
District Information

District Name:	PLAINFIELD SD 202	District Address:	15732 HOWARD ST
City/State/Zip:	PLAINFIELD IL 60544	RCDT Number:	560992020220000
Superintendent:	DR. JOHN HARPER	Superintendent Email*:	jharper@learningcommunity202.org
District Phone:	8155774000	District Fax:	8154367824
TIP Contact Name*:	Linda Casey	TIP Contact Email*:	lcasey@learningcommunity202.org
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Original Submission: No

Ammended Submission: No

Annual Review

The plan was reviewed and evaluated on:

Mid Course Correction:

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.

Vision Statement:

Our vision for technology infusion within District 202 is to build the capacity of both students and adults in such a way that we prepare learners for the future, helping them become purposeful, adaptable, and self-directed members of society.

Telecommunication:

Telecommunication tools are an integral part of communication in our district. Communication with our learning community is possible through the use of our award-winning website: www.learningcommunity202.org, employee email, district intranet, WAN and LAN, Connect Ed, Parent Web Module, TieNet, and online survey tools.

Instructional Technology:

Instructional Technology Specialists at both the middle school and high school level work to build the capacity of staff by providing professional development opportunities in the areas of productivity and instructional use of technology. Media Specialists at the elementary level provide instructional technology support to classroom teachers. Professional development is also available to all staff members through district wide workshops that provide instruction in various areas of technology use from available online resources to productivity to classroom applications.

Information Technology:

Empowering students and staff with access to current instructional resources is imperative to effective instruction and student achievement. Members of our learning community have access to numerous online subscriptions such as Ebsco, Gayle, and United Streaming.

Forward Thinking:

PCCSD 202 stakeholders are committed to continue to expand and support the technical, instructional and administrative technology resources, the needs of our ever-growing and changing student population, upgrades at each campus, and the tools needed to support media rich technologies of the future. In PCCSD 202:

Technology deployment is currently under review to determine appropriate student to computer ratio.

Wiring is in place to install LCD projectors in classrooms in new buildings and retro-fitting existing buildings will begin during the 2008-2009 school year.

Video retrieval systems are being converted from analog to digital format as buildings are being built with retro-fitting of existing buildings ongoing.

Investigating the offering of online courses to high school students.

Beginning with the 2008-2009 school year, forming a Technology Literacy Committee to evaluate, design, and align curriculum PreK-12.

Vision Explanation:

The District 202 vision and mission statement were developed through a stakeholder involvement process. Individuals committed to the success of our school district gathered to discuss, debate and decide on what our mission should be. The goals of the district were then derived from our vision and mission through dialogue among the Board of Education, Central Administrative Team and Campus Leadership teams. Our vision, mission and goals are the foundation for the creation of campus mission statements and school improvement planning.

**Section I A. Data & Analysis — Report Card Data
Item 1— 2007 AYP Report**

Is this District making Adequate Yearly Progress (AYP)?					No			Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?					No		
Is this District making AYP in Reading?					No			Is this District making AYP in Mathematics?					Yes		
2007-08 Federal Improvement Status								2007-08 State Improvement Status					academic early warning		
		Percentage Tested on State Tests			Percent Meeting/Exceeding Standards*						Other Indicators				
		Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP	

State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	99.9	Yes	99.9	Yes	75.2		Yes	81.5		Yes	94.4	Yes	94.9	Yes
White	99.9	Yes	99.9	Yes	78.3		Yes	85.7		Yes				
Black	99.8	Yes	99.8	Yes	60.0		Yes	66.1		Yes				
Hispanic	99.8	Yes	99.8	Yes	69.4		Yes	72.8		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	81.4		Yes	83.7		Yes				
Native American														
Multiracial/Ethnic	100.0	Yes	100.0	Yes	72.1		Yes	80.2		Yes				
LEP	99.8	Yes	99.8	Yes	75.3		Yes	57.3		Yes				
Students with Disabilities	99.8	Yes	99.8	Yes	37.7	44.2	No	52.1		Yes	93.6		93.7	
Economically Disadvantaged	100.0	Yes	100.0	Yes	68.1		Yes	74.2		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress

<p>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. %, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.</p> <p>2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***</p> <p>3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</p> <p>4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.</p>	<p>*** Safe Harbor Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups 45 or more.</p> <p>Another way to make AYP is through the 'safe harbor' calculation, which applies to student subgroups only. A school has made 'safe harbor' if for any subgroup it can reduce the performance gap (the difference between the percentage meets & exceeds from the prior year and 100%) by 10%.</p> <p>For example, what does a school achieving 20% meets & exceeds for a subgroup last year need to achieve this year in order to make safe harbor? Step ONE: $(100 - 20) = 80\%$ (performance gap) Step TWO: $(10\% * 80) = 8\%$ Step THREE: $20\% + 8\% = 28\%$ Safe Harbor Target = 28%</p> <p>In this case, a school that makes at least 28% meets & exceeds is making AYP under 'safe harbor' even if it did not achieve the mandated 47.5%. 'Safe harbor', in other words, gives credit for improvement.</p>
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* Includes only students enrolled as of 5/01/2006.
 ** Safe Harbor Targets of 55.0% 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 —2007 AMAO Report**

Is this district meeting Annual Measurable Achievement Objectives (AMAO)?: Yes

English Proficiency Test Type : ACCESS for ELLs
 Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent		Is this district meeting Progress in English Target?	Yes
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations	Is this district meeting AYP for LEP Subgroup target?	Yes
10	85	95	95	55	55	90	72		

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE

Criterion 1: Attaining Proficiency			Criterion 2: Making Progress in English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress
1707	645	37.7	1064	1035	97.2

There are no AMAO Status determinations for AMAO-Attaining Proficiency (Criterion 1) and AMAO-Progress (Criterion 2) if there are less than 30 students tested. A 95% confidence interval was applied to calculations of Criteria 1 and 2.

Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)

Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics			Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		
99.8	Yes	99.8	Yes	75.3		Yes	57.3		Yes		

Three Conditions Are Required For Making Adequate Yearly Progress (AYP) for LEP Subgroup.

1. At least 95.0% tested for Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 55.0% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 55.0% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.

3. At least 90.0% Attendance Rate for elementary school districts or at least 72.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/06.

Safe Harbor Targets of 55.0% or above are not printed

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

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

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Attendance rate (%)	94.6	94.1	94.5	93.9	94	94.4
Truancy rate (%)	0.4	0.4	1	1.4	1.4	0.8
Mobility rate (%)	11.3	11.8	10.5	11.7	12.5	10.1
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	76.9	92.6	89.5	98.7	89.4	94.9
HS dropout rate, if applicable (%)	4.8	1.3	1.3	1.2	1	0.5
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
District Population (#)	13912	16423	18535	21055	23687	25957
Economically disadvantaged (%)	3.4	2.9	2.8	5.3	6.7	6.2
Limited English proficient (LEP) (%)	1.6	1.6	0	3.2	1.7	6.8
Students with disabilities (%)						
White, non-Hispanic (%)	83.6	79.7	75.7	72	68	64.2
Black, non-Hispanic (%)	4	6	7.5	6.4	7.2	8.2
Hispanic (%)	9.5	11.1	13.4	15.3	17.9	19.3
Native American or Alaskan Native (%)	0.3	0.2	0.2	0.2	0.1	0.2
Asian/Pacific Islander (%)	2.7	3	3.2	3.9	4	4.4

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	1999	90.2	1.8	6.0	1.8	0.2	
	2000	88.2	2.3	7.0	2.0	0.5	
	2001	86.2	3.4	7.6	2.5	0.4	
	2002	83.6	4.0	9.5	2.7	0.3	
	2003	79.7	6.0	11.1	3.0	0.2	
	2004	75.7	7.5	13.4	3.2	0.2	
	2005	72.0	6.4	15.3	3.9	0.2	2.3
	2006	68.0	7.2	17.9	4.0	0.1	2.8
	2007	64.2	8.2	19.3	4.4	0.2	3.6
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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	1999	0.5	2.0	100.0	94.9	9.0	30.0	0.4	3.5	89.8
	2000	0.7	1.9	100.0	94.7	11.0	16.0	0.2	4.2	88.2
	2001	0.9	2.5	92.7	94.9	10.5	15.0	0.1	6.5	85.9
	2002	1.6	3.4	99.6	94.6	11.3	59.0	0.4	4.8	76.9
	2003	1.6	2.9	100.0	94.1	11.8	68.0	0.4	1.3	92.6
	2004	0.0	2.8	100.0	94.5	10.5	176.0	1.0	1.3	89.5
	2005	3.2	5.3	100.0	93.9	11.7	285.0	1.4	1.2	98.7
	2006	1.7	6.7	100.0	94.0	12.5	307.0	1.4	1.0	89.4
	2007	6.8	6.2	100.0	94.4	10.1	194.0	0.8	0.5	94.9

