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 District Information
 

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## 1. District Information

District Name:	Plainfield SD 202	District Address:	15732 S Howard St
City/State/Zip:	Plainfield, IL 60544 2399	RCDT Number:	560992020220000
Superintendent:	Dr. John Harper	Superintendent Email:	cacavedo@psd202.org
District Phone:	8155774000	District Fax:	8152303731
TIP Contact Name:	Linda Casey	TIP Contact Email:	lcasey@psd202.org
TIP Contact Phone:	8155774017	TIP Contact Fax:	8152303731

## 2. Submission Type

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

## 3. Mid-course Correction

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

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### 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 Plainfield Community Consolidated School 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.psd202.org](http://www.psd202.org), employee email, district intranet, WAN and LAN, Connect Ed, Parent Web Module, TieNet, and online survey tools.

#### **Instructional Technology:**

Plainfield Community Consolidated School District 202 will commit to integrating appropriate emerging instructional and informational technology into curricular areas to increase student achievement. Opportunities will be provided to staff to develop proficiency in the use of instructional technology through ongoing, effective professional development and support.

#### **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, Gale, Discovery Education Streaming, Pearson Successnet, and EssayScorer.

#### **Forward Thinking:**

PCCSD 202 stakeholders are committed to expand and support the technical, instructional, and administrative technology resources, the needs of our 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 continually reviewed to determine appropriate student to computer ratio.
- Develop a plan to increase bandwidth to support web-based curriculum resources.
- Continue the installation of LCD projectors in the ceiling of each classroom.
- Continue the conversion of video retrieval systems from analog to digital.
- Continue the investigation of providing online and distance learning courses to middle and high school students.

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

Is this District making Adequate Yearly Progress (AYP)?	No	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this District making AYP in Reading?	No	2010-11 Federal Improvement Status	
Is this District making AYP in Mathematics?	Yes	2010-11 State Improvement Status	Academic Early Warning Year 2

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91		80	
All	99.9	Yes	99.9	Yes	81.4		Yes	88.6		Yes	94.7	Yes	99.0	Yes
White	99.9	Yes	99.9	Yes	85.6		Yes	91.1		Yes				
Black	99.9	Yes	99.9	Yes	70.9	77.0	No	77.4		Yes	95.6		97.5	
Hispanic	100.0	Yes	100.0	Yes	71.7	74.7	No	83.7		Yes	95.1		98.2	
Asian/Pacific Islander	99.6	Yes	99.6	Yes	84.0		Yes	93.0		Yes				
Native American														

Multiracial/Ethnic	99.9	Yes	99.9	Yes	82.8		Yes	90.7		Yes			
LEP	99.9	Yes	99.9	Yes	59.5	61.3	No	79.4		Yes	95.3		100.0
Students with Disabilities	99.9	Yes	99.9	Yes	48.7	53.8	No	63.1	63.1	Yes	94.2		98.2
Economically Disadvantaged	99.8	Yes	99.8	Yes	69.0	75.2	No	81.3		Yes	94.2		98.1

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

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

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

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

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

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

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	94.1	94.5	93.9	94.0	94.4	94.3	94.6	94.7
Truancy Rate (%)	0.4	1.0	1.4	1.4	0.8	1.2	0.9	0.9
Mobility Rate (%)	11.8	10.5	11.7	12.5	10.1	9.7	8.3	9.2
HS Graduation Rate, if applicable (%)	92.6	89.5	98.7	89.4	94.9	96.5	98.7	99.0
HS Dropout Rate, if applicable (%)	1.3	1.3	1.2	1.0	0.5	0.5	0.5	0.5
District Population (#)	16,423	18,535	21,055	23,687	25,957	27,531	27,717	28,099
Low Income (%)	2.9	2.8	5.3	6.7	6.2	9.9	11.9	11.7
Limited English Proficient (LEP) (%)	1.6	0.0	3.2	1.7	6.8	5.6	8.7	8.5
Students with Disabilities (%)	-	-	-	-	-	-	-	10.8
White, non-Hispanic (%)	79.7	75.7	72.0	68.0	64.2	62.4	61.7	61.3
Black, non-Hispanic (%)	6.0	7.5	6.4	7.2	8.2	8.6	8.8	8.9
Hispanic (%)	11.1	13.4	15.3	17.9	19.3	19.6	19.4	19.0
Asian/Pacific Islander (%)	3.0	3.2	3.9	4.0	4.4	5.0	5.2	5.3
Native American or Alaskan Native(%)	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.1
Multiracial/Ethnic (%)	-	-	2.3	2.8	3.6	4.2	4.8	5.4

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	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
	2008	62.4	8.6	19.6	5.0	0.1	4.2
	2009	61.7	8.8	19.4	5.2	0.1	4.8
	2010	61.3	8.9	19.0	5.3	0.1	5.4
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	0.7	1.9	100.0	94.7	11.0	16	0.2	4.2	88.2
	2001	0.9	2.5	92.7	94.9	10.5	15	0.1	6.5	85.9
	2002	1.6	3.4	99.6	94.6	11.3	59	0.4	4.8	76.9
	2003	1.6	2.9	100.0	94.1	11.8	68	0.4	1.3	92.6
	2004	0	2.8	100.0	94.5	10.5	176	1.0	1.3	89.5
	2005	3.2	5.3	100.0	93.9	11.7	285	1.4	1.2	98.7
	2006	1.7	6.7	100.0	94.0	12.5	307	1.4	1.0	89.4
	2007	6.8	6.2	100.0	94.4	10.1	194	0.8	0.5	94.9
	2008	5.6	9.9	100.0	94.3	9.7	316	1.2	0.5	96.5
	2009	8.7	11.9	100.0	94.6	8.3	249	0.9	0.5	98.7
2010	8.5	11.7	100.0	94.7	9.2	233	0.9	0.5	99.0	
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
<b>D I S T R I C T</b>	2000	10,181	-	-	-	-	-	-
	2001	11,986	1,130	1,033	1,083	911	891	687
	2002	13,912	1,209	1,214	1,101	1,072	967	769
	2003	16,423	1,443	1,382	1,392	1,295	1,182	1,014
	2004	18,535	1,622	1,565	1,503	1,436	1,381	1,076
	2005	21,055	1,787	1,802	1,733	1,630	1,574	1,196
	2006	23,687	2,034	1,967	1,942	1,846	1,772	1,444
	2007	25,957	2,189	2,193	2,109	2,004	1,955	1,711
	2008	27,531	2,268	2,255	2,236	2,166	2,109	1,807
	2009	27,717	2,394	2,254	2,267	2,184	2,132	1,504
2010	28,099	2,277	2,373	2,269	2,230	2,164	1,591	
<b>S T A T E</b>	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919	

