	SubTotal	5	6	11	5	6	11	0	0	0	0	0	0
Other Locations	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	0	2	2	0	2	0	0	0	0	0	0

District Technology Inventory - Computer Inventory (Tablet Computers)

Tablet Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	14	0	14	14	0	14	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	14	0	14	14	0	14	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

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

District Technology Inventory - Computer Inventory(Servers)

Servers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	2	0	2	2	0	2	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	3	0	3	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Servers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	SubTotal	1	0	1	1	0	1	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	18	1	19	18	1	19	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	18	1	19	18	1	19	0	0	0	0	0	0

District Technology Inventory - Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	521
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	521

Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	240
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	240
Media Center/Library	Windows Vista	0
	Windows XP (any version)	55
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	55
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	200
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	200
Administrative Offices	Windows Vista	0
	Windows XP (any version)	25
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	25
Teacher Offices	Windows Vista	0
	Windows XP (any version)	26
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	26
Other Locations	Windows Vista	1
	Windows XP (any version)	89
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	90
Macintosh		
Location	Operating System	Number
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	14
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	14
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	6
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	6
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
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Location	Equipment	Number
Instructional Classroom	Hubs	30
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	5
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	5
	Routers	0
	Switches	0
	Wireless Access Points	1
	Firewall	0

Location	Equipment	Number
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	8
	Routers	0
	Switches	0
	Wireless Access Points	8
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	2
	Routers	0
	Switches	0
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	8
	Routers	0
	Switches	0
	Wireless Access Points	0

Location	Equipment	Number
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	1
	Switches	26
	Wireless Access Points	10
	Firewall	2
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	0

District Technology Inventory - Licensing Software

	Software Type
Yes	Networking
Yes	Utility Programs (Service Programs, File Compression, Disk Optimizers, etc.)
Yes	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
Yes	Graphics (Business, Illustration, CAD, Animation, etc.)
Yes	Desktop Publishing
Yes	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
Yes	Programming packages (Computer Programming)

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	70	15	85
Stand-alone Printers	72	3	75
Scanners	34	1	35
Digital Cameras	59	3	62
Camcorders/Movie Cameras	7	0	7
Satellite Dishes	0	1	1
Televisions	87	2	89
Video Microscopes	2	0	2
LCD Panels/Projection Devices	78	1	79
Fax Machines	0	7	7
Graphing Calculators	84	0	84
PDA's	0	6	6
Assistive/Adaptive Devices	30	0	30
GPS Devices	0	0	0
Science Probeware	115	0	115

Technology Type	Instructional	Administrative	Total
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	34	0	34
Whiteboard Capture Devices	0	0	0
Document Cameras	30	0	30
MP3 Players	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	548	129	677
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	9	9
Classrooms with Telephones			
	Number		
Classrooms with telephones	125		

District Technology Inventory - Distance Learning

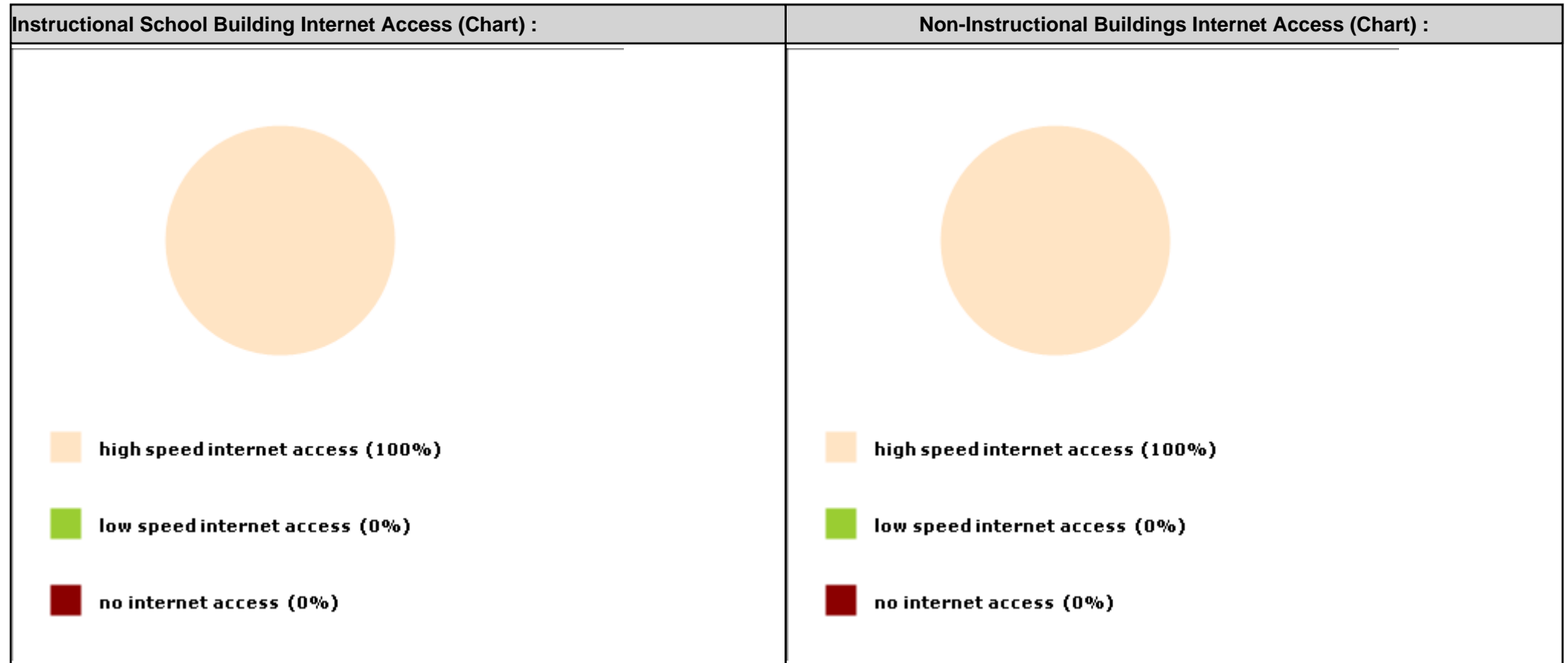
Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	0
Internet Services for Distance Learning	0
Phone line/v-tel systems	0

