

Initial Submission	02/26/2014
Plan Resubmitted	02/28/2014
ISBE Approved	03/04/2014

Contact Information

\* Required information - Name and information of the district contact person who is able to answer questions concerning the District Technology Plan.

1. Please enter District Technology Plan Coordinator Information below

Superintendent:	<input type="text" value="Scott Kuffel"/>	Superintendent Email:	<input type="text" value="skuffel@dist228.org"/>
DTP Contact Name*:	<input type="text" value="James Roodhouse"/>	DTP Contact Email*:	<input type="text" value="jroodhouse@dist228.org"/>
DTP Contact Phone*:	<input type="text" value="3097497397"/>	DTP Contact Fax:	<input type="text"/>

**2. Mid-course Correction** - Complete this line when this is the yearly review of your district's approved 3-year technology plan and there ARE major changes to the plan. (Clarification of "major" changes--During the annual evaluation process if the district determines it isn't making progress toward goals or strategies or a new development or opportunity arises, the district will need to revise their technology plan).

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

District Data - Report Card Analysis



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

Indicates we are not making adequate yearly progress and will likely continue to not make progress in the near term as our population of low income students continues to increase. There is a significant drop in meets+exceeds across all sub groups in both Math and Reading ISAT/PSAE. Additionally the decrease is more statistically significant among low income students and students with disabilities as both sub groups showed much steeper declines in the ISAT/PSAE in Math and Reading.



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

One area of strength is student attendance remains high. Having a 95.6% attendance rate in 2006 which has continued to stay above this line which 2013 being at 96.1 percent. Another area of strength is the dropout rate is quite low at .4% down from 2.6% in 2006. The Hispanic subgroup is meeting AYP in both Math and Reading. Area of weakness is that overall we are not meeting AYP as a district K-12, in addition our students have shown a decrease in Math and Reading. This decrease is more profound among Lower Income students which has risen from 16.6% in 2006 to 23.9% in 2013.



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

With an increasing low income population it necessary to use tools to quickly screen and identify students who may be at risk or who are behind. Using digital tools we can identify and create more effective instructional practices that work specifically to assist this sub group to improve math and reading skills.

District Data – Local Assessments



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

Local assessments, primarily in using AIMSweb and Discovery with Rtl students, speaks to average increases in attainment in elementary math and reading. ISAT/PSAE Readings scores indicate some positive movement in upper grades but there has been a significant drop in reading scores for grades K-8. ISAT/PSAE Mathematics scores indicates the same pattern as reading with upper grades showing some improvement but an overall drop in scores for grades K-8. Assessments indicate that low income students in grades K through 12 are not showing acceptable increases in reading and math and that their drop in testing scores in both Math and Reading is more pronounced then the rest of the student body excluding the sub-group students with disabilities.



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

We are seeing better increases in elementary reading, but better gains in MS and HS Math for our Rtl student population. Time consuming to test all students K-12 multiple times currently a weakness in that some instruction time is lost. Testing efficiency can be improved as overall district bandwidth is increased and number of devices available for students to use for online assessments reaches a 1:1 ratio. Do not see a significant improvement in student learning for students who already are at grade level or above. It appears that online screening and testing is quite useful in identifying students who could benefit from RTI but the benefit is not currently seen in the majority of the student body. Using technology to test entire student population in reading and math skills with Discovery (Aspire)works well as a tool to help identify students who may need RTI services. Following up these initial assessments with Aimsweb help to create a specific RTI plan for identified students. These overall results have not been as useful in assisting students who currently are at grade level and do not need any RTI services.



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

Moving forward we need to continue to use online testing to set a baseline for student abilities and to use as an assessment to measure student growth. Additionally we need to focus more on working with instructors to be able to use this data effectively and get meaningful results for students of all ability levels. Additionally we need to work to create concise and meaningful reports from online testing which is tailored specifically for educators in such a way that information aides in differentiation and improved teaching practices for a larger portion of the student body. We will also incorporate other online assessment tools such as ACT's Aspire program as well as the PARCC assessment. To effectively screen multiple students multiple times during the year we will continue to add to the number of available student internet connected devices until a 1:1 ratio is attained. Additionally we will continue to invest in our network infrastructure to increase overall bandwidth and network availability. As our local demographic continues to show an increase in low income students, identifying strategies to identify baseline abilities of these students and to create effective educational practices for this sub group will continue to be important.