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	580	9	38,295	70	30	21	20	0	0
	2001	665	9	38,165	72	28	21	21	0	0
	2002	826	8	37,930	71	29	21	18	1	2
	2003	991	8	42,059	67	33	21	17	1	0
	2004	1,067	8	44,808	68	32	22	18	1	0
	2005	1,186	8	46,860	63	37	23	18	1	0
	2006	1,386	8	48,607	60	40	22	18	1	0
	2007	1,541	8	50,294	55	44	21	18	2	0
	2008	1,681	8	52,563	51	49	20	19	1	0
	2009	1,753	9	58,664	48	52	19	18	1	0
2010	1,695	9	61,650	44	56	20	20	1	0	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,502	13	63,296	42	57	18	18	0	1	

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	70.2	78.5	77.6	80.7	80.4	82.5	-	77.1	79.1	79.1	81.9	78.2	64.0	72.3	74.8	80.1	81.9	83.7
White	72.5	81.2	81.2	85.1	85.5	86.7	-	80.4	83.1	84.0	85.8	83.4	66.7	75.6	77.5	86.1	87.0	88.3
Black	50.0	62.0	57.4	72.4	67.5	72.8	-	54.8	60.5	68.9	73.2	68.1	46.4	53.0	57.3	72.3	70.7	76.0
Hispanic	64.2	72.4	73.9	67.7	67.1	68.5	-	72.4	73.3	68.6	70.3	62.7	55.8	68.4	72.3	65.1	69.9	71.9
Asian/Pacific Islander	83.9	81.4	85.9	85.5	80.9	84.4	-	81.3	80.9	82.6	90.0	80.4	84.0	70.4	79.8	80.5	86.6	86.2
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	60.0	75.9	65.2	84.3	84.1	86.5	-	73.1	71.0	78.2	83.6	82.1	62.5	66.1	71.0	76.8	84.6	82.8
LEP	-	-	40.9	51.8	57.0	56.6	-	-	40.0	46.8	56.7	44.8	-	-	33.3	40.8	50.0	47.9
Students with Disabilities	33.8	44.0	38.3	44.0	48.1	53.5	-	40.7	37.5	31.9	45.0	40.7	27.7	34.0	28.4	43.6	41.2	41.2
Low Income	60.6	63.6	58.0	66.4	66.8	66.1	-	75.7	62.2	66.7	72.2	59.4	43.3	64.0	75.0	70.9	68.6	74.4

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	76.9	78.8	84.0	84.4	86.8	-	71.4	76.6	83.2	82.9	80.2	71.2	80.7	83.8	87.5	89.4	88.1
White	-	81.1	80.9	88.7	89.4	90.1	-	75.4	80.3	86.4	88.9	86.0	75.0	85.2	86.0	89.7	91.3	91.5
Black	-	71.4	72.4	70.5	76.7	77.0	-	58.3	65.3	80.0	73.6	67.9	60.5	67.8	74.5	85.4	86.4	78.6
Hispanic	-	62.4	72.3	74.7	72.0	80.0	-	62.2	66.5	72.0	70.6	68.9	59.6	71.4	80.6	81.1	84.9	83.6
Asian/Pacific Islander	-	90.9	89.6	89.0	89.8	94.8	-	84.9	92.3	92.8	83.2	85.6	74.6	85.0	91.5	91.8	92.8	88.8
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	78.6	74.2	88.5	81.2	85.5	-	61.5	82.6	86.8	84.0	75.2	77.8	70.0	78.3	90.2	89.3	85.4
LEP	-	41.2	-	46.3	57.6	61.2	-	7.7	-	36.0	41.4	48.9	60.0	-	-	55.6	61.5	64.1
Students with Disabilities	-	39.7	33.9	43.4	46.3	43.7	-	30.4	36.5	43.1	38.3	36.1	29.1	37.6	49.1	50.9	55.8	50.8
Low Income	-	55.6	64.4	70.6	72.1	75.8	-	46.5	69.2	80.0	69.7	65.6	61.2	77.0	75.4	84.0	81.6	79.0

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Reading grade 11

Groups	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5
All	56.4	53.6	46.2	51.7	67.8	62.4
White	62.1	59.2	54.0	61.7	73.3	69.3
Black	32.9	36.6	27.2	33.5	52.6	34.2
Hispanic	43.9	40.1	27.9	30.5	55.9	54.4
Asian/Pacific Islander	54.5	56.5	54.7	54.9	61.2	63.4
Native American	-	-	-	-	-	-
Multiracial/Ethnic	43.8	55.0	51.7	47.3	77.2	61.4
LEP	-	-	-	10.7	7.1	11.1
Students with Disabilities	14.2	11.5	12.5	11.1	17.0	27.1
Low Income	48.9	75.0	41.3	42.9	58.5	44.7