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332.0	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109.0	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056.0	2.5	3.5	85.9

**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	8756.0						
	2000	10181.0						
	2001	11986.0	1130.0	1033.0	1083.0	911.0	891.0	687.0
	2002	13912.0	1209.0	1214.0	1101.0	1072.0	967.0	769.0
	2003	16423.0	1443.0	1382.0	1392.0	1295.0	1182.0	1014.0
	2004	18535.0	1622.0	1565.0	1503.0	1436.0	1381.0	1076.0
	2005	21055.0	1787.0	1802.0	1733.0	1630.0	1574.0	1196.0
	2006	23687.0	2034.0	1967.0	1942.0	1846.0	1772.0	1444.0
	2007	25957.0	2189.0	2193.0	2109.0	2004.0	1955.0	1711.0
S T A T E	1999	1962026.0						
	2000	1983991.0						
	2001	2007170.0	164791.0	161546.0	162001.0	151270.0	148194.0	123816.0
	2002	2029821.0						
	2003	2044539.0						
	2004	2060048.0						
	2005	2062912.0						
	2006	2075277.0	136123.0	139619.0	146935.0	153566.0	154856.0	
	2007	2077856.0						

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (High School)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	1999	474.0	9.8	38757.0	68.9	31.1	22.1	19.6		
	2000	580.0	9.2	38295.0	70.0	30.0	21.0	19.5		
	2001	665.0	8.8	38165.0	72.2	27.8	21.4	20.7		
	2002	826.0	8.5	37930.0	71.0	29.0	21.3	17.7	0.6	2.1
	2003	991.0	8.2	42059.0	66.6	33.4	20.9	16.7	0.9	0.1
	2004	1067.0	8.3	44808.0	68.4	31.6	22.3	18.0	0.9	0.0
	2005	1186.0	8.4	46860.0	63.2	36.8	23.1	18.3	0.6	0.0
	2006	1386.0	8.3	48607.0	60.0	39.8	22.3	17.7	0.9	0.0
	2007	1541.0	8.3	50294.0	55.3	44.2	21.3	18.1	1.5	0.0
S T A T E	1999	119718.0	15.0	45337.0	53.1	46.7	19.6	18.1		
	2000	122671.0	14.8	45766.0	53.2	46.6	19.3	18.1		
	2001	125735.0	14.5	47929.0	53.8	46.0	19.1	18.0		
	2002	126544.0	14.2	49702.0	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129068.0	13.9	51672.0	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125702.0	13.8	54446.0	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128079.0	13.6	55558.0	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127010.0	13.0	56685.0	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127010.0	12.9	58275.0	47.6	52.3	18.8	18.8	1.5	3.2

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

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007												
Groups	GR3 Reading				GR5 Reading				GR8 Reading			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	54.1	56.4	53.6	46.2	64.8	71.2	80.7	83.8			76.9	78.8
White	58.6	62.1	59.2	54	68.3	75	85.2	86			81.1	80.9
Black	30.6	32.9	36.6	27.2	50.9	60.5	67.8	74.5			71.4	72.4
Hispanic	38	43.9	40.1	27.9	52.8	59.6	71.4	80.6			62.4	72.3
Asian/Pacific Islander	65.8	54.5	56.5	54.7	65.3	74.6	85	91.5			90.9	89.6
Native American	0	0	0	0	0	0	0	0			0	0
Multiracial/Ethnic	0	43.8	55	51.7	0	77.8	70	78.3			78.6	74.2
LEP	0	0	0	0	0	60	0	0			41.2	0

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Technology Integration Plan

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ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007												
Students with Disabilities	10.2	14.2	11.5	12.5	16.4	29.1	37.6	49.1			39.7	33.9
Economically Disadvantaged	40.6	48.9	75	41.3	43.1	61.2	77	75.4			55.6	64.4
ISAT - % Meets + Exceeds for Reading all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	53.6	46.2	72.3	74.8	80.7	83.8	78.5	77.6	77.1	79.1	76.9	78.8
White	59.2	54	75.6	77.5	85.2	86	81.2	81.2	80.4	83.1	81.1	80.9
Black	36.6	27.2	53	57.3	67.8	74.5	62	57.4	54.8	60.5	71.4	72.4
Hispanic	40.1	27.9	68.4	72.3	71.4	80.6	72.4	73.9	72.4	73.3	62.4	72.3
Asian/Pacific Islander	56.5	54.7	70.4	79.8	85	91.5	81.4	85.9	81.3	80.9	90.9	89.6
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	55	51.7	66.1	71	70	78.3	75.9	65.2	73.1	71	78.6	74.2
LEP	0	0	0	33.3	0	0	0	40.9	0	40	41.2	0
Students with Disabilities	11.5	12.5	34	28.4	37.6	49.1	44	38.3	40.7	37.5	39.7	33.9
Economically Disadvantaged	75	41.3	64	75	77	75.4	63.6	58	75.7	62.2	55.6	64.4
PSAE - % Meets + Exceeds Reading grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All					71.4		76.6					
White					75.4		80.3					
Black					58.3		65.3					
Hispanic					62.2		66.5					
Asian/Pacific Islander					84.9		92.3					
Native American					0		0					
Multiracial/Ethnic					61.5		82.6					
LEP					7.7		0					
Students with Disabilities					30.4		36.5					
Economically Disadvantaged					46.5		69.2					

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

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
Groups	GR3 Mathematics				GR5 Mathematics				GR8 Mathematics			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	49.4	47.4	47.1	43.4	44.6	51.3	82.6	86.3			85.9	87.7
White	54	54	54	52.2	48.7	57.8	87.4	90.2			89.9	89.8
Black	17.7	19.3	21.9	21.4	28.2	29.3	65	72.8			72.9	74.7
Hispanic	30.3	27.8	31.2	27.9	29.2	32.3	75.5	79.2			77.1	85.3
Asian/Pacific Islander	73.7	63.6	54.9	48	55.1	68.2	85	94.3			92.7	93.7
Native American	0	0	0	0	0	0	0	0			0	0
Multiracial/Ethnic	0	37.6	50	22.6	0	42.8	66.7	83.4			78.6	87.1
LEP	0	0	0	0	0	30	0	0			35.3	0
Students with Disabilities	3.8	8.3	5.4	9.1	10.2	9.6	37.1	56.3			57.6	54.6
Economically Disadvantaged	31.3	40	50	36.9	25.7	35.3	75.5	78.7			64.9	82.2
ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	47.1	43.4	85.1	87.6	82.6	86.3	91.5	89.5	88.9	89	85.9	87.7
White	54	52.2	87.1	89.2	87.4	90.2	93.3	92.3	91	92.6	89.9	89.8
Black	21.9	21.4	69.2	73.5	65	72.8	78.8	70.8	72.6	69.7	72.9	74.7
Hispanic	31.2	27.9	82.5	86.7	75.5	79.2	90.7	86.6	86.8	87.3	77.1	85.3
Asian/Pacific Islander	54.9	48	88.9	92.5	85	94.3	93.1	94.8	92.5	85.9	92.7	93.7
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	50	22.6	85.7	88.4	66.7	83.4	82.8	88.1	90.4	80.3	78.6	87.1
LEP	0	0	0	66.7	0	0	0	50	0	93.3	35.3	0
Students with Disabilities	5.4	9.1	61.5	55.9	37.1	56.3	71.7	64.3	65.4	61.8	57.6	54.6
Economically Disadvantaged	50	36.9	80	90	75.5	78.7	97	77.4	97.5	77.3	64.9	82.2
PSAE - % Meets + Exceeds Mathematics grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All					79.2		85.1					
White					83.1		87.5					

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007				
Black			63.7	74.1
Hispanic			70.6	81.8
Asian/Pacific Islander			92.4	95.4
Native American			0	0
Multiracial/Ethnic			78.9	80.9
LEP			28.6	0
Students with Disabilities			39.8	51.2
Economically Disadvantaged			67.2	75.3

Section I A. Data & Analysis — Report Card Data

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

ISAT Reading 5th Grade Reading

Decline in all subgroups from 68% in 2003 to 61% in 2005 with an increase to 82% in 2006.