District Information

Number	Item
2590	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).
60	Number of K-12 special education self-contained classroom students
171	Number of Teachers (FTE - this does not include teacher aides)
11	Number of Administrators
5	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
5	SubTotal
2	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
2	SubTotal
5	Total number of instructional school buildings
2	Total number of non-instructional buildings
100	Percentage of instructional school buildings with high speed internet access
0	Percentage of instructional school buildings with low speed internet access
0	Percentage of instructional school buildings with no internet access
100	Percentage of non-instructional school buildings with high speed internet access

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

Internet Access

Locations	Type of Internet Access							
	Total Number of Administrative Offices	10 mb Ethernet	100+ mb Ethernet	Dedicated Cable	DSL	Wireless	Other (Dial-up modem, etc.)	None (no internet access)
Instructional Classroom	0	0	160	0	0	155	0	0
Dedicated Computer Lab	0	0	12	0	0	0	0	0
Media Center/Library	0	0	5	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	15	0	0
Administrative Offices	0	0	20	0	0	20	0	0
Teacher Offices	0	0	45	0	0	45	0	0
Other Locations	0	0	0	0	0	0	0	0
Totals	0	0	242	0	0	235	0	0

Computer Inventory

Desktop Computers

Desktop Computers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	50	50	0	0	0	0	0	0	0	50	50
	5+ years	0	30	30	0	0	0	0	0	0	0	30	30
	SubTotal	0	80	80	0	0	0	0	0	0	0	80	80
Dedicated Computer Lab	Under 2 years	0	30	30	0	0	0	0	0	0	0	30	30
	2-5 years	0	180	180	0	0	0	0	0	0	0	180	180
	5+ years	50	20	70	0	0	0	0	0	0	50	20	70
	SubTotal	50	230	280	0	0	0	0	0	0	50	230	280
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	25	25	0	0	0	0	0	0	0	25	25
	5+ years	0	15	15	0	0	0	0	0	0	0	15	15
	SubTotal	0	40	40	0	0	0	0	0	0	0	40	40
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	6	6	0	0	0	0	0	0	0	6	6
	2-5 years	0	10	10	0	0	0	0	0	0	0	10	10
	5+ years	0	2	2	0	0	0	0	0	0	0	2	2
	SubTotal	0	18	18	0	0	0	0	0	0	0	18	18
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	10	10	0	0	0	0	0	0	0	10	10
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	10	10	0	0	0	0	0	0	0	10	10

Laptop/Tablet/Netbook Computers

Laptop/Tablet/Netbook Computers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop/Tablet/Netbook Computers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	50	50	0	0	0	0	0	0	0	50	50
	2-5 years	0	180	180	0	0	0	0	0	0	0	180	180
	5+ years	0	180	180	0	0	0	0	0	0	0	180	180
	SubTotal	0	410	410	0	0	0	0	0	0	0	410	410
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0



	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	100	100	0	0	0	0	0	0	0	100	100
	2-5 years	0	100	100	0	0	0	0	0	0	0	100	100
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	200	200	0	0	0	0	0	0	0	200	200
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Handheld Devices

Handheld Devices													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Handheld Devices (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	1100	1100	0	0	0	0	0	0	0	1100	1100

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	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	1100	1100	0	0	0	0	0	0	0	1100	1100
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Servers

Servers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

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Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	4	1	5	0	0	0	0	0	0	4	1	5
	2-5 years	5	5	10	0	0	0	0	0	0	5	5	10
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	11	6	17	0	0	0	0	0	0	11	6	17
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations/Off-site	Under 2 years	4	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	5	0	5	0	0	0	0	0	0	5	0	5
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	9	0	9	0	0	0	0	0	0	9	0	9