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	85.6	91.5	89.5	90.9	92.3	93.9	-	88.9	89.0	87.9	91.1	90.9	78.0	85.1	87.6	84.6	86.4	89.0
White	88.6	93.3	92.3	93.3	95.8	95.3	-	91.0	92.6	91.9	93.6	94.5	80.7	87.1	89.2	89.3	89.9	90.9
Black	63.5	78.8	70.8	82.5	82.5	84.4	-	72.6	69.7	70.4	80.9	78.1	59.0	69.2	73.5	70.1	72.9	81.2
Hispanic	77.5	90.7	86.6	85.2	85.0	90.7	-	86.8	87.3	81.7	86.0	83.4	70.8	82.5	86.7	77.0	80.6	85.7
Asian/Pacific Islander	93.5	93.1	94.8	94.8	90.6	97.9	-	92.5	85.9	92.8	96.4	91.4	94.0	88.9	92.5	88.2	88.4	89.7
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	85.0	82.8	88.1	92.6	92.5	96.3	-	90.4	80.3	91.1	92.8	91.8	75.0	85.7	88.4	74.7	91.3	90.6
LEP	-	-	50.0	77.9	80.1	85.6	-	-	93.3	73.8	78.1	74.5	-	-	66.7	65.1	66.8	72.4
Students with Disabilities	66.6	71.7	64.3	66.5	71.6	77.7	-	65.4	61.8	63.0	71.6	67.4	45.1	61.5	55.9	57.9	60.0	59.3
Low Income	77.7	97.0	77.4	85.7	84.9	86.2	-	97.5	77.3	77.1	84.6	79.4	56.6	80.0	90.0	80.5	76.1	83.8

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	85.9	87.7	89.0	85.9	90.2	-	79.2	85.1	87.4	88.2	89.8	51.3	82.6	86.3	87.5	88.8	92.2
White	-	89.9	89.8	91.7	91.1	92.1	-	83.1	87.5	90.0	91.0	93.6	57.8	87.4	90.2	90.0	90.6	94.5
Black	-	72.9	74.7	78.7	72.2	82.8	-	63.7	74.1	79.0	76.8	77.3	29.3	65.0	72.8	82.4	83.3	80.5
Hispanic	-	77.1	85.3	84.6	76.5	86.3	-	70.6	81.8	81.1	85.4	84.2	32.3	75.5	79.2	81.0	84.2	90.7
Asian/Pacific Islander	-	92.7	93.7	90.6	90.8	96.5	-	92.4	95.4	96.4	91.2	95.0	68.2	85.0	94.3	93.0	97.3	95.7
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	78.6	87.1	92.3	82.3	93.3	-	78.9	80.9	88.4	85.0	86.1	42.8	66.7	83.4	88.8	89.5	92.6
LEP	-	35.3	-	67.7	62.8	72.0	-	28.6	-	62.5	72.7	76.7	30.0	-	-	63.4	71.4	79.4
Students with Disabilities	-	57.6	54.6	54.8	49.6	55.8	-	39.8	51.2	52.7	48.8	56.2	9.6	37.1	56.3	52.7	56.0	64.5
Low Income	-	64.9	82.2	83.8	76.6	85.2	-	67.2	75.3	88.6	79.4	81.0	35.3	75.5	78.7	80.0	79.7	85.4

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	47.4	47.1	43.4	51.1	64.7	65.0
White	54.0	54.0	52.2	60.1	72.1	71.6
Black	19.3	21.9	21.4	30.5	35.9	36.2
Hispanic	27.8	31.2	27.9	31.6	48.7	55.1
Asian/Pacific Islander	63.6	54.9	48.0	64.6	71.6	81.7
Native American	-	-	-	-	-	-
Multiracial/Ethnic	37.6	50.0	22.6	39.4	68.6	57.9
LEP	-	-	-	21.4	28.6	25.9
Students with Disabilities	8.3	5.4	9.1	8.0	10.2	17.8
Low Income	40.0	50.0	36.9	50.0	49.1	44.7

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

#### Section I A. Data & Analysis – Report Card Data

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

#### ISAT Reading 3rd Grade

- Increase in performance of the All category from 68% in 2003 to 82.5% in 2010.
- Increase in performance of White subgroup from 70.8% in 2003 to 86.7% in 2010.
- Increase in performance of Black subgroup from 55% in 2003 to 72.8% in 2010.
- Increase in performance of Hispanic subgroup from 55.8% in 2003 to 68.5% in 2010.

- Decrease in performance of Asian subgroup from 89.5% in 2003 to 84.4% in 2010.
- Increase in performance of Multiracial subgroup from 50% in 2005 to 86.5% in 2010.
- Increase in performance of LEP subgroup from 40.9% in 2007 to 56.6% in 2010.
- Increase in performance of IEP subgroup from 29.4% in 2003 to 53.5% in 2010.
- Increase in performance of Low-income subgroup from 37.5% in 2003 to 66.1% in 2010.

#### **ISAT Reading 5th Grade**

- Increase in performance of the All category from 67.8% in 2003 to 83.7% in 2010.
- Increase in performance of White subgroup from 70.8% in 2003 to 88.3% in 2010.
- Increase in performance of Black subgroup from 40.6% in 2003 to 76.0% in 2010.
- Increase in performance of Hispanic subgroup from 57.2% in 2003 to 71.9% in 2010.
- Increase in performance of Asian subgroup from 77.1% in 2003 to 86.2% in 2010.**
- Increase in performance of Multiracial subgroup from 40% in 2004 to 82.8% in 2010.
- Increase in performance of LEP subgroup from 33.3% in 2007 to 47.9% in 2010.
- Increase in performance of IEP subgroup from 31.7% in 2007 to 41.2% in 2010.
- Increase in performance of Low-income subgroup from 43.3% in 2005 to 74.4% in 2010.