ISAT Reading 8th Grade

Scores increased for all subgroups except the multi-racial subgroup. This subgroup declined from 72% in 2005 to 59% in 2006. Enrollment in this subgroup went from 29 students in 2005 to 54 students in 2006.

IAA

Scores improved in reading from 47% in 200 to 75% in 2006 for the students in the categories of attaining/progressing.

PSAE Reading

Most subgroup scores have remained stable over the last three years except for the Asian and Black subgroups.

Unstable scores in the performance of the Asian subgroup from 63% in 2003 to 68% in 2004 to 60% in 2005.

Decrease in the performance of the Black subgroup from 38% in 2003 to 35% in 2005.

ACT Reading

Consistent performance over the last three years for the White subgroup; Modest increase for the Hispanic subgroup; Decrease in performance of the Black subgroup.

According to the 2007 AYP report, the district did not make AYP in reading and has an Academic Early Warning status. The students with disabilities subgroup had an overall score of 37.7% of the population meeting/exceeding and a Safe Harbor target score of 44.2%. All subgroups at the high school level did not meet the 55% target as reported on the

2007 PSAE. It has been determined that students did not perform well on the reading extended response portion of the ISAT assessment.

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 objectives and strategies in this plan.*

Plainfield Community Consolidated School District 202 (PCCSD 202) is located about 35 miles southwest of downtown Chicago. The 64 square mile district encompasses portions of Kendall and Will counties, two of the fastest growing counties in the United States. Even though it has "Plainfield" in its name, PCCSD 202 serves students from Bolingbrook, Crest Hill, Joliet, Plainfield, Naperville, Romeoville and unincorporated Kendall and Will counties. More than 44 percent of District 202 students live in Joliet, while 30 percent live in the Village of Plainfield and 10 percent live in Romeoville.

PCCSD 202 has been one of Illinois' fastest growing school districts for several years and is the fifth largest school district in the state. Student enrollment for the 2007-2008 school year is 28,502 as reported on 9/30/2007. The district has grown by an average of 2,500 students per year until 2006-2007. Due to the slow down in housing, the district had 1,600 new students register for the 2007-2008 school year. It is anticipated that student enrollment will be 1,000 to 1,100 students for the next couple of years.

To serve its rapidly growing population, PCCSD 202 has opened nine new schools since 2004. Another 6 schools will open by 2010-2011. The district currently has 28 schools - 16 elementary schools, 7 middle schools, 3 high schools, 1 alternative school, and 1 preschool. Plainfield East High School and Eichelberger Elementary School will open for the 2008-2009 school year.

PCCSD 202 serves an increasingly diverse student population. Ten years ago fewer than five percent of PCCSD 202 students were members of a minority group; that figure has grown to almost 40% today. Hispanic students make up the largest minority population at 19.6% followed by Black students at 8.4% and Asian/Pacific at 4.6%. The White student population has been declining from 75.7% in 2004 to 63.6% in 2007.

Increased enrollment along with the addition of schools necessitates the restructuring of district boundaries. This restructuring of district boundaries has resulted in students being assigned to more than one campus throughout their educational experience in PCCSD 202. As a result, PCCSD 202 has needed to strengthen curriculum and instruction consistency and articulation among and between its schools.

Schools in the district are assigned to a House based in part on their geographical location, as well as their proximity to other schools within that house. The house concept lends itself to improved communication and planning as students move from level to level.

PCCSD202 is in its first year of implementing a five-year strategic plan. All goals address four district strategic areas:

- Our learning community will be a place where each person can achieve his or her maximum individual potential.
- Optimal learning cultures, climates and facilities will be developed and maintained.
- Communication strategies will create a climate of inclusion, trust and shared responsibility.
- Resources will be developed and optimized to fulfill the vision, mission and goals of the district.

Embedded in the four goals is a continuous improvement process grounded in a comprehensive effort to improve learning and teaching practices. The continuous improvement process requires educators to ask, and be guided by, the answers to these essential questions:

- What should all students know and be able to do?
- How will we know when they have learned it?
- What will we do if they already know it?
- What will we do if they have not learned it?

The greatest challenge for District 202 is managing the very rapid growth. Because of this growth, District 202 hires an additional 250-350 teachers per school year. This requires significant attention to professional development to ensure that our teachers are prepared to teach District 202 curriculum.

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.

Five central themes have emerged while reviewing and analyzing district data. They are:

1. PCCSD 202's changing population and demographics have presented the district with challenge of meeting the needs of a more diverse student body.
2. Growth in the ELL population has necessitated the need to revise its programs to meet the ELL student needs.
3. IEP students are not making AYP in reading necessitating:
 - The revision of the delivery of instruction at the high school level.
 - Addressing access/use of reading interventions based on achievement data.
 - Monitoring student progress across all levels.
4. Increase in the employment of newly certified staff have increased the need for more on-going/intensive professional development with the purpose of creating a common language and instructional consistency across all schools.
5. The need for an aligned PreK-12 reading and literacy curriculum.

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, when appropriate, dates administered. All data used to develop the Action Plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

District 202 administers the Terra Nova, a nationally normed assessment, yearly in grades 2 through 7.

The District administers the Illinois Snapshots of Early Literacy (ISEL) to assess literacy progress for students in Kindergarten (twice a year) and grade 1 (yearly).

Beginning with the 2007-2008 school year, District 202 administered DIBELS (Dynamic Indicators of Early Literacy Skills) to Kindergarten and First Grade students at 4 campuses three times a year. This assessment will be implemented across all 17 elementary schools at the Kindergarten level for the 2008-2009 school year.

The Diagnostic Reading Assessment (DRA) is used to individually monitor literacy progress in grades 2 through 8 and is administered twice a year for students in grade 1 and grades 6 through 8 and is administered three times a year for students in grades 2 through 5.

The Stanford Diagnostic Reading Test (SDRT) is used at the 8th grade and high school level to monitor reading progress of at risk students. and is administered once a year.

Explore and PLAN are administered yearly to 8th grade and high school students and are used as predictors of reading achievement on the Prairie State Achievement Exam (PSAE), Illinois' required exam for 11th grade students.

Common grade level local assessments will be developed and aligned to District 202 Language Arts curriculum during the 2009-2010 school year.

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

Based on the results from the assessment data from all levels, PCCSD 202 needs to concentrate on students acquiring reading skills and strategies. While the students in the district are making progress in student reading achievement, each student must have a solid foundation in reading skills and comprehension in order to succeed in the 21st century.

Terra Nova Reading (Elementary)

Scores have remained relatively stable for the Black, Hispanic, White, and multi-racial groups.
Scores have declined for the IEP and LEP subgroups.
All scores are above the 50th percentile except for the LEP, IEP and Black subgroups.

Terra Nova Reading (Middle School)

Scores remain relatively stable from 2003 to 2006 with fluctuation from 2 to 8 percentage points.
Several subgroups are performing below the 50th percentile (Black, Hispanic, IEP, and LEP)

At the District level, the Terra Nova results showed that 52.2 percent of the students were in the 3rd or 4th quartile for reading. While this is a definite improvement from prior years, the implementation and monitoring of literacy skills is an indication of how well our students will do in acquiring reading comprehension. Research indicates that students who develop strong literacy skills will be in a position to do well in reading comprehension throughout their lives.

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 objectives and strategies in this plan.*

PCCSD 202 has been one of Illinois' fastest growing school districts for several years and is the fifth largest school district in the state. Student enrollment for the 2007-2008 school year is 28,502 as reported on 9/30/2007.

Increased enrollment along with the addition of schools necessitates the restructuring of district boundaries. This restructuring of district boundaries has resulted in students being assigned to more than one campus throughout their educational experience in PCCSD 202. As a result, PCCSD 202 has needed to strengthen consistency and articulation among and between its schools.