Operating Systems

Locations	PC					
	Windows 7	Windows Vista	Windows XP (any version)	Windows 2000 (any version)	Windows 95/98	Other PC
Instructional Classroom	5	0	0	0	0	0
Dedicated Computer Lab	50	0	0	0	0	0
Media Center/Library	0	0	0	0	0	0

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

MACINTOSH					
Locations	MAC System 10.x	MAC System 9.x	MAC System 8.x	MAC System 7.x	Other MAC
Instructional Classroom	80	0	0	0	0
Dedicated Computer Lab	230	0	0	0	0
Media Center/Library	0	0	0	0	0
Mobile Computer Lab	410	0	0	0	0
Administrative Offices	18	0	0	0	0
Teacher Offices	200	0	0	0	0
Other Locations/Off-site	0	0	0	0	0
Totals	938	0	0	0	0

Other Operating Systems (Including Linux)		
Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices	Ubuntu / Debian	4
Teacher Offices		0

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Other Locations	Debian / Ubuntu	2
	<b>Subtotal</b>	6

Operating Systems - Totals			
	Administrative	Other	Total
Windows:			
Windows Vista	0	0	0
Windows XP (any version)	0	0	0
Windows 2000 (any version)	0	0	0
Other PC	0	0	0
Windows 7	0	0	55
Windows 95/98	0	0	0
Subtotal	0	0	55
Macintosh:			
MAC System 10.x	218	0	938
MAC System 9.x	0	0	0
MAC System 8.x	0	0	0
MAC System 7.x	0	0	0
Other MAC	0	0	0
Subtotal	218	0	938
Other Operating Systems:			
SubTotal	4	2	6
Total	222	2	999

Network Equipment

Locations	Type of Equipment							
	Hubs	Routers	Switches	Wireless Access Points	Firewall	Spam Filter	Content Filter	Intrusion Detector
Instructional Classroom	0	0	0	30	0	0	0	0
Dedicated Computer Lab	0	0	0	10	0	0	0	0
Media Center/Library	0	0	0	4	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0	0	0
Administrative Offices	0	0	0	10	0	0	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	0	0	30	20	2	2	1	1
Totals	0	0	30	74	2	2	1	1

Licensed Software

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

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

Other Technologies

	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	24	10	34
Stand-alone Printers/Multifunctional Units	0	3	3
Stand Alone Scanners	0	0	0
Digital Cameras	30	1	31
Camcorders/Movie Cameras	12	2	14
Satellite Dishes	0	0	0
Televisions	0	0	0
Video Microscopes	0	0	0
LCD Panels/Projection Devices	4	8	12
Fax Machines	0	8	8
Graphing Calculators	60	0	60
PDA's	0	0	0
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	60	0	60
Electronic Whiteboards	25	0	25

Whiteboard Peripherals (clickers, note capturing devices)	90	0	90
Document Cameras	180	0	180
MP3/ Electronic Readers, Kindles, etc.	20	0	20

**Telecommunications**

	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	60	60
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	22	22
Internet connected VOIP(Voice over IP)	0	0	0

**Distance Learning**

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



## Analysis



**Summary** - Briefly describe the technology deployment data in all district and school facilities (refer to the District Summary Technology Report). Technology deployment includes technology infrastructure, instructional technology integration, information technology, and telecommunications. What do these data tell you? All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

Our WAN connection is direct fiber and is currently capped at 200 mbps up and 200 mbps down. This connection is shared among all district buildings which are connected in a large LAN environment. Each building is connected via a fiber cable running 10 gbps between each location. All endpoints are 1000mbps as we are using Cisco 3560 and 2960G switches. Additionally wireless access is available district wide in all areas and is using the Wireless N standard. The High School uses a Cisco Controller 5508 with Aironet 1142 AP's. Southwest Elementary uses 135 Aruba AP's, and the other buildings use primarily Apple Airports and some Cisco 1240 Aironets. All external connections run through a Untangle / Debian based content filter /firewall and then again through a ASDM 525 Cisco Firewall. Out network infrastructure is able to support a 1:1 deployment and allows access to students /guest /teachers to connect wirelessly anywhere.