#### **ISAT Reading 8th Grade**

- Increase in the All category from 64.1% in 2006 to 88.1% in 2010.
- Increase in performance of White subgroup from 66.3% in 2006 to 91.5% in 2010.
- Increase in performance of Black subgroup from 52.9% in 2006 to 78.6% in 2010.
- Increase in performance of Hispanic subgroup from 53.3% in 2006 to 83.6% in 2010.
- Increase in performance of Asian subgroup from 73.7% in 2006 to 88.8% in 2010.
- Increase in performance of Multiracial subgroup from 77.8% in 2006 to 85.4% in 2010.
- Increase in performance of LEP subgroup from 60% in 2006 to 64.1% in 2010.
- Increase in performance of IEP subgroup from 18.5% in 2006 to 50.8% in 2010.**
- Increase in performance of Low-income subgroup from 53.3% in 2006 to 79.0% in 2010.

#### **PSAE Reading**

The "All" score increased from 46.2 in 2007 to 62.4 in 2010. All subgroups failed to make AYP in 2010.

**ACT Reading**

Overall score of 19.7 in 2005 with a decrease to 19.5 in 2008 with an increase to 20.8 in 2010 and above the state's 20.6.

According to the 2010 AYP report, the district did not make AYP in reading. All subgroups at the high school level did not meet the 77.5% target as reported on the 2010 PSAE. It has been determined that students are struggling with the reading extended response portion of the 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 goals 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 2009-2010 school year is 28,099. This is the first time the district has experienced a decline in enrollment in 20 years. The district had 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. However, the projected increase of 1,000 students per school year did not materialize.

To serve its rapidly growing population, PCCSD 202 has opened two new schools in 2008. Another 4 schools was planned to open by 2010-2011, but was put on hold due to the slumping economy. The district currently has 30 schools - 17 elementary schools, 7 middle schools, 4 high schools, 1 alternative school, and 1 preschool.

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% followed by Black students at 8.9% , Asian at 5.3%, and Muti-racial/ethnic at 5.4%. The White student population has been declining from 75.7% in 2004 to 61.3% in 2010.

Years of increasing enrollment along with the addition of multiple schools necessitated the restructuring of district boundaries. This restructuring of district boundaries had 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 last 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?

After years of having to manage very rapid growth, the greatest challenge for District 202 is experiencing declining enrollment along with a lack of federal, state, and local **funding**. Even though our enrollment has declined somewhat, District 202 has hired over 100 new teachers for the 2010-2011 school year. **This requires significant attention to professional development to ensure that our teachers are prepared to teach District 202 curriculum.**

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**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.**

Four 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. Growth in the ELL population has necessitated the need to revise its programs to meet ELL student needs.
3. Even though student achievement improved in all subgroups at all levels, various subgroups of students did not meet or exceed the target of 77.5% in reading for the 2010 school year. This has necessitated:
  - The revision of the delivery of instruction at the high school level.
  - Monitoring of student growth across all levels.
  - Addressing access/use of core curriculum as well as interventions; determine the use of reading interventions based on student achievement data.
4. The employment of newly certified staff has increased the need for more ongoing/intensive professional development for the purpose of creating a common language and instructional consistency across all schools.

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

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

- Local curriculum outcome assessments
- Discovery - two to three times per year
- Naglieri - yearly; administered to all second grade and new incoming students
- Explore - all eighth grade students
- Plan - yearly

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The Explore and Plan assessments are used as predictors of reading achievement on the Prairie State Achievement Exam (PSAE).

**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. Between the 2004 and 2010 school years, there was a gain of 18.7 percentage points in student reading achievement. While students in the district continue to make significant progress in reading achievement, there are some NCLB subgroups that struggle to make AYP. Students must have a solid foundation in reading and comprehension skills in order to succeed in the 21st century.

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

For many years PCCSD 202 was one of the fastest growing school districts in Illinois. This necessitate the building of new schools and restructuring district boundaries. It was imperative to PCCSD 202 to strengthen consistency and articulation among and between its schools. This is the first year that PCCSD 202 has had an articulated and aligned PreK-12 Language Arts 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 the challenge of meeting the needs of a more diverse student body.
2. Growth in the ELL population has necessitated the need to revise its program 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 at all levels.
4. The employment of newly certified staff have increased the need for more on-going 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 States Department of Education, the Universal Services Administrative Company, and the local community upon request.**

Plainfield Community Consolidated School District 202 (PCCSD 202) is approximately 64 square miles and encompasses portions of Kendall and Will counties. Even though it has "Plainfield" in its name, PCCSD 202 serves students from Bolingbrook (4.7%), Crest Hill (2.0%), Joliet (44.4%), Plainfield (28.1%), Naperville (1.0), Romeoville (9.8%) and unincorporated Kendall and Will (9.2%) counties.

This has presented the district with unique challenges because of the diversity of the various communities in which our students and parents reside. The downturn in the economy has resulted in a our low income subgroup population increasing substantially these past few years.

<http://www.plainfield-il.org/business/demographics.php>

<http://www.cityofjoliet.info/About-Joliet/community-profile.htm>

<http://www.naperville.il.us/demographics.aspx>

[http://www.bolingbrook.com/index.php?page\\_id=51](http://www.bolingbrook.com/index.php?page_id=51)

<http://www.cityofcresthill.com/Business/demographics.php>

<http://www.romeoville.org/ComDev/PDF/demographics.pdf>

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

Even with the student enrollment declining during the 2010-2011 school year, our student population is very diverse. District 202 contracted with Kaleidoscope Group, Inc. in 2005 to conduct an "internal cultural audit" comprising of confidential and anonymous interviews. The purpose was to help District 202 increase and improve its cultural competency and diversity to better reflect and serve its learning community. A community needs assessment was conducted in 2006. In 2007, an external audit of community members and students was conducted.

Results of the survey showed that the top five areas of community concern were:

- 1) The needs of gifted and talented students are effectively met through district curriculum and differentiated instruction.
- 2) Food services provide a nutritious menu at reasonable prices.