The greatest challenge for District 202 is managing the very rapid growth. Because of this growth, District 202 hires an additional 250-300 teachers per school year. PCCSD 202 hired 324 new teachers for the 2007-2008 school year. This requires significant attention to professional development to assure that our teachers are prepared to teach District 202 curriculum.

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.*

Five central themes have emerged while reviewing and analyzing district data. They are:

1. PCCSD 202's changing population and demographics have presented the district with challenge of meeting the needs of a more diverse student body.
2. Growth in the ELL population has necessitated the need to revise its programs to meet the ELL student needs.
3. IEP students are not making AYP in reading necessitating:
 - The revision of the delivery of instruction at the high school level.
 - Addressing access/use of reading interventions based on achievement data.
 - Monitoring student progress across all levels.
4. Increase in the employment of newly certified staff have increased the need for more on-going/intensive professional development with the purpose of creating a common language and instructional consistency across all schools.
5. The need for an aligned PreK-12 reading and literacy curriculum.

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

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

Plainfield Community Consolidated School District 202 is comprised predominantly of residential property with retail and light industry continuing to develop. According to the 2000 U.S. Census, Plainfield had a population of 13,038. In 2005 the Village of Plainfield conducted a Special Census. According to this 2005 Special Census, Plainfield had a population of 30,314 residents. The Median Household Income is \$96,035 and the Median Home Value is \$315,047. The population consists of 66% White Collar, 11% Services, and 22% Blue Collar workers. There were 5,121 residential building permits issued between the years 2002-2005. Between the years 2006-2007, 1,402 residential building permits were issued. Even though growth has slowed somewhat, PCCSD 202 enrolled 1,600 new students for the 2007-2008 school year. This information can be found at: <http://www.plainfield-il.org/village/demographics.php> Even with the current slow down in housing, the 2007-2008 school year saw PCCSD 202 student enrollment grow to 28,602 students. According to the 2007 AYP Report, the PCCSD 202 student body reflects the following ethnic backgrounds: White 64.2%, Black 8.2%, Hispanic 19.3%, Asian 4.4%, Native American 0.2%, and Multi-racial/Ethnic 3.6%. With our growing student population, we are seeing an increasingly diverse student population. Monthly usage reports generated for current software packages and online resources indicates that students are utilizing technology for research and a variety of presentation purposes.

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

Due to our rapid growth, the challenge of finding space for our students to learn is also significant. While PCCSD 202 enjoys the support of the community to build new schools, many schools in the district are over capacity. It is not uncommon to find students learning in spaces not intended for regular classroom instruction, including media centers, art and music rooms, and in some cases the staff lounge. Most of the elementary and middle school computer labs no longer exist. An overlapping schedule exists at one of the high school campuses. As part of a cost containment measure several years ago, the instructional technology specialist position was eliminated at the elementary school level and decreased to one position at each middle school. This has had a negative impact on technology and computer literacy instruction and support at the elementary and middle school levels.

District 202 contracted with Kaleidoscope Group, Inc. in the Fall of 2005 to train all certified staff on diversity and to conduct an "internal cultural audit" comprising confidential and anonymous interviews intended to help the district increase and improve its cultural competency and diversity to better reflect and serve its community. In the Winter of 2007, an external audit of community members and students was conducted.

A community needs assessment was conducted during Spring 2006 and framed around the district's four strategic goals. Results of the survey showed that the top five areas of concern for the community were:

- The needs of gifted and talented students are effectively met through district curriculum and differentiated instruction.
- Food services provide a nutritious menu at a reasonable price.
- A clear and common curriculum is provided across all District 202 schools.

- The curriculum consistently challenges students to develop and use higher level thinking skills.

- Student discipline is fair and consistent.

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 objectives and strategies in this plan.*

As part of a cost containment measure several years ago, several key positions responsible for the implementation of technology integration were eliminated or reduced. The instructional technology specialist position was eliminated at the elementary school level and decreased to one position at each middle school. The informational literacy specialist was eliminated at all elementary buildings. This has had a negative impact on technology and computer literacy instruction and supporting technology integration at the elementary and middle school levels.

Also, due to the District's rapid growth and need for additional classroom space, the majority of stationary computer labs were eliminated. As a consequence, technology and computer literacy curriculum and instruction exists minimally or does not exist at the elementary school level. At the middle school level, technology/computer literacy curriculum and instruction was eliminated at the 7th and 8th grade level and only taught at the 6th grade level. Due to the limited number of computers at each campus, this tool is not readily available to all students.

PCCSD 202 growth and changing population and demographics have presented the district with the challenge of meeting the needs of a more diverse student body.

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.*

PCCSD 202 needs to create and implement a PreK-12 Technology/Computer Literacy curriculum aligned to support the District's curriculum and aligned to the National Education Technology Standards (NETS) in order to prepare our diverse student population with 21st century technology computer literacy and skills and increase student reading achievement at all levels.

There needs to be an alignment of online resources to district language arts curriculum. (Example: United Streaming and online database alignment on TieNet, the district curriculum management system.)

PCCSD 202 needs to provide district-wide professional development workshops supporting the use of technology for effective instruction and to increase student reading achievement.

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

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

The following tools are administered and completed on an annual basis:

- Teacher Service Record
- Application for Recognition of Schools
- Reduction in Force Report
- Unfilled Positions Survey
- Non-Certified Staff Salary Study
- Teacher Salary Study
- Staff Attrition Report
- Ventures For Excellence (Teacher and Administrator Screener)
- New Teacher/Mentor Survey

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

As of the 2007-2008 school year, PCCSD 202 employs 1,909 FTE teachers. The average teacher salary is \$50,294 per year. Fifty-five percent of the teachers hold a bachelor's degree while forty-four percent have a Master's degree. The pupil to teacher ratio at the elementary level is 21 to 1 while at the high school level the ratio of pupils to teachers is 18 to 1. Two percent of our teachers have an emergency or provisional credits. One hundred percent of the classes are taught by highly qualified teachers.

PCCSD 202's rapid growth has created the need to hire 250-350 teachers new to the district for the last several years. In the 2007-2008 school year, the District hired 324 teachers. In order to keep pace with the continual need for additional teachers, District 202 utilizes Ventures, an online application system and candidate screening process. All candidates interested in working for District 202 must complete an online application. This electronic tool includes questions relating to students, student achievement, instructional strategies, and engaged learning that each candidate must answer. This electronic tool is used to assess future educator knowledge and proficiency and has helped increase the efficiency of the District's hiring process.

District 202 has an induction program for all teachers new to the district. Teachers new to the district with one year or less of teaching experience are assigned a mentor. The mentors are seasoned veterans who have received training on the skills needed to assist and support these teachers with classroom management, curriculum, differentiation strategies, technology integration, and various assessments used to promote student achievement. Teachers new to the district who have more than 1 year experience in education are assigned building advisors. A survey is given to the new teachers in the Fall and again in the Spring of each school year. The results of the survey were: a) Mentors needed more time to work with new teachers b) New teachers needed more attention and support with learning strategies to increase student reading achievement.

Workshops that concentrate on instructional strategies, technology integration, assessment, and information related to increasing student reading achievement are available to all staff.

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 objectives and strategies in this plan.*

Several central themes have emerged while reviewing and analyzing district data. They are:

1. PCCSD 202's changing population and demographics have presented the district with the challenge of meeting the needs of a more diverse student body.
2. Increases in the employment of newly certified staff have increased the need for more ongoing and intensive professional development for the purpose of creating a common language and instructional consistency at all levels in order to increase student achievement.
3. Approximately 80% of district staff is non-tenured necessitating on-going and intense professional development program in order to meet not only the needs of a demographically changing community while at the same time supporting the needs of a newer teaching staff.

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.*

Professional development activities need to incorporate the integration of technology, curriculum, and instruction and align with efforts to increase student reading achievement at all levels. Staff need to be proficient, flexible and able to deliver differentiated instruction for our diverse student population.

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

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

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

District and School Report Card - annually
 District Parent Web Module - annually
 Connect-ED Telephone Surveys - short surveys at least three times per year
 Surveys to Parents - annually
 Parent/Teacher Conference Feedback - twice a year
 Meeting Summaries for various district committees (CAPE, Key Communicators, etc.) - monthly
 Education Partners E-mail links - ongoing feedback

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

PCCSD 202 uses a variety of tools and ways to communicate with staff, parents, and the community. The feedback gathered from these various tools has provided valuable data that is used to outline goals and strategies for the district and school improvement plans concentrating on increasing student achievement.