Distance Learning	Number of Access Points
Other	0

Section I D Data & Analysis — District Technology Inventory Report

District Information			
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).	Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)	Number of Administrators
1552	0	152	12

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
4	0	0	1	0	0



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	475	0	240	14	50	0	0	0	15	0	19	0	84	0
Laptops	32	0	0	0	5	0	200	0	7	0	5	6	2	0
Tablets	14	0	0	0	0	0	0	0	3	0	2	0	3	0

Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Servers	0	0	3	0	0	0	0	0	1	0	0	0	18	1
	521	0	243	14	55	0	200	0	26	0	26	6	107	1
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	
	521		257		55		200		26		32		108	
Students per Computer													1.29	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	475	0	240	14	50	0	0	0	15	0	19	0	84	0
Laptops	32	0	0	0	5	0	200	0	7	0	5	6	2	0
Tablets	14	0	0	0	0	0	0	0	3	0	2	0	3	0
Servers	0	0	3	0	0	0	0	0	1	0	0	0	18	1
	521	0	243	14	55	0	200	0	26	0	26	6	107	1
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	
	521		257		55		200		26		32		108	
Students per Computer													1.29	

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

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

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

Computer Ages								
Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
388	73	3	509	184	19	0	0	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
187	100+ mg Ethernet
0	Dedicated Cable
0	DSL
8	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems	
Number of Rooms	Type
1	Windows Vista

Operating Systems	
Number of Rooms	Type
1156	Windows XP (any version)
0	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
20	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Operating Systems	
Number of Rooms	Type
1156	Windows XP (any version)
0	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
20	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
85	Number of Networked Printers
75	Number of Stand-alone Printers
35	Number of Scanners
62	Number of Digital Cameras
7	Number of Camcorders/Movie Cameras
1	Number of Satellite Dishes
89	Number of Televisions
2	Number of Video Microscopes
79	Number of LCD Panels/Projection Devices

Other Technologies	
Total	Type
85	Number of Networked Printers
75	Number of Stand-alone Printers
35	Number of Scanners
62	Number of Digital Cameras
7	Number of Camcorders/Movie Cameras
1	Number of Satellite Dishes
89	Number of Televisions
2	Number of Video Microscopes
79	Number of LCD Panels/Projection Devices

Other Technologies	
Total	Type
7	Number of Fax Machines
84	Number of Graphing Calculators
6	Number of PDAs
30	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
115	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
34	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
30	Number of Document Cameras
0	Number of MP3 Players

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

Section I E. Data & Analysis — Meta Analysis

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

All students in the Lisle School District will meet or exceed AYP of 70% including all subgroups for the 2008-2009 school year.
 For the 2009-2010 school year, all students will meet or exceed AYP of 77.5% including all subgroups.
 For the 2010-2011 school year, all students will meet or exceed AYP of 85% including all subgroups.
 For the 2011-2012 school year, all students will meet or exceed AYP of 92.5% including all subgroups.

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

Goal 1 Description for Phase I :2009-2010

Teachers will use the data from the NWEA MAP and AIMSweb assessments to identify students eligible for TIER II interventions (Rtl process), identify monitoring assessment instruments and provide additional instruction in the identified academic goal area to close the achievement gap to help all students meet or exceed annual AYP percentages. Professional Learning Communities will meet on a weekly or bi-weekly basis to analyze the progress of students. Technology tools will be used to support student learning, provide resources for students and parents, support staff with analysis of data, and to further communicate with our community members and stakeholders.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Data analysis during PLC time, incorporated into school day.

	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	Review of data from NWEA MAP testing, local assessments, and ISAT/PSAE	8/24/2009	5/14/2010	5000	5000			0	0	0	0	0	0

Strategy 2

Staff will use software tools to support learning with access during and after school day.

	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	Use Read 180 for Junior High Students	8/31/2009	6/4/2010	2100	2100			0	0	0	0	0	0
2	Use Reading A-Z online program at Elementary Schools	8/31/2009	6/4/2010	3000	3000			0	0	0	0	0	0
3	Use Read Naturally program at Elementary Schools	8/31/2009	6/4/2010	2500	2500			0	0	0	0	0	0
4	Use Pearson Math Success Net Program at Elementary Schools	8/31/2009	6/4/2010	3000	3000			0	0	0	0	0	0
5	Use FasttMath program	8/31/2009	6/4/2010	1500	1500			0	0	0	0	0	0
6	Use district online subscriptions for learning resources	8/31/2009	6/4/2010	20000	20000			0	0	0	0	0	0