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- 3) A clear and common curriculum is provided across all District 202 schools.
  - 4) The curriculum consistently challenges students to develop and use higher level thinking skills.
  - 5) 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 goals and strategies in this plan.**

As part of a cost containment measure several years ago and as part of the budget deficit reduction plan these past three years, several key positions responsible for the implementation of technology integration were eliminated or severely reduced. The instructional technology position was eliminated at the elementary school level and decreased to one position at each middle and high school. The current budget deficit reduction plan proposes the elimination of these positions at the middle and high schools for the 2011-2012 school year. This will have an added negative impact on technology and computer literacy instruction for students and staff.

Also, due to the District's rapid growth and need for additional classroom space prior to 2007, the majority of stationary computer labs were eliminated. As a consequence, technology and computer literacy instruction exists minimally or does not exist at the elementary 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. Computers are not readily available to all students due to the limited number of units.

PCCSD 202's growth, 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 attributes and challenges of the district and community that have affected student learning.**

PCCSD 202 was working on creating and implementing a PreK-12 Technology/Computer literacy curriculum aligned to support the District's curriculum and the the National Education Technology Standards (NETS) in order to prepare our diverse student population with 21st century technology literacy skills and increase student reading achievement at all levels. This was put on hold due to the budget deficit reduction plan.

There continues to be a need for an alignment of online resources to District 202's Language Arts curriculum. (For example, unitedstreaming and online database alignment on TieNet, the district curriculum management system.)

PCCSD 202 needs to look for alternative ways to provide 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, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.**

The 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 2009-2010 school year, PCCSD 202 employs 1,695 FTE teachers. This is a decrease of almost 9% from the 2007-2008 school year. The average teacher salary is \$61,650 per year. Forty-four percent of the teachers hold a bachelor's degree while fifty-six percent have a Master's degree. The pupil to teacher ratio at the elementary and high school levels is 20 to 1. One percent of our teachers have an emergency or provisional credits. One hundred percent of the classes are taught by highly qualified teachers.

Even though growth has slowed and there was a decline in enrollment for the 2010-2011 school year, PCCSD hired approximately 125 new teachers this school year. In order to keep pace with the continual need for new 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 pertaining to students, student achievement, instructional strategies, and engaged learning knowledge and practices that each candidate must answer. This 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 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 new teachers with classroom management, curriculum, differentiation strategies,

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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 spring of each school year. The results of the survey are: 1) Mentors need more time to work with new teachers 2) New teachers need more attention and support with learning strategies to increase student achievement.

Workshops that concentrate on instructional strategies, technology integration, assessment, and information related to increasing student reading achievement are available to all newly hired teaching 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 goals 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. 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 38% of district staff is non-tenured** necessitating the 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 educator qualifications and professional growth and development.**

Professional development activities need to incorporate the integration of technology, curriculum, and instruction and need to 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.

Part of the deficit reduction plan has been to place a hold on offering many workshops and to look at different ways to provide professional development to new staff.

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

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

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

- 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
- Community Operating Fund Deficit Survey - 2010-2011

**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 means 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 reading 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 District website (<http://www.psd202.org>) to keep more than 11,000 community members and staff informed on District 202 events. These communication tools are the most direct source of information about what is happening in District 202.

PCCSD 202 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 30 campuses' parents 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 has several parent groups that represent three major programs: the Special Education Advisory Committee, the Bilingual Parent Advisory Committee and 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 goals and strategies in this plan.**

Due to the growing diverse student and community population, PCCSD 202 needs to continue 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 parent/community involvement.**

PCCSD 202 needs to continue to maintain and expand the methods of communication that are currently offered to parents and the community. In order to increase parent and community involvement, correspondence must be provided in other languages in order to reach the district's continually growing diverse population. This communication is needed to make sure all our parents are an integral part of 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 the Action Plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.**

-E-rate forms - yearly

-Network facility analysis - monthly

- 
- District/building hardware inventory - continually updated
  - State technology inventory spreadsheet - September 2010
  - Telecommunications equipment and services inventory - yearly
  - Review of CIPA/AUP - September 2010

**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 at each campus. It is up to the discretion of each building as to how the equipment is deployed and used. Buildings are surveyed periodically to determine where computers are deployed and how they are used. A physical inventory of equipment is completed yearly.

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 system allows the district technicians to manage desktop equipment in 35 locations 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, the Dell Flex plan was implemented. This plan originally consisted of a four year replacement cycle. Due to the deficit reduction plan in 2009-2010, the replacement cycle is now at five years. Even with this new cycle, the district will not have any computer older than five years.

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

The ratio of students to computers is 4.04 to 1. While this ratio is good, staff surveys and input from campus administrators indicate there is a growing need for the availability of more computers, software, and bandwidth. This is due in large part to the increased usage of web-based software for instruction and assessment.

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

- Establishment of "dedicated" technology for the purpose of delivering literacy interventions.
- Continual evaluation and adjustment to how technology is deployed and used throughout the district based upon student achievement needs.
- The purchase of more bandwidth due to the increased use of web-based software and the Internet.

## District Technology Inventory - District Information

Number	
28099	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).
830	Number of K-12 special education self-contained classroom students
1695	Number of Teachers (FTE - this does not include teacher aides)
111	Number of Administrators
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
30	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
30	Total number of instructional school buildings
5	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
5	Total number of non-instructional school buildings

## District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	2029
	Dedicated Cable	0
	DSL	0
	Wireless	0

	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	53
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	0
	100+ mb Ethernet	28
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	85
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	212
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	61

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

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	2785	0	2785	0	0	0	0	0	0	2785	0	2785
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2785	0	2785	0	0	0	0	0	0	2785	0	2785
<b>Dedicated Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1590	0	1590	0	0	0	0	0	0	1590	0	1590
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1590	0	1590	0	0	0	0	0	0	1590	0	1590
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	727	0	727	0	0	0	0	0	0	727	0	727
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