PCCSD 202 is committed to open, proactive, and effective two-way communication between the District and community. Among several initiatives, PCCSD 202 Community Relations department uses weekly Education Partners

emails and maintains the award winning District website (<http://www.learningcommunity202.org>) to keep more than 11,000 community members and staff informed of District 202 events. These communication tools are the most direct source of information about what is happening in District 202.

PCCSD 202 also uses a telephone messaging service called Connect-ED to personally communicate with parents and staff members about emergency situations, school events, and important school/district information. Short surveys are also administered via this tool.

PCCSD 202 has a Key Communicators network of stakeholders from various groups within the community. This group includes parents, business leaders, municipal leaders, community leaders, teachers, staff, and administrators. Key Communicators discuss topics of importance via regular emails as well as through quarterly meetings. This group has been used as a focus group to provide feedback about the District's website as well as about curricular and other topics of interest.

The CAPE organization (Coordination of Administration and Parents for Education Efficiency) includes representatives from each of our 28 campuses' parent groups (PTO/PTA/PTSO). The Superintendent, Director of Community Relations, and various District and Building Administrators meet with these representatives monthly to discuss topics of interest and/or concern.

District 202 also has several parent groups that represent three major programs: the Special Education Advisory Committee, the Bilingual Parent Advisory Committee andn the Gifted Parent/Teacher Advisory Committee. These groups provide feedback specific to the programs they represent.

In addition, the district has a Curriculum Coordinating Council of which parents are represented. This council serves as a final reviewing committee for all major curriculum items before being sent to the Board of Education for consideration.

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 objectives and strategies in this plan.*

Due to our growing diverse student and community population, PCCSD 202 needs to increase providing written and oral correspondence in other languages.

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.*

PCCSD 202 needs to continue to maintain and expand the methods of communication that are currently offered to parents and community. In order to increase parent and community involvement, correspondence must be provided in other languages in order to reach the district's growing diverse population. This communication is needed to make sure all our parents are an integral part PCCSD 202's learning community.

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, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

E-Rate Forms - yearly
 Network Facility Analysis - monthly
 District/Building Hardware Inventory - continually updated
 State Technology Inventory Spreadsheet, January 2008
 Telecommunications Equipment and Services Inventory, yearly
 Review of CIPA/AUP - December 2007

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

PCCSD 202 uses a template to determine how many computers are deployed to each campus. It is up to the discretion of each building as to how the equipment is deployed and used. In October 2007 a survey was given to each building to determine where computers were deployed and how they are used. A physical inventory of equipment is completed yearly. An inventory was completed in January 2008 and included on the Technology Inventory Spreadsheet.

PCCSD 202 has made great strides in improving technology deployment and accessibility. The infrastructure has been improved with DS3 servicing all buildings. For redundancy, each building has at least one T1 line. Every computer in the district is connected to the network and has access to the Internet. The Zenworks software management program allows the District's technicians to manage desktop equipment in 33 buildings from one remote location. PCCSD 202 has implemented an online database for users to report problems via the District's Intranet. This allows greater efficiency in prioritizing work orders and streamlining the response to technical issues.

All computer equipment and software is standardized. In 2004, PCCSD implemented the Dell Flex Plan. This plan consists of a four year replacement cycle. By 2006 all laptops and desktops were replaced with Dell equipment. With this plan, there isn't any laptop or desktop in the District that is older than four years. The standardization of software has resulted in a consistent set of tools to support curriculum and instruction at all campuses.

Based on the results from the Technology Inventory information, the district's student/computer ratio is 3.43 to 1.

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 objectives and strategies in this plan.

While this ratio of 3.43 to 1 is good, staff surveys and input from campus administrators indicate there is a growing need for the availability of more computers and software. This is due in large part to the District's growing student and staff population and the increased need of the use of interventions requiring technology.

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

1. Establishment of "dedicated" technology for the purpose of delivering literacy interventions.
2. Continual evaluation and adjustment for how technology is deployed and used throughout the district based upon student achievement needs.

District Information

Number	Item
27818	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).
775	Number of K-12 special education self-contained classroom students
1909	Number of Teachers (FTE - this does not include teacher aides)
114	Number of Administrators
28	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
3	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

Internet Access

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	1851
	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	45
	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	26
	Dedicated Cable	0
	DSL	0

Location	Type	Number of Rooms
	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
	Wireless	73
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	186
	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	50
	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	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

Computer Inventory

Desktop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	485	0	485	485	0	485	0	0	0	0	0	0
	2-5 years	3722	0	3722	3722	0	3722	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	150	0	150	150	0	150	0	0	0	0	0	0
	2-5 years	1050	0	1050	1050	0	1050	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	72	0	72	72	0	72	0	0	0	0	0	0
	2-5 years	237	0	237	237	0	237	0	0	0	0	0	0
	5+ years	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
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	186	0	186	186	0	186	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	50	0	50	50	0	50	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Computer Inventory

Laptop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	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
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
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
Mobile Computer Lab	Under 2 years	282	0	282	282	0	282	0	0	0	0	0	0
	2-5 years	1908	0	1908	1908	0	1908	0	0	0	0	0	0

Laptop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	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
Administrative Offices	Under 2 years	10	0	10	10	0	10	0	0	0	0	0	0
	2-5 years	176	0	176	176	0	176	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Computer Inventory

Tablet computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	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
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
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
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
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Computer Inventory

Servers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	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
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
Media Center/Library	Under 2 years	2	0	2	2	0	2	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
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
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Media Center/Library	Windows Vista	0

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	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Teacher Offices	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
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
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
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
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
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
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
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
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

Network Equipment

Location	Equipment	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0

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Location	Equipment	Number
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	36
	Switches	450
	Wireless Access Points	417

Location	Equipment	Number
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	1

Licensed 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
No	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
Yes	Programming packages (Computer Programming)
Yes	Student Information Management Systems
No	Filtering/Blocking Software
No	Anti-Virus
No	Other

Inventory of Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	769	120	889
Stand-alone Printers	0	0	0
Scanners	45	0	45
Digital Cameras	105	3	108
Camcorders/Movie Cameras	65	0	65
Satellite Dishes	0	0	0
Televisions	1585	0	1585
Video Microscopes	0	0	0
LCD Panels/Projection Devices	57	4	61
Fax Machines	52	0	52
Graphing Calculators	734	0	734
PDA's	0	0	0
Assistive/Adaptive Devices	430	0	430
GPS Devices	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	35	0	35
Whiteboard Capture Devices	1	0	1
Document Cameras	6	0	6

Technology Type	Instructional	Administrative	Total
MP3 Players	0	0	0

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)	1510	186	1696
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	66	66
Classrooms with Telephones			
	Number		
Classrooms with telephones	1510		