Each classroom follows a standard model and has a digital projector, a document camera (mainly Lumens DC500). Additionally all teachers are provided a Macbook Pro running latest Mac OS X / all machines use a standard image. 1100 iPads have been deployed at the elementary level among three elementary schools reaching a 1:1 ratio. Each elementary classroom has an iPad lab with 30 units. The highschool has deployed over 400 chromebooks and has access to 4 desktop labs and 9 mobile labs putting our ration just under 1:1. Each teacher machine is configured such that the teacher has full administrative rights enabling them to try out new software quickly and efficiently and minimizes frustrations from an overly locked down configuration or gatekeeper model.

We currently host Skyward for use in both Financial and Student data management. We also host multiple web servers and a mail server, currently host around 140 websites. Mail servers and Web servers run Debian Linux we also have a cluster of Windows Servers that are running Hyper V.


Two full time teachers have been designated as technology coaches and work individual with teachers K-5 to integrate technology into student lessons. At the MS and HS there are IT professionals stationed and available for support purposes.



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

Improved ease of access to internet connected devices has made it easier to move many assessments online. Using baseline assessments like Discovery Education and Aimsweb we are able to screen students quickly at the start of the year and identify areas of weakness and implement RTI services. Using online assessments in Skyward Student Management system enables teachers to get quick results and reduces time spent on manual grading. To be able to screen 2600 students quickly and to get meaningful data back quickly has been dependent on this network infrastructure. Teachers have worked collaboratively to build a digital online curriculum which helps keep grades aligned and focuses teaching on areas that are effective improving overall instruction. Administrators using a custom quick evaluation app (Quick Drop Evaluation) are able to provide real time feedback to instructors more quickly aiding in improving and correcting instruction quickly. Using online resources/curriculum from GoMath and Journeys has led to more effective teaching instruction of Common Core approaches to reading and mathematics. Teachers maintaining educational material online for their courses has helped keep parents and students on track and improved instruction for students who may have some absences or need to review. Teachers creating 10 minute podcast has sharing via web resources has led to improved instruction in math and english. Students who have difficulty with a new math concept can watch the teacher go over the concepts at their own pace at home or at school through a computer.


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


A quick network that enables teachers to use digital tools and digital assessments effectively is necessary and needs to be maintained and strengthened. This means fast and easy internet access from all locations for both students and teachers. This will require maintenance and some upgrades such as a move towards Wireless AC in the near future. Our bandwidth is currently capped at 200 mbps up and down but may need to increase to 400 mbps or higher as digital tools become more bandwidth intensive. A review process needs to be implemented in which technology approaches are looked at and evaluated on how they aid or do not aid in improved instruction and student learning. Review process of district wide assessment for screening and following up, for example review how many assessments and which ones are most effective at screening and showing measurable student growth.

Action Plan - Goals, Strategies, and Activities  
 Summary


FY 2015

Goal Number	Title
1	 All Students to increase testing scores to meet the safe harbor level of AYP in both reading and math as determined by Illinois Assessments. This increase will be measured through growth demonstrated in multiple assessments given two or more times per year.

FY 2016

Goal Number	Title
1	 District wide improvement in both Reading and Mathematics to exceed safe harbor levels of AYP according to the Illinois based assessments.

FY 2017

Goal Number	Title
1	 District wide improvement in both Reading and Mathematics to maintain or exceed safe harbor levels of AYP according to the Illinois based assessments.

Action Plan - Goals, Strategies, and Activities  
FY 2015

**FY 2015 Goal Title:**

All Students to increase testing scores to meet the safe harbor level of AYP in both reading and math as determined by Illinois Assessments. This increase will be measured through growth demonstrated in multiple assessments given two or more times per year.

Action Plan- Instruction  
FY 2015

**FY 2015 Goal Title:**

All Students to increase testing scores to meet the safe harbor level of AYP in both reading and math as determined by Illinois Assessments. This increase will be measured through growth demonstrated in multiple assessments given two or more times per year.

**Strategy 1**

Use online testing to establish a baseline level of ability for low income students.