Strategy 3

Administer NWEA MAP test at least twice a year

	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	NWEA MAP testing Fall	9/14/2009	10/9/2009	5000	5000			0	0	0	0	0	0
2	NWEA MAP testing Spring	4/12/2010	4/30/2010	5000	5000			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

In-service and Institute training opportunities

	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	Staff will read and discuss information related to the PLC process	8/24/2009	5/28/2010	5200	5000			0	200	0	0	0	0
2	Staff will implement PLC process	8/24/2009	6/4/2010	5000	5000			0	0	0	0	0	0

Strategy 2

Professional Development Academies are offered to all staff for Professional Development to support reading and math programs.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
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					(\$)	(\$)		(\$)	(\$)	(\$)	(\$)	(\$)	
1	Before and After School Workshops will be offered to staff on technology topics	9/1/2009	6/30/2010	43350	34200			2500	6650	0	0	0	0
2	Before and After School Workshops will be offered to staff on assessment and curricular topics	9/1/2009	6/30/2010	43350	34200			2500	6650	0	0	0	0

Strategy 3

Summer Curriculum Development time will be offered to all staff to develop and improve curriculum, especially in math and reading.

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 Staff can utilize summer curriculum time to develop curriculum and integrate technology activities in curriculum	6/1/2009	8/21/2009	30000	30000			0	0	0	0	0	0

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

Strategy 1

Maintain and update parent notification system to keep community informed of district activities.

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 Renew parent notification system and notify community about program	9/1/2009	9/30/2009	5000	5000			0	0	0	0	0	0

Strategy 2

Maintain and update district website with access to student and parent resources.

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 Teacher updates on District webpages	7/1/2009	6/30/2010	15000	15000			0	0	0	0	0	0
2 Update parent teacher conference registration access from website	9/1/2009	11/20/2009	500	500			0	0	0	0	0	0

Strategy 3													
Maintain communication from EMnet satellite dish for district emergency information													
	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Check daily broadcasts and disseminate information to crisis team	7/1/2009	6/30/2010	450	450			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy 1													
Update network infrastructure to improve access to network and internet programs and increase internet bandwidth.													
	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Install new firewall	7/1/2009	12/31/2009	4600	4600	0	R	0	0	0	0	0	0
2	Update Barracuda Spam Filter	8/24/2009	10/30/2009	900	900	0	R	0	0	0	0	0	0
3	Install new core switches	7/1/2009	9/30/2009	10200	10200	0	R	0	0	0	0	0	0
4	Install new server for Schiesher School	7/1/2009	8/28/2009	2500	2500	0	R	0	0	0	0	0	0
5	Purchase and install new wireless access points	7/1/2009	9/30/2009	2400	2400	0	R	0	0	0	0	0	0
6	Install new email server and update to Exchange 2007	8/3/2009	10/30/2009	2500	2500	0	R	0	0	0	0	0	0
7	Increase District Bandwidth	7/1/2009	6/30/2010	16000	9600	6400	R	0	0	0	0	0	0
8	Update phone system	7/1/2009	6/30/2010	15000	9000	6000	R	0	0	0	0	0	0

Strategy 2													
Maintain, Update, and Support District Software and Hardware to support student learning													
	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Update and maintain Library software for the district	8/3/2009	6/30/2010	6000	6000	0	R	0	0	0	0	0	0
2	Renew A-Z Subscription	7/1/2009	6/30/2010	3000	3000	0	R	0	0	0	0	0	0

3	Renew Pearson Envisions Math Program	7/1/2009	6/30/2010	3000	3000	0	R	0	0	0	0	0	0
4	Maintain Read Naturally Program	7/1/2009	6/30/2010	2500	2500	0	R	0	0	0	0	0	0
5	Purchase NWEA MAP annually	7/1/2009	6/30/2010	10000	10000	0	R	0	0	0	0	0	0
6	Maintain Read 180 Program	7/1/2009	6/30/2010	2100	2100	0	R	0	0	0	0	0	0
7	Maintain yearly lease of computer equipment	7/1/2009	6/30/2010	300000	300000	0	R	0	0	0	0	0	0
8	Update subscriptions to online resources	7/1/2009	6/30/2010	25000	25000	0	R	0	0	0	0	0	0
9	Update other district software	7/1/2009	6/30/2010	20000	20000	0	R	0	0	0	0	0	0
10	Update and supply technology equipment for district classrooms and labs	7/1/2009	6/30/2010	40000	40000	0	R	0	0	0	0	0	0
11	Provide maintenace and repair of equipment	7/1/2009	6/30/2010	30000	30000	0	R	0	0	0	0	0	0
12	Maintain district technology staff	7/1/2009	6/30/2010	325000	325000	0	R	0	0	0	0	0	0
13	Annual website subscription	7/1/2009	6/30/2010	7800	4680	3120	R	0	0	0	0	0	0

Strategy 3

Update and Maintain district security software and hardware for internet and classroom safety and communication.

	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	Renew McAfee Antivirus program	7/1/2009	6/30/2010	16850	16850	0	R	0	0	0	0	0	0
2	Update filtering and backup software	7/1/2009	6/30/2010	21000	21000	0	R	0	0	0	0	0	0
3	Update and maintain district phone system	7/1/2009	6/30/2010	50000	30000	20000	R	0	0	0	0	0	0

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

Goal 1 Description for Phase II :2010-2011

Teachers will continue to use the data from the NWEA MAP and AIMSweb assessments to identify students eligible for TIER II interventions (Rtl process), identify monitoring assessment instruments and provide additional instruction in the identified academic goal area to close the achievement gap to help all students meet or exceed annual AYP percentages. Professional Learning Communities will meet on a weekly or bi-weekly basis to analyze the progress of students. Technology tools will be used to support student learning, provide resources for students and parents, support staff with analysis of data, and to further communicate with our community members and stakeholders.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Continue Data Analysis during PLC time.