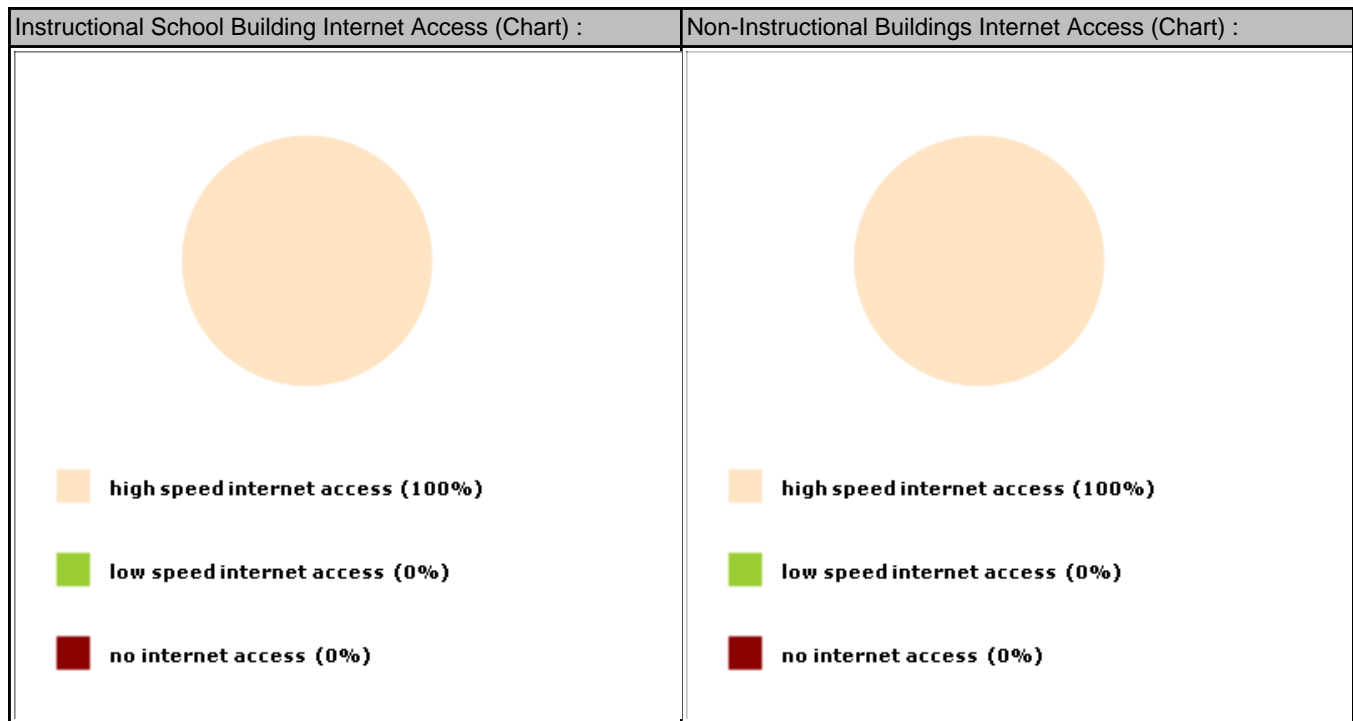
Distance Learning

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

Section I D Data & Analysis — District Technology Inventory Report

District Information			
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
27818	775	1909	114

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
28	0	0	3	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	4207	0	1200	0	309	0	0	0	186	0	50	0	0	0
Desktops	4207	0	1200	0	309	0	0	0	186	0	50	0	0	0
Laptops	0	0	0	0	0	0	2190	0	186	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	2	0	0	0	0	0	0	0	0	0
	4207	0	1200	0	311	0	2190	0	372	0	50	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	
	4207		1200		311		2190		372		50		0	
Students per Computer													3.43	

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	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers	4207	0	1200	0	309	0	0	0	186	0	50	0	0	0
Desktops	4207	0	1200	0	309	0	0	0	186	0	50	0	0	0
Laptops	0	0	0	0	0	0	2190	0	186	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	2	0	0	0	0	0	0	0	0	0
	4207	0	1200	0	311	0	2190	0	372	0	50	0	0	0

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
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	
	4207		1200		311		2190		372		50		0	
Students per Computer													3.43	

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	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined 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	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined 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	

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
707	292	0	5245	2084	0	0	0	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
2158	100+ mg Ethernet
0	Dedicated Cable
0	DSL
73	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Number of Rooms	Type
0	Windows Vista
0	Windows XP (any version)
0	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
0	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
889	Number of Networked Printers
0	Number of Stand-alone Printers
45	Number of Scanners
108	Number of Digital Cameras
65	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
1585	Number of Televisions
0	Number of Video Microscopes
61	Number of LCD Panels/Projection Devices
52	Number of Fax Machines
734	Number of Graphing Calculators
0	Number of PDAs
430	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
0	Number of Science Probeware

Other Technologies	
Total	Type
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
35	Number of Electronic Whiteboards
1	Number of Whiteboard Capture Devices
6	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.

85% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2011.

Goal 1 for Phase I : 2008-2009													
85% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2011.													
Section II B. Action Plan — Curriculum and Instruction													
Strategy1													
Current reading interventions will be aligned to district language arts curriculum.													
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
The Language Arts Subject Area Committee (SAC) and reading specialists will work on aligning interventions with the Language Arts Curriculum.	07/01/2008	06/30/2009	50000	50000			0	0	0	0	0	0	

Strategy2

Students will use telecommunications, instructional and informational technology to increase reading achievement.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Establish a PK-12 Technology Literacy Committee to monitor district-wide technology use for instructional purposes.	07/01/2008	06/30/2009	16200	16200			0	0	0	0	0	0
Assess and implement innovative technology- based strategies for reading, including new and current software solutions.	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

Provide ongoing professional development for all staff focusing on effective instructional practices utilizing technology to support 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
Provide teachers with professional development and support as they use TieNet for progress monitoring.	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Provide professional development for teachers using specific interventions.	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Provide workshops for district approved electronic resources.	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Provide Microsoft Office 2007 professional development to media specialists, instructional technology specialists, and technicians.	07/01/2008	06/30/2009	10000	10000			0	0	0	0	0	0

Strategy2

Develop a systemic technological district-wide support system for teachers.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other

Train media and IT specialists to use TieNet, the online curriculum tool.	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Expand Induction program to include focusing on increasing student reading achievement through the use of technology.	07/01/2008	06/30/2009	500	500			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

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

Strategy1

Provide orientation/overview sessions and information to parents describing the district's curriculum development process (including information about accessing technology in the home in order to support literacy instruction)

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Provide electronic information to parents regarding reading strategies and interventions they can access at home.	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Incorporate information about accessing technology to support literacy throughout all district parent committees (CAPE, PEP, BPAC, etc.)	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Continue and expand the translation services for parents for whom English is not their first language.	07/01/2008	06/30/2008	15000	15000			0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy1

Acquire the necessary hardware, software, and services to maintain and sustain a reliable technology infrastructure that supports literacy.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain, support, and upgrade telecommunication services.	07/01/2008	06/30/2009	615159	369095	246064	R	0	0	0	0	0	0
Maintain, support, and upgrade high speed Internet access.	07/01/2008	06/30/2009	111576	67804	43772	R	0	0	0	0	0	0
Maintain, support, and upgrade existing internal network connections and infrastructure.	07/01/2008	06/30/2009	457361	457361	0	D	0	0	0	0	0	0
Maintain, support, and upgrade technology as per the District's established hardware replacement cycle.	07/01/2008	06/30/2009	944179	944179	0	D	0	0	0	0	0	0
Maintain software inventory. (Novell, Groupwise, Microsoft Office, Spector, and anti-virus software)	07/01/2008	06/30/2009	310256	310256	0	D	0	0	0	0	0	0
Investigate and evaluate research-based software to support increasing student reading achievement.	07/01/2008	06/30/2009	0	0	0	D	0	0	0	0	0	0
Investigate the use of various technology tools to support student learning and achievement.	07/01/2008	06/30/2009	85000	85000	0	D	0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0	0	D	0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0	0	D	0	0	0	0	0	0

Goal 1 for Phase II : 2009-2010

85% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2011.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Current reading interventions will be aligned to district language arts curriculum

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The Language Arts Subject Area Committee (SAC) and reading specialists will work on aligning interventions with the Language Arts Curriculum.	07/01/2009	06/30/2010	5000	5000			0	0	0	0	0	0

Strategy2

Students will use telecommunications, instructional and informational technology to increase reading achievement.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Establish a PK-12 Technology Literacy Committee to monitor district-wide technology use for instructional purposes.	07/01/2009	06/30/2010	16200	16200			0	0	0	0	0	0
Assess and implement innovative technology- based strategies for reading, including new and current software solutions.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

Provide ongoing professional development for all staff focusing on effective instructional practices utilizing technology to support 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
Provide teachers with professional development and support as they use TieNet for progress monitoring.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0
Provide professional development for teachers using specific interventions.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0
Provide workshops for district approved electronic resources.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0

Strategy2
 Develop a systemic technological district-wide support system for teachers.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Train media and IT specialists to use TieNet, the online curriculum tool.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0
Expand Induction program to include focusing on increasing student reading achievement through the use of technology.	07/01/2009	06/30/2010	500	500			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

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

Strategy1
 Provide orientation/overview sessions and information to parents describing the district's curriculum development process (including information about accessing technology in the home in order to support literacy instruction).

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Provide electronic information to parents regarding reading strategies and interventions they can access at home.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0
Incorporate information about accessing technology to support literacy throughout all district parent committees (CAPE, PEP, BPAC, etc.)	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0
Continue and expand the translation services for parents for whom English is not their first language.	07/01/2009	06/30/2010	1500	1500			0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Strategy3												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Section II E. Action Plan — Technology Deployment												
Strategy1												
Acquire the necessary hardware, software, and services to maintain and sustain a reliable technology infrastructure that supports reading instruction.												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain, support, and upgrade telecommunication services.	07/01/2009	06/30/2010	645917	387550	258367	R	0	0	0	0	0	0
Maintain, support, and upgrade high speed Internet access.	07/01/2009	06/30/2010	117155	71194	45961	R	0	0	0	0	0	0
Maintain, support, and upgrade existing internal network connections and infrastructure.	07/01/2009	06/30/2010	480229	480229	0	D	0	0	0	0	0	0
Maintain, support, and upgrade technology as per the District's established hardware replacement cycle.	07/01/2009	06/30/2010	991388	991388	0	D	0	0	0	0	0	0
Maintain software inventory (Novell, Groupwise, Microsoft Office, Spector, and anti-virus software)	07/01/2009	06/30/2010	325769	325769	0	D	0	0	0	0	0	0
Continue investigating and evaluating research-based software to support increasing student reading achievement.	07/01/2009	06/30/2010	0	0	0	D	0	0	0	0	0	0
Continue investigating the use of various technology tools to support student learning and achievement.	07/01/2009	06/30/2010	89250	89250	0	D	0	0	0	0	0	0
Strategy2												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other

			0	0	0	D	0	0	0	0	0	0
Strategy3												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0	0	D	0	0	0	0	0	0

Goal 1 for Phase III : 2010-2011												
85% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2011.												
Section II B. Action Plan — Curriculum and Instruction												
Strategy1												
Current reading interventions will be aligned to district language arts curriculum												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The Language Arts Subject Area Committee (SAC) and reading specialists will work on aligning interventions with the Language Arts Curriculum.	07/01/2010	06/30/2011	5000	5000			0	0	0	0	0	0
Strategy2												
Students will use telecommunications, instructional and informational technology to increase reading achievement.												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Establish a PK-12 Technology Literacy Committee to monitor district-wide technology use for instructional purposes.	07/01/2010	06/30/2011	16200	16200			0	0	0	0	0	0
Assess and implement innovative technology- based strategies for reading, including new and current software solutions.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
Strategy3												

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

Provide ongoing professional development for all staff focusing on effective instructional practices utilizing technology to support 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
Provide teachers with professional development and support as they use TieNet for progress monitoring.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
Provide professional development for teachers using specific interventions.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
Provide workshops for district approved electronic resources.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

Strategy2

Develop a systemic technological district-wide support system for teachers.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Train media and IT specialists to use TieNet, the online curriculum tool.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
Expand Induction program to include focusing on increasing student reading achievement through the use of technology.	07/01/2010	06/30/2011	500	500			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

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

Strategy1

Provide orientation/overview sessions and information to parents describing the district's curriculum development process (including information about accessing technology in the home in order to support literacy instruction).

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Provide electronic information to parents regarding reading strategies and interventions they can access at home.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
Incorporate information about accessing technology to support literacy throughout all district parent committees (CAPE, PEP, BPAC, etc.)	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
Continue and expand the translation services for parents for whom English is not their first language.	07/01/2010	06/30/2011	1500	1500			0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy1

Acquire the necessary hardware, software, and services to maintain and sustain a reliable technology infrastructure that supports literacy.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain, support, and upgrade telecommunication services.	07/01/2010	06/30/2011	678213	406928	271285	R	0	0	0	0	0	0
Maintain, support, and upgrade high speed Internet access.	07/01/2010	06/30/2011	123013	74754	48259	R	0	0	0	0	0	0
Maintain, support, and upgrade existing internal network connections and infrastructure.	07/01/2010	06/30/2011	504240	504240	0	D	0	0	0	0	0	0

Maintain, support, and upgrade technology as per the District's established hardware replacement cycle.	07/01/2010	06/30/2011	1040957	1040957	0	D	0	0	0	0	0	0
Maintain software inventory (Novell, Groupwise, Microsoft Office, Spector, and anti-virus software)	07/01/2010	06/30/2011	342057	342057	0	D	0	0	0	0	0	0
Investigate and evaluate research-based software to support increasing student reading achievement.	07/01/2010	06/30/2011	0	0	0	D	0	0	0	0	0	0
Investigate and evaluate research-based software to support increasing reading achievement.	07/01/2010	06/30/2011	93713	93713	0	D	0	0	0	0	0	0
Strategy2												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0	0	D	0	0	0	0	0	0
Strategy3												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0	0	D	0	0	0	0	0	0

**Section II - Action Plan
Phase I F. Action Plan - Monitoring Prompt**

To monitor the effectiveness of the strategies and activities as outlined in the Technology Plan for improving student reading achievement, district level and campus level staff will hold regular collaboration sessions with classroom teachers, reading specialists, differentiation specialists, instructional technology specialists, resource teachers, social workers, psychologists, speech, language, and hearing specialists, librarians, and support staff. During these meetings, teachers and staff will analyze the student achievement data from national, state, and local assessments and plan a variety of activities concentrating on implementing research based strategies in order to increase student reading achievement. The strategies and activities will include multiple methods of integrating the district's technology tools into the curriculum to ensure an increase in student reading achievement. Multiple analysis tools will be used to continually monitor the success of the strategies and activities of the Technology Plan.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Classroom Observations, DIBELS, ISEL, CBMs, DRA, Terra Nova/Supera, ISAT/PSAE, common local assessments.	Progress indicators will be improved reading scores on national, state, and local assessments.	Terra Nova/Supera, ISAT, and PSAE annually. ISEL, DIBELS, DRA, two to three times per year.	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Student Services, Director of Curriculum and Instruction, PreK-5, Director of Curriculum and Instruction, 6-8, Director of Curriculum and Instruction, 9-12, Director of Student Services, PreK-5, Director of Student Services, 6-8, Director of Student Services, 9-12, Director of

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	CPDU Evaluation Forms, Teacher Induction surveys, and feedback provided through district and building level surveys.	Positive feedback from workshop evaluations. Observation of classroom implementation of strategies learned at workshops.	Completed at the end of each workshop. Induction workshop evaluations are conducted yearly.	Assistant Director of Curriculum and Instruction, Assistant Superintendent of Student Services, Director of Professional Development.
P/C Strategy	Connect-ED surveys, Website activity logs, Parent/Teacher conference records, input from Key Communicators and CAPE organizations and various parent organizations.	Positive feedback from stakeholder groups.	Monthly and Annually.	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Student Services, Director of Community Relations, Building Administrators
Tech D Strategy	Hardware and software inventories, network hardware and software analysis, network and Internet access reliability data, phone service records, website access records.	Records indicating less downtime for Internet and computer access, records indicating acceptable phone service levels, hardware and software records/surveys indicate sufficient access for students/staff/administration.	Annually	Assistant Superintendent for Administration and Personnel, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Student Services, District Technology Administrator

Section II - Action Plan
Phase II F. Action Plan - Monitoring Prompt

To monitor the effectiveness of the strategies and activities as outlined in the Technology Plan for improving student reading achievement, district level and campus level staff will hold regular collaboration sessions with classroom teachers, reading specialists, differentiation specialists, instructional technology specialists, resource teachers, social workers, psychologists, speech, language, and hearing specialists, librarians, and support staff. During these meetings, teachers and staff will analyze the student achievement data from national, state, and local assessments and plan a variety of activities concentrating on implementing research based strategies in order to increase student reading achievement. The strategies and activities will include multiple methods of integrating the district's technology tools into the curriculum to ensure an increase in student reading achievement. Multiple analysis tools will be used to continually monitor the success of the strategies and activities of the Technology Plan.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Classroom Observations, DIBELS, CBMs, ISEL, DRA, Terra Nova, ISAT/PSAE, common local assessments.	Progress indicators will be improved reading scores on national, state, and local assessments.	Terra Nova/Supera, ISAT, and PSAE annually. ISEL, DIBELS, DRA, two to three times per year.	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Student Services, Director of Curriculum and Instruction, PreK-5, Director of Curriculum and Instruction, 6-8, Director of Curriculum and Instruction, 9-12, Director of Student Services, PreK-5, Director of Student Services, 6-8, Director of Student Services, 9-12, Director of Accountability and Assessment, Director of MIS, Building Administrators, Special Education Administrators