Activity 1	Start Date	End Date
Use of the Discovery Online Assessment in August of 2014 to measure baseline ability level of all students in both reading and math.	08/25/2014	09/10/2014
Activity 2	Start Date	End Date
Test again with the Discovery Online Assessment in spring of 2015 to measure student growth.	04/14/2015	06/01/2015
Activity 3	Start Date	End Date
Use of the Aspire Assessment in grades 3-12 for Reading, Math and Science.	10/06/2014	10/31/2014

**Strategy 2**

Use of Online Reading Curriculum to standardize curriculum and increase student reading abilities.

Activity 1	Start Date	End Date
Journeys Common Core based Online Reading Curriculum to be implemented in most k-5 classrooms.	08/18/2014	06/01/2015

Activity 2	Start Date	End Date
Holt McDougal Collections online reading/english curriculum to be implemented at the Middle School level 6-8.	08/18/2014	06/01/2015

**Strategy 3**  
 Use of the PARCC Assessment for Reading, Math and Science.

Activity 1	Start Date	End Date
Depending on whether PARCC assessment is ready for use we will participate and use this assessment to measure student growth.	08/18/2014	06/01/2015

Action Plan- Professional Development  
 FY 2015

**FY 2015 Goal Title:**  
 All Students to increase testing scores to meet the safe harbor level of AYP in both reading and math as determined by Illinois Assessments. This increase will be measured through growth demonstrated in multiple assessments given two or more times per year.

**Strategy 1**  
 Teachers will be provided inservice time to learn how to generate and review assessment report data on specific students.

Activity 1	Start Date	End Date
Use of Professional Development time at the start of the 2014 school year to review and improve teachers ability to generate and get meaningful data from online assessments.	08/25/2014	09/10/2014

**Strategy 2**

Teachers will be provided training during inservice time on how to clearly show measured educational growth.

Activity 1	Start Date	End Date
Teachers will meet discuss and training provided for teachers to develop assessments models in their classroom which can show individual student growth based on common core standards. This will be an ongoing process throughout the school year.	08/18/2014	06/01/2015

**Strategy 3**

Professional Development time will be allotted so that educators can become familiar with the PARCC assessments.

Activity 1	Start Date	End Date
Professional Development time at the start of school year and again in early Fall to work specifically on PARCC implementation and testing practices.	08/01/2014	06/01/2015

Action Plan - Technology Deployment Data  
 FY 2015

**FY 2015 Goal Title:**

All Students to increase testing scores to meet the safe harbor level of AYP in both reading and math as determined by Illinois Assessments. This increase will be measured through growth demonstrated in multiple assessments given two or more times per year.

**Strategy 1**

A 1:1 infrastructure will be maintained/created providing adequate number of devices to easily assess students online.

Activity 1	Start Date	End Date
Increase number of machines at the HS to reach 1:1 by adding a combination of chromebooks and macbooks.	08/18/2014	06/08/2015

<b>Activity 2</b>	Start Date	End Date
Computer resources will be standardized among student machines so that testing experience will be the same in the district utilizing same browser version, java version, and OS platform.	08/11/2014	09/05/2014
<b>Activity 3</b>	Start Date	End Date
E-Rate funds will be used if possible to assist in securing more Bandwidth. Negotiate and secure bandwidth of 300 mbps up and down as needed to accommodate more devices.	07/01/2014	06/30/2015

<b>Strategy 2</b>		
Over 1000 iPads Minis will be maintained and re-imaged to maximize ability to test large number of students in the K-5 Range.		
<b>Activity 1</b>	Start Date	End Date
Setup iPads over the summer and ensure that enough devices are working and using latest software to start the 2014 school year.	07/21/2014	08/11/2014

<b>Strategy 3</b>		
Increase ability to quickly and efficiently give online assessments to students at Geneseo Middle School grades 6-8.		
<b>Activity 1</b>	Start Date	End Date
Purchase and Deploy 300-500 additional Chromebooks and MacBook Pro or combination of both to achieve 1:1 ratio. This will enable us to efficiently digitally give online assessments quickly to all student 6-8.	07/07/2014	06/01/2015
<b>Activity 2</b>	Start Date	End Date
Increase Wireless capacity by changing from Wireless N- to Wireless - AC. Will likely switch to a centralized system such as Cisco Aironet or Aruba Instant Access. Process to be achieved during school year / budget and time constraints may apply.	07/21/2014	06/01/2015

Action Plan - Goals, Strategies, and Activities  
FY 2016

**FY 2016 Goal Title:**

District wide improvement in both Reading and Mathematics to exceed safe harbor levels of AYP according to the Illinois based assessments.