	SubTotal	727	0	727	0	0	0	0	0	0	727	0	727
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	239	0	239	0	0	0	0	0	0	239	0	239
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	239	0	239	0	0	0	0	0	0	239	0	239
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	64	0	64	0	0	0	0	0	0	64	0	64
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	64	0	64	0	0	0	0	0	0	64	0	64
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access $\geq$ 56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dedicated Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1667	0	1667	0	0	0	0	0	0	1667	0	1667
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1667	0	1667	0	0	0	0	0	0	1667	0	1667
<b>Administrative Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	93	0	93	0	0	0	0	0	0	93	0	93
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	93	0	93	0	0	0	0	0	0	93	0	93
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Tablet Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

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

## District Technology Inventory - Computer Inventory(Servers)

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

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

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	2029
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	2029
Dedicated Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	1590
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	1590
Media Center/Library	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	727
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	727

Mobile Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	1667
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	1667
Administrative Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	332
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	332
Teacher Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	64
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	64
Other Locations	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	0
Macintosh		
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0

	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0

	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Operating Systems (including Linux)		
<b>Location</b>	<b>Operating System</b>	<b>Number</b>
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations		0

#### District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	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	554
	Wireless Access Points	585
	Firewall	1
	Spam Filter	3
	Content Filter	1
	Intrusion Detector	1

District Technology Inventory - Licensed Software

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

## District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	769	120	889
Stand-alone Printers/Multifunctional Units	0	0	0
Stand Alone Scanners	45	0	45
Digital Cameras	200	0	200
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/Student Response Devices	430	0	430
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Modems	0	0	0
Electronic Whiteboards	50	0	50
Whiteboard Peripherals (clickers, note capturing devices)	25	0	25
Document Cameras	30	0	30
MP3/ Electronic Readers, Kindles, etc.	0	0	0

## District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	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
	<b>Number</b>		
<b>Classrooms with telephones</b>	1510		

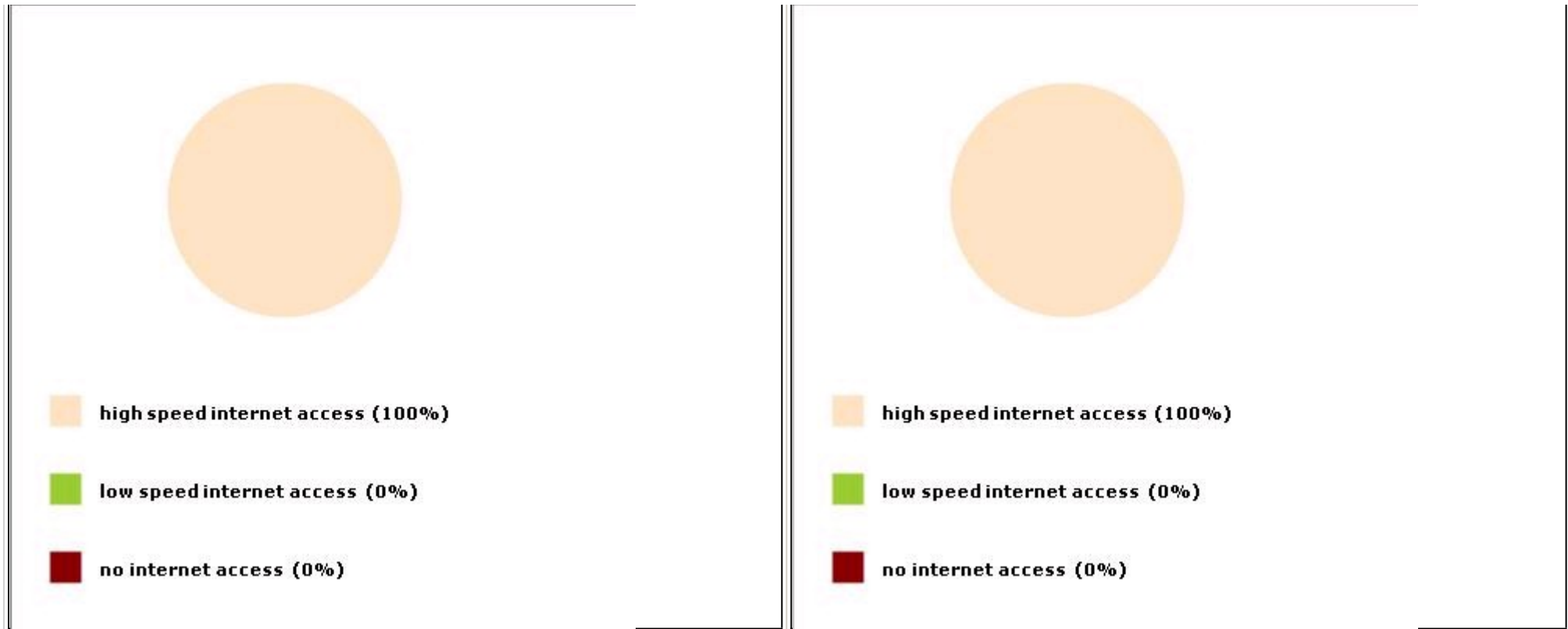
## District Technology Inventory - Distance Learning

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

Section I D Data & Analysis – District Technology Inventory Report

**District Information:**

<b>District Information:</b>					
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators
28099		830	1695		111
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
30	0	0	5	0	0
<b>Instructional School Building Internet Access (Chart) :</b>			<b>Non-Instructional Buildings Internet Access (Chart) :</b>		



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
Computers														
Desktops	2785	0	1590	0	727	0	0	0	239	0	64	0	0	0
Laptops	0	0	0	0	0	0	1667	0	93	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
	2785	0	1590	0	727	0	1667	0	332	0	64	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
	2785	1590	727	1667	332	64	0
Students per Computer						4.04	

**Computers with High Speed Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	2785	0	1590	0	727	0	0	0	239	0	64	0	0	0
Laptops	0	0	0	0	0	0	1667	0	93	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
	2785	0	1590	0	727	0	1667	0	332	0	64	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	
	2785		1590		727		1667		332		64		0	
Students per Computer with High Speed Access											4.04			