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	CPDU evaluation sheets, Teacher Induction surveys, and feedback provided through district and building level surveys.	Positive feedback from workshop evaluations. Observation of classroom implementation of strategies learned at workshops.	Completed at the end of each workshop. Induction workshop evaluations are conducted yearly.	Assistant Director of Curriculum and Instruction, Assistant Superintendent of Student Services, Director of Professional Development.
P/C Strategy	Connect-ED surveys, Website activity logs, Parent/Teacher conference records, input from Key Communicators and CAPE organizations.	Positive feedback from stakeholder groups.	Monthly and Annually.	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Student Services, Director of Community Relations, Building Administrators
Tech D Strategy	Hardware and software inventories, network hardware and software analysis, network and Internet access reliability data, phone service records, website access records.	Records indicating less downtime for Internet and computer access, records indicating acceptable phone service levels, hardware and software records/surveys indicate sufficient access for students/staff/administration.	Annually	Assistant Superintendent for Administration and Personnel, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Student Services, District Technology Administrator

Section II - Action Plan

Phase III F. Action Plan - Monitoring Prompt

To monitor the effectiveness of the strategies and activities as outlined in the Technology Plan for improving student reading achievement, district level and campus level staff will hold regular collaboration sessions with classroom teachers, reading specialists, differentiation specialists, instructional technology specialists, resource teachers, social workers, psychologists, speech, language, and hearing specialists, librarians, and support staff. During these meetings, teachers and staff will analyze the student achievement data from national, state, and local assessments and plan a variety of activities concentrating on implementing research based strategies in order to increase student reading achievement. The strategies and activities will include multiple methods of integrating the district's technology tools into the curriculum to ensure an increase in student reading achievement. Multiple analysis tools will be used to continually monitor the success of the strategies and activities of the Technology Plan.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Classroom Observations, DIBELS, CBMs, ISEL, DRA, Terra Nova, ISAT, and PSAE, common local assessments.	Progress indicators will be improved reading scores on national, state, and local assessments.	Terra Nova/Supera, ISAT, and PSAE annually. ISEL, DIBELS, DRA, two to three times per year.	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Student Services, Director of Curriculum and Instruction, PreK-5, Director of Curriculum and Instruction, 6-8, Director of Curriculum and Instruction, 9-12, Director of Student Services, PreK-5, Director of Student Services, 6-8, Director of Student Services, 9-12, Director of Accountability and Assessment, Director of MIS, Building Administrators, Special Education Administrators

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	CPDU evaluation sheets, Teacher Induction surveys, and feedback provided through district and building level surveys.	Positive feedback from workshop evaluations. Observation of classroom implementation of strategies learned at workshops.	Completed at the end of each workshop. Induction workshop evaluations are conducted yearly.	Assistant Director of Curriculum and Instruction, Assistant Superintendent of Student Services, Director of Professional Development.
P/C Strategy	Connect-ED surveys, Website activity logs, Parent/Teacher conference records, input from Key Communicators and CAPE organizations.	Positive feedback from stakeholder groups.	Monthly and Annually.	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Student Services, Director of Community Relations, Building Administrators
Tech D Strategy	Hardware and software inventories, network hardware and software analysis, network and Internet access reliability data, phone service records, website access records.	Records indicating less downtime for Internet and computer access, records indicating acceptable phone service levels, hardware and software records/surveys indicate sufficient access for students/staff/administratio n.	Annually	Assistant Superintendent for Administration and Personnel, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Student Services, District Technology Administrator

Section II G. Action Plan — Budget Summary

Phase I-II-III -Budget Summary									
Phase I 2008 -2009	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
85% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2011.	2615231	2325395	289836	0	0	0	0	0	0
Total Budget for Phase I - 2008-2009	2615231	2325395	289836	0	0	0	0	0	0
Phase II 2009 -2010	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
85% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2011.	2672908	2368580	304328	0	0	0	0	0	0
Total Budget for Phase II - 2009-2010	2672908	2368580	304328	0	0	0	0	0	0
Phase III 2010 -2011	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other

85% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2011.	2805393	2485849	319544	0	0	0	0	0	0
Total Budget for Phase III - 2010-2011	2805393	2485849	319544	0	0	0	0	0	0
Total Budget for Phases I, II, and III - 2008-2011	8093532	7179824	913708	0	0	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.*

PCCSD 202 involves the community on a regular basis in planning. There are a variety of ways this is accomplished including regularly scheduled meeting groups, ad hoc committees, and surveys. The CAPE (Coordination of Administration and Parents for Educational Efficiency) includes representatives from each of our 28 campuses' parent groups to discuss topics of interest and/or concern. The District has a Key Communicators network of stakeholders from various groups within the community. This group includes parents, business leaders, municipal leaders, community members, teachers, staff, and administrators. Key Communicators discuss topics of importance via regular emails as well as through quarterly meetings. This group has been used as a focus group to provide feedback about the District's website as well as about curricular and other topics of interest. PCCSD 202 established a Bilingual Parent Advisory Committee (BPAC). This group discuss topics relating to the educational needs of our growing English Language Learners. A Special Education Advisory Committee was formed with the intent of gaining feedback on action plan initiatives related to the use of technology to increase reading achievement. This year a Gifted/Honors Parent/Teacher Advisory Council was formed providing parents with information regarding the learning needs of PCCSD 202 gifted/honors learners and providing digital reading strategies and resources.

The District has administered internal communication tools to gain an understanding of the usefulness of the various communication tools that the district uses including our website, email updates, and various printed publications. In order to build a sense of community and improve communication throughout the District, "Houses" were created. Each high school anchors each house, with feeder middle and elementary schools. House meetings provide time for collecting and analyzing data, identifying gaps, implementing strategies and activities, as well as evaluating results and identifying strengths and weaknesses. Beginning with the 2008-2009 school year, the District will have four "Houses". A "Program of Work" was developed to plan for and support district goals and initiatives. The Program of Work outlines goals and strategies for district level initiatives based on School Report Card data, student enrollment data, standardized tests, financing, operating, financing, etc. The District Improvement Plan and School Improvement Plans must address the data, goals, and strategies as outlined in the Program of Work.

PCCSD 202 works closely with the Professional Development Alliance, The Illinois Resource Center, the University of St. Francis, Aurora University, Lewis University, Governors' State University, Benedictine University, and Joliet Junior College to provide professional development workshops and degreed programs in many areas. The Professional Development Alliance worked closely with PCCSD 202 in creating and providing input regarding the technology plan. PCCSD 202 also works closely with the Plainfield and Joliet Public Libraries providing after and summer school reading programs. During the 2007-2008 school year PCCSD 202, The Foundation of Excellence, and the Plainfield and Joliet Public Libraries worked closely while creating this year's "Reading Across Plainfield" event. Members of these public libraries also provide book talks and facilitate author studies at many of the District's campuses.

It is through discussion with these groups that valuable data and input was gathered regarding the use of technology throughout our district.

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.*

Plainfield District 202 Board policy 6:235 certifies that the district is CIPA compliant and has adopted an Internet Safety policy. Board policy 6:235 was adopted on November 22, 2004.

The CIPA and Internet Safety Policy wording is:

"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 or designee 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 purposes. The Superintendent or designee 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 lawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information."

Peer Review Feedback Form

District Name: PLAINFIELD SD 202	RCDT #: 560992020220000
Original Submission: No	Approval Date: 04/09/2008
School Years Covered by Plan:	Plan Expiration Date: 06/30/2011
2008-2009:Yes 2009-2010:Yes 2010-2011:Yes	
Section Used for Mid-Course Correction Only	
Mid-Course Correction(MCC): No	Date Peer Reviewed: 04/03/2008
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 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 A.1 Goals A.2 Strategies and Activities A.3 Budget	Meets
Comments:	
	Requirements
Part B. Curriculum Integration Strategies and Activities	Meets
Comments:	
	Requirements
Part C. Professional Development Strategies and Activities	Meets
Comments:	
	Requirements
Part D. Parent/Community Involvement	Meets
Comments:	

	Requirements
Part E. Technology Deployment	Meets
Comments:	
	Requirements
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:	
4/9/08 mj Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.	