	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	Review data form NWEA MAP testing, local assessments, and ISAT/PSAE using Tetra Data Dash	8/23/2010	5/31/2011	5000	5000			0	0	0	0	0	0
2	Map Curriculum in Tech Paths program	8/23/2010	5/31/2011	5000	5000			0	0	0	0	0	0

Strategy 2

Use software tools to support learning.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Use Read 180 for Junior High Students	8/30/2010	5/31/2011	2100	2100			0	0	0	0	0	0
2	Use Reading A-Z online program for elementary schools	8/30/2010	5/31/2011	3000	3000			0	0	0	0	0	0
3	Use Read Naturally program at Elementary Schools	8/30/2010	5/31/2011	2500	2500			0	0	0	0	0	0
4	Use Pearson Success Net Math program at Elementary Schools	8/30/2010	5/31/2011	3000	3000			0	0	0	0	0	0
5	Use FastMath program at Junior High	8/30/2010	5/31/2011	1500	1500			0	0	0	0	0	0
6	Use Nettekker Hot Math at Junior and Senior High Schools	8/30/2010	5/31/2011	2000	2000			0	0	0	0	0	0

Strategy 3

Administer NWEA MAP test at least twice a year

	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	NWEA MAP testing Fall	9/13/2010	10/8/2010	5000	5000			0	0	0	0	0	0
2	NWEA MAP testing Spring	4/11/2011	4/29/2011	5000	5000			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

In-service and Institute Training Opportunities

	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	Staff will continue working through PLC process	8/23/2010	6/10/2011	5200	5000			0	200	0	0	0	0
2	Staff will attend trainings on PLC and Tech Paths	8/23/2010	6/10/2011	5000	5000			0	0	0	0	0	0

Strategy 2

Professional Development Academies are offered to all staff for Professional Development to support reading and math programs.

	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	Before and After school workshops will be offered to staff on technology applications	8/23/2010	6/30/2011	30000	20500			2500	7000	0	0	0	0
2	Before and After School Workshops will be offered to all staff on assessment and curricular topics	8/23/2010	6/30/2011	25000	15500			2500	7000	0	0	0	0

Strategy 3

Summer Curriculum Development time will be offered to all staff to develop, map and improve curriculum, especially in Math and Reading.

	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	Staff can use summer curriculum time to develop curriculum and integrate technology activities in curriculum	6/1/2010	8/20/2010	20000	20000			0	0	0	0	0	0
2	Staff can use summer curriculum time to map curriculum in Tech Paths program	6/1/2010	8/20/2010	10000	10000			0	0	0	0	0	0

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

Strategy 1

Maintain and update parent notification system to keep community informed of district activities

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 Renew parent notification system subscription and extend use of program to reach community	7/1/2010	6/30/2011	5000	5000			0	0	0	0	0	0

Strategy 2

Maintain and update District Website with information and access to student and parent resources.

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 Update Website Information	7/1/2010	6/30/2011	15000	15000			0	0	0	0	0	0
2 Maintain parent teacher conference registration through website	9/1/2010	11/19/2010	500	500			0	0	0	0	0	0

Strategy 3

Maintain district emergency information system.

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 Check daily broadcasts and disseminate information to crisis team and community	7/1/2010	6/30/2011	450	450			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy 1

Maintain and update network equipment for access to network and internet programs

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
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Technology Integration Plan 2009

					(\$)	(\$)		(\$)	(\$)	(\$)	(\$)	(\$)	
1	Maintain and update network equipment and reporting software	7/1/2010	6/30/2011	25000	25000	0	R	0	0	0	0	0	0
2	Maintain Internet bandwidth over fiber	7/1/2010	6/30/2011	15000	9000	6000	R	0	0	0	0	0	0
3	Update district phone system	7/1/2010	6/30/2011	20000	12000	8000	R	0	0	0	0	0	0

Strategy 2

Maintain, Update, and Support District Hardware and Software to support student learning

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Maintain and update district library software	7/1/2010	6/30/2011	6000	6000	0	R	0	0	0	0	0	0
2	Maintain A_Z Reading Subscription	7/1/2010	6/30/2011	3000	3000	0	R	0	0	0	0	0	0
3	Renew Pearson Math Envisions program	7/1/2010	6/30/2011	3000	3000	0	R	0	0	0	0	0	0
4	Maintain Read Naturally Program	7/1/2010	6/30/2011	2500	2500	0	R	0	0	0	0	0	0
5	Annual purchase of NWEA MAP program	7/1/2010	6/30/2011	15000	15000	0	R	0	0	0	0	0	0
6	Maintain Read 180 Program	7/1/2010	6/30/2011	2100	2100	0	R	0	0	0	0	0	0
7	Maintain Lease of Computer Hardware	7/1/2010	6/30/2011	300000	300000	0	R	0	0	0	0	0	0
8	Update subscriptions to online resources	7/1/2010	6/30/2011	25000	25000	0	R	0	0	0	0	0	0
9	Update district software programs	7/1/2010	6/30/2011	20000	20000	0	R	0	0	0	0	0	0
10	Update and supply technology equipment for district classrooms and labs	7/1/2010	6/30/2011	40000	40000	0	R	0	0	0	0	0	0
11	Provide maintenance and repair of equipment	7/1/2010	6/30/2011	30000	30000	0	R	0	0	0	0	0	0
12	Maintain district technology staff	7/1/2010	6/30/2011	325000	325000	0	R	0	0	0	0	0	0
13	Annual Website Subscription	7/1/2010	6/30/2011	7800	4680	3120	R	0	0	0	0	0	0

Strategy 3

Update and Maintain District security software and hardware for internet and classroom safety and communication.

	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	Renew McAfee Antivirus program	7/1/2010	6/30/2011	17000	17000	0	R	0	0	0	0	0	0

2	Maintain District filtering and backup software	7/1/2010	6/30/2011	21000	21000	0	R	0	0	0	0	0	0
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**Section II A. Action Plan - Goals, Strategies, and Activities
Phase III**

Goal 1 Description for Phase III :2011-2012

Teachers will continue to use the data from the NWEA MAP assessments to identify students eligible for TIER II and TIER III interventions (Rtl process), identify monitoring assessment instruments and provide additional instruction in the identified academic goal area to close the achievement gap. Professional Learning Communities will meet on a weekly or bi-weekly basis to analyze the progress of students. Technology tools will be used to support student learning, provide resources for students and parents, support staff with analysis of data, and to further communicate with our community members and stakeholders.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Data analysis during PLC time

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 review data from NWEA MAP testing, local assessments and ISAT/PSAE to determine individual student needs	8/22/2011	6/1/2012	5000	5000			0	0	0	0	0	0

Strategy 2

Use software tools to support learning.

Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1 Use Read 180 at Lisle Junior High	8/29/2011	6/1/2012	2100	2100			0	0	0	0	0	0
2 Use A-Z reading and Read Naturally at elementary schools	8/29/2011	6/1/2012	3000	3000			0	0	0	0	0	0
3 Use Pearson Envisions Math program at Elementary Schools	8/29/2011	6/1/2012	3000	3000			0	0	0	0	0	0
4 Use appropriate support software for Math and Reading programs	8/29/2011	6/1/2012	15000	15000			0	0	0	0	0	0

Strategy 3													
Administer NWEA MAP test at least twice a year.													
	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	NWEA MAP fall test	9/12/2011	10/7/2011	5000	5000			0	0	0	0	0	0
2	NWEA MAP spring test	4/9/2012	4/27/2012	5000	5000			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1													
In-service and Institute training opportunities													
	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	Staff will continue with PLC process	8/22/2011	6/29/2012	5200	5000			0	200	0	0	0	0
2	Staff will continue with curriculum mapping adding assessment information	8/22/2011	6/29/2012	5000	5000			0	0	0	0	0	0

Strategy 2													
Professional Development Academies are offered to all staff for Professional Development to support reading and math programs.													
	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	Before and After School Workshops will be offered to all staff on technology applications	8/22/2011	6/29/2012	40000	31000			2000	7000	0	0	0	0
2	Before and After School Workshops will be offered to all staff on assessment and curricular topics	8/22/2011	6/29/2012	40000	31000			2000	7000	0	0	0	0

Strategy 3													
Summer Curriculum time will be offered to all staff to develop and improve curriculum, especial for math and reading.													
	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	Staff can use summer curriculum time to map and develop curriculum and integrate technology activities in curriculum	6/6/2011	8/19/2011	30000	30000			0	0	0	0	0	0
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Section II D. Action Plan — Parental/Community Involvement
 <h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Maintain and update parent notification system to keep community informed of district activities

	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	Renew annual parent notification system	7/1/2011	6/29/2012	5000	5000			0	0	0	0	0	0

Strategy 2

Maintain and update district website with access to student and parent resources.

	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	Update teacher webpages annually	7/1/2011	6/29/2012	15000	15000			0	0	0	0	0	0
2	Update parent teacher conference registration access from website	9/5/2011	11/18/2011	500	500			0	0	0	0	0	0

Strategy 3

Maintain emergency notification system for district.

	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	Check daily broadcasts and disseminate information to crisis team and community	7/1/2011	6/29/2012	500	500			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy 1

Update network infrastructure to improve access to network and internet programs.

	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	Maintain and update network equipment and reporting software	7/1/2011	6/29/2012	25000	25000	0	R	0	0	0	0	0	0
2	Maintain internet bandwidth over fiber	7/1/2011	6/29/2012	15000	9000	6000	R	0	0	0	0	0	0

Strategy 2

Maintain, update, support district hardware and software to support student learning.

	Activities	StartDate	EndDate	Total (\$)	District (\$)	E-Rate (\$)	R or D	Title I-A (\$)	Title II-D (\$)	Title III-D (\$)	Title IV (\$)	Title V (\$)	Other (\$)
1	Maintain district software programs and subscriptions	7/1/2011	6/29/2012	20000	20000	0	R	0	0	0	0	0	0
2	Annual purchase of NWEA MAP program	7/1/2011	6/29/2012	15000	15000	0	R	0	0	0	0	0	0
3	Maintain annual lease of computer hardware	7/1/2011	6/29/2012	300000	300000	0	R	0	0	0	0	0	0
4	Update district software programs	7/1/2011	6/29/2012	20000	20000	0	R	0	0	0	0	0	0
5	Update subscriptions to online resources	7/1/2011	6/29/2012	25000	25000	0	R	0	0	0	0	0	0
6	Update and supply technology equipment for district classrooms and labs	7/1/2011	6/29/2012	40000	40000	0	R	0	0	0	0	0	0
7	Provide maintenance and repair of equipment	7/1/2011	6/29/2012	30000	30000	0	R	0	0	0	0	0	0
8	Maintain district technology staff	7/1/2011	6/29/2012	330000	330000	0	R	0	0	0	0	0	0
9	Annual website subscription	7/1/2011	6/29/2012	7800	4680	3120	R	0	0	0	0	0	0

Strategy 3

Update and Maintain district security software and hardware for internet and classroom safety and communication.

	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	Renew McAfee Antivirus program	7/1/2011	6/29/2012	17000	17000	0	R	0	0	0	0	0	0
2	Maintaining district filtering and backup software	7/1/2011	6/29/2012	21000	21000	0	R	0	0	0	0	0	0
3	Maintain District Phone system	7/1/2011	6/29/2012	21000	15000	6000	R	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process Phase I

The purpose of our evaluation process is to verify that the goals, strategies, and overall plan are working in the way we intended. With this information we can make informed decisions to continue as planned or to make changes in order to improve our results. As we evaluate, we also keep people involved in the planning process and can garner investment as well as input.

There is a clear process for review of the technology plan, starting with the Technology Team Leaders consisting of the Director of Curriculum, the District Instructional Technology Coordinator, and the District Technology Services Manager. The Technology Team Leaders will design and administer surveys and prepare and share results with the Technology Committee and Department Head Team. The Technology Committee has an annual goal of reviewing and updating the technology plan.

Evaluating and assessing our technology plan is an ongoing process. Each action plan includes Progress Indicators with lists of needs to be assessed for that particular strategy. As the goals, strategies, and activities are completed, successes will be monitored using qualitative and quantitative methods of assessment.

The data will be summarized and reported to the Technology Team Leaders, the Technology Committee, teachers and administrators, the School Board, and the community, depending on the data and the results. If the summary of the data indicate that certain parts of the implementation process is not working as we had intended, than the summary needs to go to both the Technology Team Leaders and the Technology Committee for recommendations. These two groups are instrumental in determining why something is not working and in identifying what needs to be done.

Grade level and subject area teams meet regularly. If the data indicates that grade level changes need to be made, these groups would receive the information and be asked for recommendations.

Acquired technology is integrated in the curriculum through an analysis of federal/state and local assessment data. Through this process we can determine if technology is affecting student achievement and that we are working toward meeting federal and state standards.

Our local assessments include the following processes:

In grades 9-12 we collect data on the semester and final exam items that are tied to our academic standards.

In grades 1-11 we administer the NWEA MAP test at least twice a year to evaluate student progress on specific learning goals.

We collect data toward our NCA writing goals quarterly, by collecting writing samples from grades K-12 and scoring them with an approved NCA rubric.

In grades 6-8 we collect data from quarterly test items that are correlated to Lisle Academic Standards.

In grades K-5 we collect data from various unit assessments in the core academic areas that are correlated to our academic standards and now have many software tools that give us information on student's specific learning needs and strategies to help students improve.

We have academic standards defined for all subject areas that are based on federal and state standards.

Lisle District Administrators receive assessment results and with this data recommend changes to the curriculum and work with grade level and subject area teams to adjust the local assessment test items and develop the school improvement plans. Our district uses an online software program - Tetra Data, that compiles information and provides a historical prospective of the local assessment data and achievement test data.

All members of the educational and wider community need to be informed of our successes as well as our needs. They must be able to share in the celebrations of successful implementation strategies, as well as some of our concerns. This will be accomplished through school open houses, newsletters, the district website, and other forms of district communication.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	PLC meeting minutes and test results	Development of assessment tools and student instruction strategies and interventions	Monthly	Director of Curriculum
PD Strategy	PD Evaluations and Staff Surveys	Successful completion of workshops and implementation of technology integration	Yearly	Staff Development Coordinator
P/C Strategy	Parent Surveys and Usage Reports from District Website	Number of surveys completed and amount of traffic on District Website	Yearly	Superintendent

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
Tech D Strategy	Installation of Equipment, Software and Hardware Inventories, network use reports	Usage of programs, Help Desk log for repairs and questions, program reports	Monthly	Assistant Superintendent of Business, Technology Coordinator, Network Services Manager

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

The tech plan will continue to be monitored in the same methods as listed in Phase I. The process is defined below with the tools and person responsible to reach the goals in Phase II.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	PLC meeting minutes and district test results	Development of assessment tools and student instruction strategies and interventions	Monthly	Director of Curriculum
PD Strategy	PDA Evaluations and Staff Surveys and Technology integration projects	Successful completion of workshops and implementation of technology integration	Yearly	Staff Development Coordinator
P/C Strategy	Parent Surveys and Usage reports from District Website	Number of surveys completed and amount of traffic on District Website	Yearly	Superintendent
Tech D Strategy	Installation and maintenance of equipment, software and hardware inventories, network use reports	Usage of programs, Help Desk log for repairs and questions, program reports	Monthly	Assistant Superintendent of Business, Technology Coordinator, Network Services Manager

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

The tech plan will continue to be monitored in the same methods as listed in Phase I. The process is defined below with the tools and person responsible to reach the goals in Phase III.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	PLC meeting minutes and district test results, ISAT, etc.	Continual development of assessment tools and student instruction strategies and interventions	Monthly	Director of Curriculum

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	PDA Evaluations and staff surveys, technology integration projects	Successful completion of workshops and implementation of technology integration	Yearly	Staff Development Coordinator
P/C Strategy	Parent Surveys and Usage reports from District Website	Number of surveys completed and amount of traffic on District Website	Yearly	Superintendent
Tech D Strategy	Installation of Equipment, software and hardware inventories, network use reports	Usage of programs, Help Desk log for repairs and questions, Program Reports	Monthly	Assistant Superintendent of Business, Technology Coordinator, Network Services Manager

Section II G. Action Plan — Budget Summary

Phase I-II-III -Budget Summary

Phase I 2009 -2010	Budget & Funding Sources (\$)								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Teachers will use the data from the NWEA MAP and AIMSweb assessments to identify students eligible for TIER II interventions (Rtl process), identify monitoring assessment instruments and provide additional instruction in the identified academic goal area to close the achievement gap to help all students meet or exceed annual AYP percentages. Professional Learning Communities will meet on a weekly or bi-weekly basis to analyze the progress of students. Technology tools will be used to support student learning, provide resources for students and parents, support staff with analysis of data, and to further communicate with our community members and stakeholders.	1111300	1057280	35520	5000	13500	0	0	0	0
Total Budget for Phase I - 2009-2010	1111300	1057280	35520	5000	13500	0	0	0	0

Phase I-II-III -Budget Summary									
Phase II 2010 -2011	Budget & Funding Sources (\$)								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Teachers will continue to use the data from the NWEA MAP and AIMSweb assessments to identify students eligible for TIER II interventions (Rtl process), identify monitoring assessment instruments and provide additional instruction in the identified academic goal area to close the achievement gap to help all students meet or exceed annual AYP percentages. Professional Learning Communities will meet on a weekly or bi-weekly basis to analyze the progress of students. Technology tools will be used to support student learning, provide resources for students and parents, support staff with analysis of data, and to further communicate with our community members and stakeholders.	1027650	991330	17120	5000	14200	0	0	0	0
Total Budget for Phase II - 2010-2011	1027650	991330	17120	5000	14200	0	0	0	0
Phase III 2011 -2012	Budget & Funding Sources (\$)								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Teachers will continue to use the data from the NWEA MAP assessments to identify students eligible for TIER II and TIER III interventions (Rtl process), identify monitoring assessment instruments and provide additional instruction in the identified	1066100	1032780	15120	4000	14200	0	0	0	0

Phase I-II-III -Budget Summary									
academic goal area to close the achievement gap. Professional Learning Communities will meet on a weekly or bi-weekly basis to analyze the progress of students. Technology tools will be used to support student learning, provide resources for students and parents, support staff with analysis of data, and to further communicate with our community members and stakeholders.									
Total Budget for Phase III - 2011-2012	1066100	1032780	15120	4000	14200	0	0	0	0
Total Budget for Phases I, II, and III - 2009 - 2012	3205050	3081390	67760	14000	41900	0	0	0	0

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

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

The statement below is the result of Lisle District 202 strategic planning process:

"Schools, like other organizations, can survive and thrive if they become capable of growth through change. Schools are now facing more difficult social challenges, a need to compete globally on achievement, and accelerating introduction of new technologies. This environment of unprecedented change can prove to be an opportunity if schools are able to respond effectively. Changing effectively means pursuing the right changes and accomplishing these changes rapidly. In order to change effectively, school systems must develop an organizational capability of constant inquiry and aligned action of the whole system. The path forward comes from the answers that exist in the system and the energy of the committed stakeholders."

Enhancing student learning through the use of technology is an on-going District goal in Lisle Community Unit School District #202. The recently completed district strategic planning process emphasized technology as one of the district's major components in realizing its district vision. Since the beginning of this planning process the Steering Committee has stressed that the Strategic Plan must be an active document and not become a report which "gathers dust on the shelf". In order for a strategic plan to be successfully implemented, a systematic monitoring process must be created to ensure that specific action plans within the report are regularly analyzed and discussed. To that end the following recommendations are submitted for consideration by the Board of Education:

1. A Monitoring Committee composed of volunteers who have been active throughout the strategic planning process should be formed and meet twice per year. The function of the Monitoring Committee is to review progress toward implementation of the Plan and also to advise the administration regarding periodic updating of the Strategic Plan.
2. The Board of Education should establish a special work session to discuss the Final Report of the Steering Committee, taking note of any outstanding issues.
3. The Board of Education should authorize the Superintendent to develop a plan of work to address the issues identified in the immediate category from the strategic directions and action plans.
4. The Board of Education should include quarterly status reports as an agenda item at its meetings focusing on different strategic directions in a rotation.
5. The District should develop a communication plan to disseminate information contained in this Report and should include a semi-annual report in the District newsletter in order to communicate progress on the implementation of the Strategic Plan.

Our technology and curriculum staff also participate in monthly meetings with our Village wide are network consortium - INET. We do a yearly report on the state of technology in the schools to the Lisle School Board of Education. We receive yearly contributions from our Home School Organization of software and hardware, and receive support from the Lisle Education Foundation which is comprised of Lisle business representatives, parents and district personnel.

We would like to acknowledge all school, community, and business members and stakeholders of past and present committees who gave of their time and energy to help create a technology vision and direction for Lisle District #202. The process began in 1991 and included many stakeholders in various committees such as the technology committee, staff development committee, curriculum committee, school improvement plan committee, school facilities committees, the Home School Organization, the Lisle Education Foundation, the Lisle Public Library Board, the College of DuPage (our adult literacy provider) and others who contributed to the technology vision and implementation of the technology planning process throughout the years.

For more information on Lisle CUSD 202 and the Strategic Plan, please go to <http://www.lisle202.org> and click Lisle 202 and on the District Strategic Plan link.

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.*

Lisle School District 202 certifies that we are CIPA compliant for the 2008-2009 school year.

Lisle Community Unit School District # 202 **Internet Safety Board Policy 623.01**

Last **AMENDED: January 22, 2007**

INSTRUCTION

ACCESS TO ELECTRONIC NETWORKS

Electronic networks* are a part of the District's instructional program and are used to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint a system administrator.

The District is not responsible for any losses or damages incurred when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum

The use of the District's electronic networks shall:

- (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and
- (2) comply with the selection criteria for instructional materials and library-media center materials.

Consistent with the Superintendent's implementation plan, staff members may use the Internet throughout the curriculum.

The District's electronic networks are part of the curriculum and are not public forums for general use.

Acceptable Use

All use of the District's electronic networks must be:

- (1) in support of education and/or research, and be in furtherance of the School Board's stated goal, or
- (2) for a legitimate school business purpose.

*Electronic Networks include, but are not limited to:

- 1) the Internet
- 2) any wireless access
- 3) Internet access
- 4) remote access to District internal network

ACCESS TO ELECTRONIC NETWORKS

Use is a privilege, not a right. General rules for behavior and communications apply when using electronic networks. The District's Acceptable Use Standards (AUS) contains the appropriate uses, ethics, and protocol. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District's computers. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

All users of the District's computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are:

- (1) obscene,
- (2) pornographic, or
- (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The Superintendent shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent shall include measures in this policy's implementation plan to address the following:

- (1) Limiting student access to inappropriate matter as well as restricting access to harmful materials;
- (2) Student safety and security when using electronic communications;
- (3) Limiting unauthorized access, including "hacking" and other unlawful activities; and
- (4) Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Authorization for Electronic Networks Access

Each staff member must sign the District's Acceptable Use Standards (AUS) as a condition for using the District's electronic networks. Each student and his or her parent(s)/guardians(s) must sign the AUS before being granted supervised use.

The failure of any student or staff member to follow the terms of the *Acceptable Use Standards*, or this Board policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: Children's Internet Protection Act, P. L. 106-554.

20 U.S.C. § 6801 et seq.

47 U.S.C. § 254 (h) and (1).

720 ILCS 135/0.01.

CROSS REF.: 500.07 (Use of School Equipment), 677 (Copyrights), 620 (Curriculum Development), 645.01 (Instructional Materials), 710.01 (Student Rights and Responsibilities), 715.01 (Student Discipline), 730.06 (Publications)

ADOPTED: January 28, 2002

AMENDED: October 18, 2004

AMENDED: January 22, 2007

Peer Review Feedback Form

District Name	Lisle CUSD 202	RCDT #:	190222020260000
Original Submission: True		Approval Date:	03/26/2009
School Years Covered by Plan: 2009-2010:Yes 2010-2011:Yes 2011-2012:Yes		Plan Expiration Date	06/30/2012
Section Used for Mid-Course Correction Only			
Mid-Course Correction(MCC) :No		Date Peer Reviewed:	03/10/2009
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.	Meets

COMMENTS

Section I: Data and Analysis	Requirements
Data Collection & Information <ul style="list-style-type: none"> • Part A. Illinois School Report Card Data • Part B. Local Assessment Data (as available) • Part C. Other Data -- Item 1,2 & 3 • Part D. Technology Deployment • Part E. Data & Analysis - (Meta-Analysis) 	Meets

COMMENTS

Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan <ul style="list-style-type: none"> • A.1 Goals • A.2 Strategies and Activities • A.3 Budget 	Meets
COMMENTS	
Clarify reading and math for AYP in SMART Goal FBishop ISBE, 3/26/2009 There is a question about phase start and end dates appearing in one or more phases of this plan. Please check activity start and end dates for all phases. General guidelines: 1.) Phase I dates may not predate July 1, 2009 and should not end past June 30, 2010 unless and continuing contract is in place.* (Such should be noted in the description of the activity.) 2.) Phase II dates may not predate July 1, 2010 and should not end past June 30, 2011 unless and continuing contract is in place.* (Such should be noted in the description of the activity.) 3.) Phase III dates may not predate July 1, 2011 and should not end past June 30, 2012 unless and continuing contract is in place.* (Such should be noted in the description of the activity.) Please note start and end dates of telecommunication and internal connection activities, which do not align with the 12-month fiscal year. Make changes as necessary to stay in compliance state and federal guidelines, as well as e-Rate rules and regulations. Notify ISBE if a mid-course is needed upon annul review of this plan.	
Part B. Curriculum Integration Strategies and Activities	Meets
COMMENTS	
Part C. Professional Development Strategies and Activities	Meets
COMMENTS	
Part D. Parent/Community Involvement	Meets
COMMENTS	
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Part E. Technology Deployment	Meets
COMMENTS	
Part F. Monitoring	Meets
COMMENTS	
Section III: Plan Development, Review, and Implementation	
Requirements	
Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
COMMENTS	

ISBE Review	
Approved	
COMMENTS	
3/26/2009 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.	