**Computers with Low Speed Internet Access:**

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

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

**Computers with No Internet Access:**

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

**Computer Ages:**

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
0	0	0	5405	1760	0	0	0	0

**Internet Access:**

Number of Rooms	Type
0	10 mb Ethernet

2383	100+ mb Ethernet
0	Dedicated Cable
0	DSL
85	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

**Operating Systems:**

Number of Computers	Type	Number of Computers	Type
0	Total Number of Computers with Windows 7	0	Total Number of Computers with MAC System 10.x
0	Total Number of Computers with Windows Vista	0	Total Number of Computers with MAC System 9.x
6409	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 8.x
0	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95/98	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Other PC		

**Other Technologies:**

Total	Type	Total	Type
889	Number of Networked Printers/Multifunctional Units	0	Number of PDAs
0	Number of Stand-alone Printers/Multifunctional Units	430	Number of Assistive/Adaptive Devices/Student Response Devices
45	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
200	Number of Digital Cameras	0	Number of Science Probeware
65	Number of Camcorders/Movie Cameras	50	Number of Electronic Whiteboards

0	Number of Satellite Dishes	25	Number of Whiteboard Peripherals (clickers, note capturing devices)
1585	Number of Televisions	30	Number of Document Cameras
0	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
61	Number of LCD Panels/Projection Devices		
52	Number of Fax Machines		
734	Number of Graphing Calculators		

**Distance Learning**

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

Section I E. Data & Analysis – Meta Analysis

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

100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.

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

**Phase I Goal 1 Title:**

100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.

**Section II B. Action Plan – Curriculum and Instruction**

**Phase I Goal 1 Title:**

100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.

**Strategy 1**

Continue work on aligning current reading interventions to the district's Language Arts curriculum.

			<b>Budget &amp; Funding Sources (\$)</b>									
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>R or D</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
1 The Language Arts Subject Area Committee (SAC) will work on aligning reading interventions with the Language Arts curriculum.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

**Strategy 2**

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

			<b>Budget &amp; Funding Sources (\$)</b>									
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>R or D</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
1 Assess and implement innovative technology-based strategies for reading, including new and current software solutions.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:												
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.												
Strategy 1												
Provide ongoing professional development for all staff focusing on effective instructional practices utilizing technology to support reading.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide teachers with professional development and support as they continue to use TieNet for progress monitoring.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Provide professional development for teachers using specific reading interventions.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

Phase I Goal 1 Title:												
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.												
Strategy 1												
Provide 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.)												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide electronic information to parents regarding reading strategies and interventions they can access at home.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Incorporate information about accessing technology to support literacy throughout all district parent committees (CAPE, PEP, BPAC, etc.)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
3 Continue and expand the translation services for parents for whom English is not their first language.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.												
Strategy 1												
Acquire the necessary hardware, software, and services to maintain and sustain a reliable technology infrastructure that supports literacy.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Maintain, support, and upgrade telecommunication services.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0
2 Maintain, support, and upgrade high speed internet access.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0
3 Maintain, support, and upgrade technology as per the District's established hardware replacement cycle.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0

Strategy 2													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0	0	D	0	0	0	0	0	0	0

Strategy 3													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0	0	D	0	0	0	0	0	0	0

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

**Phase II Goal 1 Title:**  
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.

Section II B. Action Plan – Curriculum and Instruction

**Phase II Goal 1 Title:**  
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.

Strategy 1													
Continue work on aligning current reading interventions to the district's Language Arts curriculum.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 The Language Arts Subject Area Committee (SAC) will work on aligning reading interventions with the	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0	0

Language Arts curriculum.

Strategy 2												
Students will use telecommunications, instructional, and informational technology to increase reading achievement.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Assess and implement innovative technology-based strategies for reading, including new and current software solutions.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:												
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.												
Strategy 1												
Provide ongoing professional development for all staff focusing on effective instructional practices utilizing technology to support reading.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide teachers with professional development and support as they continue to use TieNet for progress monitoring.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

2	Provide professional development for teachers using specific reading interventions.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
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Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

Phase II Goal 1 Title:												
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.												
Strategy 1												
Provide 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.)												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Provide electronic information to parents regarding reading strategies and interventions they can access	07/01/2012	06/30/2013	0	0			0	0	0	0	0

at home.													
2 Incorporate information about accessing technology to support literacy throughout all district parent committees (CAPE, PEP, BPAC, etc.)	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0	0
3 Continue and expand the translation services for parents for whom English is not their first language.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0	0

Strategy 2													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

Strategy 3													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:													
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.													
Strategy 1													
Acquire the necessary hardware, software, and services to maintain and sustain a reliable technology infrastructure that supports literacy.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Maintain, support, and upgrade telecommunication services.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0	

2	Maintain, support, and upgrade high speed internet access.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0
3	Maintain, support, and upgrade technology as per the District's established hardware replacement cycle.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0

Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

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

<b>Phase III Goal 1 Title:</b>
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.

Section II B. Action Plan – Curriculum and Instruction

<b>Phase III Goal 1 Title:</b>												
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.												
<b>Strategy 1</b>												
Continue work on aligning current reading interventions to the district's Language Arts curriculum.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The Language Arts Subject Area Committee (SAC) will work on aligning reading interventions with the Language Arts curriculum.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

<b>Strategy 2</b>												
Students will use telecommunications, instructional, and informational technology to increase reading achievement.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Assess and implement innovative technology-based strategies for reading, including new and current software solutions.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

<b>Strategy 3</b>												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

<b>Phase III Goal 1 Title:</b>												
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.												
<b>Strategy 1</b>												
Provide ongoing professional development for all staff focusing on effective instructional practices utilizing technology to support reading.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide teachers with professional development and support as they continue to use TieNet for progress monitoring.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2 Provide professional development for teachers using specific reading interventions.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