Action Plan- Instruction  
FY 2016

**FY 2016 Goal Title:**

District wide improvement in both Reading and Mathematics to exceed safe harbor levels of AYP according to the Illinois based assessments.

**Strategy 1**

Use of Common Core based online reading curriculum, digital tools and digital assessments to improve reading at all grade levels K-12.

Activity 1	Start Date	End Date
Expand the use of the Journeys online English curriculum to all elementary classrooms K-5.	08/17/2015	06/01/2016
Activity 2	Start Date	End Date
Expand the use of teacher created podcasts specific to student groups on specific skills.	08/17/2015	06/01/2016
Activity 3	Start Date	End Date
Silent reading time to be expanded in grades 6-12 to 15-25 days with option of using E-books.	08/17/2015	06/01/2016
Activity 4	Start Date	End Date
The (ACT) Aspire digital Assessment in Reading will be given to grades 3-10.	08/17/2015	06/01/2016



<b>Activity 5</b>	Start Date	End Date
The Discovery Education Reading test will be given to grades K-12.	08/17/2015	12/18/2015
<b>Activity 6</b>	Start Date	End Date
The Aspire and/or Discovery Reading test will be given again to measure growth and provide feedback on best instructional practices.	04/04/2016	06/01/2016

<b>Strategy 2</b>		
Use of digital tools, digital assessments and the GoMath online curriculum to improve overall mathematics proficiency among grades K-5.		
<b>Activity 1</b>	Start Date	End Date
Expand and improve teacher implementation of the GoMath Online curriculum.	08/17/2015	06/01/2016
<b>Activity 2</b>	Start Date	End Date
Expand teachers use of creating custom flipped lessons or podcasts on specific math strategies and skills.	08/17/2015	06/01/2016
<b>Activity 3</b>	Start Date	End Date
The (ACT) Aspire digital Assessment in Mathematics will be given to grades 3-10.	08/17/2015	06/01/2016
<b>Activity 4</b>	Start Date	End Date
The Discovery Education Mathematics test will be given to grades K-12.	08/17/2015	12/18/2015

Activity 5	Start Date	End Date
The Aspire and/or Discovery Mathematics test will be given again to measure growth and provide feedback on best instructional practices.		
	04/13/2016	06/01/2016

**Strategy 3**  
 Improve Instruction practices that common core / standards based and relevant to student learning.

Activity 1	Start Date	End Date
Work on District wide online curriculum. In process lesson plans and themes are reviewed and best practices can be expanded.		
	08/17/2015	06/01/2016

Activity 2	Start Date	End Date
Continue to use mobile tools to quickly evaluate and offer meaningful feedback to teachers on instructional practices. Digital quick walkthrough evaluations will be expanded and data analyzed to quickly improve instruction district wide.		
	08/17/2015	06/01/2016

Action Plan - Professional Development  
 FY 2016

**FY 2016 Goal Title:**  
 District wide improvement in both Reading and Mathematics to exceed safe harbor levels of AYP according to the Illinois based assessments.

**Strategy 1**  
 Teachers will meet throughout the year to improve and standardize there curriculum with a focus on common core skills.

Activity 1	Start Date	End Date
Planning period time will be allocated throughout the year for teachers of the same grade level or teachers that instruct in the same subject to meet and work on this.		
	06/01/2016	06/01/2016

Activity 2	Start Date	End Date
Dedicated Inservice time will be used for teachers to meet and collaborate to focus on curriculum and common core.	06/01/2016	06/01/2016

**Strategy 2**  
 Teachers will be provided training during inservice time on how to clearly document and show measured educational growth.

Activity 1	Start Date	End Date
Inservice time and teacher planning time amongst departments/grade levels will be used for instructors to meet and work on best practices of using testing data to show student growth.	08/17/2015	06/01/2016

Activity 2	Start Date	End Date
Educational consultant will be brought in to work with teachers during in service time on best practices of showing measured student progress.	08/17/2015	06/01/2016

**Strategy 3**  
 Leadership groups of teachers will be sent on school visits to research other schools that are shown to be highly effective at implementing and documenting student growth in reading and math.

Activity 1	Start Date	End Date
High School site visit to another location to learn new effective education strategies.	08/17/2015	06/01/2016

Activity 2	Start Date	End Date
Middle School site visit to another location to learn new effective educational strategies.	08/17/2015	06/01/2016

**FY 2016 Goal Title:**

District wide improvement in both Reading and Mathematics to exceed safe harbor levels of AYP according to the Illinois based assessments.

**Strategy 1**

Teachers will be provided software and training necessary to create flipped lessons and/or short podcasts. These flipped lessons / podcasts will be specific to help improve reading and mathematics instruction.

Activity 1	Start Date	End Date
Teachers will be provided a USB connection to their document cameras and instructed on how to create and publish quick podcast.	08/17/2015	06/01/2016
Activity 2	Start Date	End Date
Teachers will be instructed on how to post podcasts online on their websites or other services so that it is easily accessible by students and parents.	08/17/2015	06/01/2016

**Strategy 2**

Teachers Laptops will be replaced at the High School level to keep them with the most current and proper functioning tool to assist in instruction.

Activity 1	Start Date	End Date
Replace all teacher laptops at Geneseo High School / standard rotation once every three years. This will be completed in the first semester.	08/17/2015	12/14/2015

**Strategy 3**

Increase network WAN connection to accommodate more devices and more network dependent applications such as podcasting.

Activity 1	Start Date	End Date
Using combination of E-Rate funds and District funds secure bandwidth of 400mbps down and 400 mbps up.	07/01/2015	06/30/2016

Action Plan - Goals, Strategies, and Activities  
FY 2017

**FY 2017 Goal Title:**

District wide improvement in both Reading and Mathematics to maintain or exceed safe harbor levels of AYP according to the Illinois based assessments.

Action Plan- Instruction  
FY 2017

**FY 2017 Goal Title:**

District wide improvement in both Reading and Mathematics to maintain or exceed safe harbor levels of AYP according to the Illinois based assessments.

**Strategy 1**

Implement standardized curriculum for core subjects Math, Science and English(Reading) for grades K-8.

**Activity 1**

Using Atlas Curriculum mapping software to help create a standard curriculum across multiple buildings.

Start Date

End Date

08/01/2016

06/01/2017

**Strategy 2**

Use of Aspire and Discovery testing to measure student growth and assess teacher effectiveness.

**Activity 1**

Use Aspire assessment among multiple grade levels.

Start Date

End Date

08/08/2016

06/05/2017

**Activity 2**

Use of Discovery Assessment among multiple grade levels.

Start Date

End Date

08/08/2016

06/01/2017

Strategy 3		
Activity 1	Start Date	End Date

Action Plan - Professional Development  
FY 2017

**FY 2017 Goal Title:**  
District wide improvement in both Reading and Mathematics to maintain or exceed safe harbor levels of AYP according to the Illinois based assessments.

Strategy 1		
Provide structured professional development time to work on standardized curriculum and to refine online curriculum map.		
Activity 1	Start Date	End Date
Use in-service time for departments and grade levels to work together on curriculum	08/08/2016	06/01/2017

Strategy 2		
Activity 1	Start Date	End Date

**Strategy 3**

Activity 1	Start Date	End Date

Action Plan- Technology Deployment Data  
 FY 2017

**FY 2017 Goal Title:**

District wide improvement in both Reading and Mathematics to maintain or exceed safe harbor levels of AYP according to the Illinois based assessments.

**Strategy 1**

Assess internet bandwidth requirements and increase if necessary from 400 mbps up and down to 500 mbps up and down.

Activity 1	Start Date	End Date
Work with District Funds and E-Rate funding to secure increased bandwidth if necessary.	07/01/2016	06/30/2017

**Strategy 2**

Activity 1	Start Date	End Date

**Strategy 3**



Activity 1	Start Date	End Date

Action Plan - Monitoring and Evaluation  
FY 2015

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

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

Hardware and Infrastructure upgrades and additional resources will implemented based on resource allocation and timetables set and reviewed by Superintendent and Technology Team. Instruction goals are monitored by direct weekly observation and by assessment data. Multiple assessments will be used and given at varying times in the school year to school measure instruction effectiveness and impact of Professional Development. Professional Development will additionally use direct contact through online survey tools to gauge how effective their approaches are in actual use in the classroom.

**2. Monitoring Process**

FY 2015	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Online Drop In Evaluation / Application. Computer Assessments.	Measured student growth indicated by multiple assessments. Improved Instruction indicated by analysis of Drop In / Quick Walk-through evaluations.	Weekly and Monthly	Building Administrator and District Leadership Team.
Professional Development	Online Surveys   feedback from staff.	Direct Feedback from Staff. Measured student growth indicated by multiple assessments.	Monthly	Building Based Teams, PDT Team and District Leadership Teams
Technology Data	Online Weekly Reporting and Monthly Meetings	Up time Recorded. Resource Upgrades and computer resource allocation meeting implemented timelines.	Weekly	Building Administrator, Technology Team, District Leadership Team and Superintendent

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

Date Approved	Policy # [6 characters]
08/09/2012	6:235

Action Plan - Monitoring and Evaluation  
 FY 2016

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08/09/2012	6:235

ISBE Approval

**District Name:** Geneseo CUSD 228

**RCDT #:** 280372280260000

Original Submission

**ISBE Approval Date:**

School Years Covered by Plan:

**Plan Expiration Date:**

2015 2016 2017

Section Used for Mid-Course Correction Only

Mid-Course Correction (MCC)

Date of Annual Review Leading to MCC:

Approval Date of MCC:

Preliminary Information

Requirements

All required identifying district information is complete.

Meets Does Not Meet

**Comments:**

District Data

Requirements

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

Meets Does Not Meet

**Comments:**

Action Plan

Requirements

Overall Review of Action Plan

- Goals
- Strategies and Activities

Meets Does Not Meet

**Comments:**

8/26/2014 8:54:17 AM

Instruction Strategies and Activities

jn Meets jn Does Not Meet

**Comments:**

2/28/2014 jbaiter: FY 2015 Strategy 2 missing  
3/4/2014 jbaiter: Corrected

Professional Development Strategies and Activities

jn Meets jn Does Not Meet

**Comments:**

2/28/2014 jbaiter: Student testing and silent reading should be moved to instruction. This section is strictly for the professional development that teachers will be participating.  
3/4/2014 jbaiter: Corrected

Technology Deployment Strategies and Activities

jn Meets jn Does Not Meet

**Comments:**

2/28/2014 jbaiter: FY 2015 - 2017 - for purposes of E-rate, change all E-ratable purchases start date to 7/1/20\_\_ and end dates to 6/30/20\_\_.  
3/4/2014 jbaiter: Corrected

**Monitoring and Evaluation**

**Requirements**

- Monitoring Description
- Monitoring Process
- Internet Safety Policy

jn Meets jn Does Not Meet

**Comments:**

ISBE Review

jn Approved    jn Revisions Needed    jn Not Approved

**Comments:**

02/28/2014 jbaiter: The Illinois State Board of Education finds this plan to be in need of revision. Please note the comments above regarding necessary corrections and/or actions. Please reference the ISBE District Technology Plan Writing Guide <http://www.isbe.net/spec-ed/elearning/pdf/tech-plan-writing-guide-13-14.pdf> and/or contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. The plan must be resubmitted within 30 calendar days.  
3/4/2014 jbaiter: The Illinois State Board of Education hereby approves this technology plan.