<b>Strategy 2</b>												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

<b>Strategy 3</b>												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

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

**Phase III Goal 1 Title:**  
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.

**Strategy 1**  
Provide 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.)

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide electronic information to parents regarding reading strategies and interventions they can access at home.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2 Incorporate information about accessing technology to support literacy throughout all district parent committees (CAPE, PEP, BPAC, etc.)	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
3 Continue and expand the translation services for parents for whom English is not their first language.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

**Strategy 2**

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.												
Strategy 1												
Acquire the necessary hardware, software, and services to maintain and sustain a reliable technology infrastructure that supports literacy.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Maintain, support, and upgrade telecommunication services.	07/01/2013	06/30/2014	0	0	0	D	0	0	0	0	0	0
2 Maintain, support, and upgrade high speed internet access.	07/01/2013	06/30/2014	0	0	0	D	0	0	0	0	0	0
3 Maintain, support, and upgrade technology as per the District's established hardware replacement cycle.	07/01/2013	06/30/2014	0	0	0	D	0	0	0	0	0	0

Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process  
Phase I

To monitor the effectiveness of the strategies and activities as outlined in the Technology Plan for improving student reading achievement, district and campus level staff will hold collaboration sessions with calssroom teachers, reading 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, ISAT/PSAE, Discovery, common local assessments.	Improved reading scores on national, state, and local assessments.	ISAT/PSAE annually. Discovery two to three times per year.	Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Student Services.
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 Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Student Services.
P/C Strategy	Connect-ED surveys, website activity logs, Parent/Teacher conference records, input from Key Communicators, CAPE organizations, and various parent organizations.	Positive feedback from stakeholder groups.	Monthly and annually.	Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director 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 indicating sufficient access for students and staff.	Annually	Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Student Services, District Technology Administrator.
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Section II F. Action Plan - Monitoring Process  
Phase II

To monitor the effectiveness of the strategies and activities as outlined in the Technology Plan for improving student reading achievement, district and campus level staff will hold collaboration sessions with classroom teachers, reading 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, Discovery, common local assessments, ISAT/PSAE.	Improved reading scores on national, state, and local assessments.	ISAT/PSAE annually. Discovery two to three times per year.	Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Student Services.
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 Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Student Services.
P/C Strategy	Connect-ED surveys, website activity logs, Parent/Teacher conference records, input from Key Communicators, CAPE organizations, and various parent organizations.	Positive feedback from stakeholder groups.	Monthly and annually.	Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director 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 indicating sufficient access for students and staff.	Annually	Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Student Services, District Technology Administrator.
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Section II F. Action Plan - Monitoring Process  
Phase III

To monitor the effectiveness of the strategies and activities as outlined in the Technology Plan for improving student reading achievement, district and campus level staff will hold collaboration sessions with classroom teachers, reading 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, Discovery, common local assessments, ISAT/PSAE.	Improved reading scores on national, state, and local assessments.	ISAT/PSAE annually. Discovery two to three times per year.	Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Student Services.
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 Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Student Services.
P/C Strategy	Connect-ED surveys, website activity logs, Parent/Teacher conference records, input from Key Communicators, CAPE organizations, and various parent organizations.	Positive feedback from stakeholder groups.	Monthly and annually.	Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director 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 indicating sufficient access for students and staff.	Annually	Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Student Services, District Technology Administrator.
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Section II G. Action Plan – Budget Summary

**Phase I - 2011 - 2012**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.	0	0	0	0	0	0	0	0	0
Total Budget for Phase I - 2011-2012	0	0	0	0	0	0	0	0	0

**Phase II - 2012 - 2013**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.	0	0	0	0	0	0	0	0	0
Total Budget for Phase II - 2012-2013	0	0	0	0	0	0	0	0	0

**Phase III - 2013 - 2014**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
100% of PCCSD 202 students will meet/exceed in reading achievement as reported on ISAT, PSAE, or local assessments by 2014.	0	0	0	0	0	0	0	0	0
Total Budget for Phase III - 2013-2014	0	0	0	0	0	0	0	0	0

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2011 - 2014	0	0	0	0	0	0	0	0	0

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### 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 30 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 partners, 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 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 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. 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. The District currently has four houses. 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.

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, operations, 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, 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, The Foundation of Excellence, and the Plainfield, Joliet, and Fountaindale public libraries work closely creating the yearly "The Great Read" event. Members of these public libraries also provide books talks and facilitate author studies at many of the District's campuses. It is through discussion with these groups that valuable data and input is gathered regarding how the use of technology to support reading achievement is used throughout District 202.

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

Section Used for Mid-Course Correction Only

<input type="checkbox"/> Mid-Course Correction(MCC)	
Date of Annual Review Leading to MCC:	Approval Date of MCC:

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

Section I: Data and Analysis	Requirements
Data Collection & Information	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> <li>● Part A. Illinois School Report Card Data</li> <li>● Part B. Local Assessment Data (as available)</li> <li>● Part C. Other Data -- Item 1,2 &amp; 3</li> <li>● Part D. Technology Deployment</li> <li>● Part E. Data &amp; Analysis - (Meta-Analysis)</li> </ul>	
Comments:	

Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan	
<ul style="list-style-type: none"> <li>● A.1 Goals</li> <li>● A.2 Strategies and Activities</li> <li>● A.3 Budget</li> </ul> <p>Comments:</p>	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Part B. Curriculum Integration Strategies and Activities	
<p>Comments:</p>	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Part C. Professional Development Strategies and Activities	
<p>Comments:</p>	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Part D. Parent/Community Involvement	
<p>Comments:</p>	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Part E. Technology Deployment	
<p>Comments:</p>	<input type="radio"/> Meets <input type="radio"/> Does Not Meet

Part F. Monitoring	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement	
Part B. Internet Safety Policy	<input type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

ISBE Review
<input type="radio"/> Approved <input type="radio"/> Revisions Needed <input type="radio"/> Not Approved
Comments: