

Initial Submission	
Plan Resubmitted	
ISBE Approved	

Contact Information

District Name:	Brookwood SD 167	District Address:	
City/State/Zip:		RCDT Number:	070161670020000
Superintendent:		Superintendent Email:	
District Phone:		District Fax:	

District Technology Planning (DTP) Only

DTP Contact Name*:	Dr. Pamela Hollich	DTP Contact Email*:	phollich@brookwood167.org
DTP Contact Phone*:	7087585190	DTP Contact Fax:	

2. 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:

3. Annual Review - The plan was reviewed and evaluated 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.

Academic achievement for special education students continues to be an instructional priority for Brookwood School District 167. A very small percentage of the special education students met or exceeded standards for ISAT testing in reading. Special education students as a subgroup across the district did not make adequate yearly progress in reading by meeting/exceeding the Safe Harbor target. The percentage of students with disabilities who met/exceeded state standards in reading declined.

Improvement needs to be made in the areas of reading at the elementary grades (K-4) and in reading and math at the upper grades (5-8) for all students if the district is to meet the annual yearly progress benchmarks. Reading instruction needs to provide extra assistance to special education students. Principals have identified the individual special education students in their school who require extra instruction and assistance in reading using the Illinois Interactive Report Card.

Special education students as a sub-group for the district did not make Adequate Yearly Progress in the area of reading or mathematics for the. All other subgroups made AYP in the areas of reading and mathematics.



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.

Brookwood School District 167 has seen a transition in the socioeconomic status of our population over the last 9 years. Our low-income population represents 85% of the student population - an increase to the 61.4% level in 2006. Differences in socioeconomic status create diverse family patterns of living and structures. There is a high percentage of unemployment among these families, lack of transportation, and access to technology. The mobility rate in 2000 was 12.2% and had been increasing fairly consistently at the rate of approximately 1% per year.


The size of the student population had remained fairly constant over the past six years with 1,239 students enrolled during the 2000-2001 school year and 1,255 enrolled students during the 2012-2013 school year. The number of special education students had also remained fairly constant.

The demographics of the district have changed over the past six years. The percent of economically disadvantaged students rose from 61.4% in 2005-2006 to 85% in 2012-2013. In 2005-2006, 10.2% of the population was White, non-Hispanic and 76.4% was Black, non-Hispanic. In 2012-2013, 4.7% of the student population was White, non-Hispanic; 76% was Black, non-Hispanic; and 16% Hispanic.

From 2000 to 2012, our school district has seen an increase in our black and Hispanic student population although the teaching staff is still primarily Caucasian and female. As a result, staffing trends have focused on developing/maintaining diversity among the teaching staff. Staff development is needed to address the poverty, diversity, and instructional delivery systems that are responsive to the needs of our students.

Aligning the curriculum to the common core standards and providing all students with an opportunity to learn higher level content is a factor in our achievement scores. The curriculum for the core

academic subjects is in the process of being rewritten to be in line with the Common Core Standards Through administrative observations and monthly meetings of the district's Curriculum Council it has emerged that our special education students need to be exposed to a richer curriculum in reading as well as mathematics, science, and social science.

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

Beginning in the 2012-2013 school year, the District deployed Pearson's PowerSchool as its web-based Student Information System. This deployment allows the District to more effectively collect student demographic and achievement data. In addition, PowerSchool will allow the District to align all student assessments to the Common Core Standards providing a very clear snap shot of strengths and weaknesses. PowerSchool, as a critical data collection tool, will facilitated identification of effective technology-based tools to more effectively remediate achievement deficit areas.

The District also uses a Response to Intervention (RTI) model to allow teachers to apply appropriate intervention strategies to assist struggling students. Data is collected on a quarterly basis using the AIMS Web assessment. AIMS Web data is also imported into PowerSchool to more efficiently identify students at risk.

With the PARCC Assessment just two-years away, the District is also re-writing curricula in all core subject areas to ensure alignment with the Common Core Standards. Given that the PARCC Assessment will be delivered electronically, the District is evaluating its current technology inventory against the hardware requirements for PARCC and is drafting a plan to recycle and/or purchase new equipment as is necessary to meeting this goal.

Finally, the District realizes that its students are "digital natives." As such, the District-wide Technology Committee is exploring ways to ensure students are immersed in 21st century teaching practices utilizing 21st century tools. The Technology Committee is drafting a plan to launch a 1:1 technology initiative during the 2013-2014 school year.

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.

Academic achievement for special education students continues to be an instructional priority for Brookwood School District 167. A very small percentage of the special education students met or exceeded standards for ISAT testing in reading. Special education students as a subgroup across the district did not make adequate yearly progress in reading by meeting/exceeding the Safe Harbor target. The percentage of students with disabilities who met/exceeded state standards in reading declined.

Improvement needs to be made in the areas of reading at the elementary grades (K-4) and in reading and math at the upper grades (5-8) for all students if the district is to meet the annual yearly progress benchmarks. Reading instruction needs to provide extra assistance to special education students. Principals have identified the individual special education students in their school who require extra instruction and assistance in reading using the Illinois Interactive Report Card.

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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.

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District Information

Number	Item
1255	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).
148	Number of K-12 special education self-contained classroom students
137	Number of Teachers (FTE - this does not include teacher aides)
10	Number of Administrators
4	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
4	SubTotal
1	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
1	SubTotal
4	Total number of instructional school buildings
1	Total number of non-instructional 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	10	0	137	0	0	0	0	0
Dedicated Computer Lab	4	0	4	0	0	0	0	0
Media Center/Library	4	0	4	0	0	0	0	0
Mobile Computer Lab	15	0	15	0	0	0	0	0
Administrative Offices	10	0	10	0	0	0	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	0	0	0	0	0	0	0	0
Totals	43	0	170	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0
	5+ years	135	2	137	0	0	0	0	0	0	135	2	137
	SubTotal	135	2	137	0	0	0	0	0	0	135	2	137
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	120	0	120	0	0	0	0	0	0	120	0	120
	SubTotal	120	0	120	0	0	0	0	0	0	120	0	120
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	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	0	8	8	0	0	0	0	0	0	0	8	8
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	8	10	0	0	0	0	0	0	2	8	10
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

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	100	100	0	0	0	0	0	0	0	100	100
	2-5 years	0	400	400	0	0	0	0	0	0	0	400	400
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	500	500	0	0	0	0	0	0	0	500	500
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

Handheld Devices

Handheld Devices													
		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Handheld Devices (will populate automatically)		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	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	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	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	8	8	0	0	0	0	0	0	0	8	8
	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	8	8	0	0	0	0	0	0	0	8	8
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	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	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/Off-site	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

Operating Systems

Locations	PC					
	Windows 7	Windows Vista	Windows XP (any version)	Windows 2000 (any version)	Windows 95/98	Other PC
Instructional Classroom	0	0	137	0	0	0
Dedicated Computer Lab	0	0	120	0	0	0
Media Center/Library	0	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0
Administrative Offices	0	0	1	0	0	0
Teacher Offices	0	0	0	0	0	0
Other Locations/Off-site	0	0	0	0	0	0
Totals	0	0	258	0	0	0

Locations	MACINTOSH				
	MAC System 10.x	MAC System 9.x	MAC System 8.x	MAC System 7.x	Other MAC
Instructional Classroom	0	0	0	0	0
Dedicated Computer Lab	0	0	0	0	0
Media Center/Library	0	0	0	0	0

Mobile Computer Lab	500	0	0	0	0
Administrative Offices	4	0	0	0	0
Teacher Offices	0	0	0	0	0
Other Locations/Off-site	0	0	0	0	0
Totals	504	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		0
Teacher Offices		0
Other Locations		0
	Subtotal	0

Operating Systems - Totals			
	Administrative	Other	Total
Windows:			
Windows 7	0	0	0
Windows Vista	0	0	0
Windows XP (any version)	1	0	258
Windows 2000 (any version)	0	0	0
Windows 95/98	0	0	0
Other PC	0	0	0

Subtotal	1	0	258
Macintosh:			
MAC System 10.x	4	0	504
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	4	0	504
Other Operating Systems:			
SubTotal	0	0	0
Total	5	0	762

Network Equipment

Locations	Type of Equipment							
	Hubs	Routers	Switches	Wireless Access Points	Firewall	Spam Filter	Content Filter	Intrusion Detector
Instructional Classroom	30	2	40	90	1	1	1	1
Dedicated Computer Lab	0	0	0	0	0	0	0	0
Media Center/Library	0	0	0	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0	0	0
Administrative Offices	0	0	0	0	0	0	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	0	0	0	0	0	0	0	0
Totals	30	2	40	90	1	1	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)
<input type="checkbox"/> <input type="checkbox"/>	Student Information Management Systems
<input type="checkbox"/> <input type="checkbox"/>	Filtering/Blocking Software
<input type="checkbox"/> <input type="checkbox"/>	Anti-Virus
<input type="checkbox"/> <input type="checkbox"/>	Other

Other Technologies

	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	8	2	10
Stand-alone Printers/Multifunctional Units	40	0	40
Stand Alone Scanners	2	0	2
Digital Cameras	10	0	10

Camcorders/Movie Cameras	12	0	12
Satellite Dishes	0	0	0
Televisions	0	0	0
Video Microscopes	0	0	0
LCD Panels/Projection Devices	0	0	0
Fax Machines	0	0	0
Graphing Calculators	0	0	0
PDAs	0	0	0
Assistive/Adaptive Devices/Student Response Devices	50	0	50
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Electronic Whiteboards	137	0	137
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	140	0	140
MP3/ Electronic Readers, Kindles, etc.	0	0	0


Telecommunications

	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	10	10
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	12	12
Internet connected VOIP(Voice over IP)	0	0	0

Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	5
Internet Services for Distance Learning	0
Phone line/v-tel systems	0
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.

Brookwood School District 167 infrastructure has seen major upgrades to telecommunications service and equipment. Three of the five buildings have had network switches replaced in the last 3-years using local funds. The district was unable to received Internal Connections funding for 2012-2013 as the District's poverty level fell to 85% and the number of 470 filings for Internal Connections greatly exceeded the amount of available 3-rate funds.

The district recently upgraded the internet bandwidth capacity to 250 MB through an AT&T MIS circuit. The bandwidth between District buildings was also increased from 10MB to 100 MB through its existing Opteman fiber connections. These connections are scalable as district needs increase.

The District's servers have also been replaced with new Apple XServes at Brookwood Junior High School and Brookwood Middle School to more efficiently handle network usage. The instructional computers in classrooms and labs are now out of warranty and are beginning to break down due to regular use. Increased access to working computers is needed by students and staff is needed to complete technology literacy assessments and the forthcoming PARCC Assessment. The district received mobile labs as a part of EETT funding but their deployment has only affected small populations of students in certain grade levels.

The district has invested in student engagement peripherals such as LCD projectors, interactive whiteboards, and document cameras. These are heavily used in classrooms and will need replacement in several years as they break down.

The District is currently seeking to deploy a 1:1 initiative in order to effect "best practices" in technology integration throughout the District and effect 21st century learning outcomes amongst all

of its students.



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

Brookwood School District 167 has a high number of new teachers that are new to using technology in the classroom. Veteran teachers tend to not be comfortable with new age technologies.

More students are technology savvy and are more engaged in learning when it is coupled with their core subjects. The district's expectations include teachers teaching to higher order thinking skills.

Though (100%) of Brookwood School District teachers reporting having instructional access to digital tools and resources for student and teacher use, approximately (41%) of the teachers indicated that they felt fluent in using digital tools and resources in the workplace for student learning.



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

Teachers will need staff development that models specific strategies and techniques for integrating higher order thinking skills and engaged learning with digital tools and resources in order to increase student achievement in the content areas, specifically reading and math.

Professional development is needed to increase teachers confidence and competence with designing learning experiences using a learner based approach so teachers and make better connections between technology use and student authentic problem solving in the classroom.


Although computers are in the majority of the homes, the district will need to provide additional resources and availability to their computer labs until 100% of students' homes have computers in them.

Action Plan - Goals, Strategies, and Activities Summary

FY 2014

Goal Number	Title
1	 Academic improvement in mathematics and reading.

FY 2015

Goal Number	Title
1	 Improve academic improvement in mathematics and reading.

FY 2016

Goal Number	Title
1	 Improve academic improvement in mathematics and reading.

Action Plan - Goals, Strategies, and Activities
FY 2014

FY 2014 Goal Title:

Academic improvement in mathematics and reading.

Action Plan- Instruction
FY 2014

FY 2014 Goal Title:

Academic improvement in mathematics and reading.

Strategy 1

The district will deploy technology-based instructional resources to increase student reading fluency and comprehension skills.

Activity 1	Start Date	End Date	Timeline
Students in grades 7 and 8 will utilize Achieve3000 to challenge their reading skills at their individual reading levels, and challenge them to achieve measurable gains.	08/20/2013	06/06/2014	06/06/2014
Activity 2	Start Date	End Date	Timeline
Students in grades 3-8 will use Follet Destiny web-based Library Management System to identify school library reading materials that are appropriate to their reading level.	08/20/2013	06/07/2014	06/07/2014
Activity 3	Start Date	End Date	Timeline
Students in grades K-2 will utilize Reading Eggs, a program which focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success.	08/20/2013	06/07/2014	06/07/2014
Activity 4	Start Date	End Date	Timeline
Students in grade K-8 will use Follet Shelf which provides them with digital copies of books that can be read on both computers and mobile devices (e.g., iPad, Kindle, Nook, etc.).	08/20/2013	07/01/2013	07/01/2013

Activity 5	Start Date	End Date	Timeline
Students in grades K-8 will participate in video and audio production projects to increase reading, writing and oral presentation skills.	08/20/2013	06/07/2014	06/07/2014

Activity 6	Start Date	End Date	Timeline
Students in grades 3-8 will utilize Study Island to enhance reading fluency and comprehension.	08/20/2013	06/07/2014	06/07/2014

Strategy 2			
The district will deploy technology-based instructional resources to increase student proficiency in mathematics.			

Activity 1	Start Date	End Date	Timeline
Students in grades K-8 will use SMART Board technology to participate in interactive problem based units.	08/20/2013	06/07/2014	06/07/2014

Activity 2	Start Date	End Date	Timeline
Students will participate in lessons to develop skills with spreadsheets, charts, and data analysis utilize software such as Microsoft Excel.	08/20/2013	07/01/2013	07/01/2013

Activity 3	Start Date	End Date	Timeline
Students in grades K-8 will utilize websites such as AAAMath and A+Mat to practice their mathematics skills in engaging and interactive formats.	08/20/2013	07/01/2013	07/01/2013

Strategy 3			
Students will participate in technology-based assessments to gauge current proficiency levels in mathematics and reading.			

Activity 1	Start Date	End Date	Timeline
Students will participate in AIMSweb assessments on a quarterly basis to gauge current proficiency levels and put into place appropriate instructional strategies to enhance proficiency.	08/20/2013	06/07/2014	06/07/2014
Activity 2	Start Date	End Date	Timeline
Teachers will use "real time" interactive assessment tools such as SMART Senteo devices and web-based Socrative to gauge student mastery of the concepts and skills presented through classroom instruction.	08/20/2013	07/01/2013	07/01/2013
Activity 3	Start Date	End Date	Timeline
Assessment tools, including Fountas and Pinnel, will be used on a regular basis to monitor student progress and implement effective strategies to enhance student weakness areas and maintain areas of proficiency.	08/20/2013	07/01/2013	07/01/2013

Action Plan- Professional Development
FY 2014

FY 2014 Goal Title:

Academic improvement in mathematics and reading.

Strategy 1			
The district will develop and implement a professional development program to create staff awareness of 21st century teaching and learning and best practices for classroom implementation.			
Activity 1	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in districtwide workshops introducing the 21st century framework for teaching and learning.	08/20/2013	06/07/2014	06/07/2014
Activity 2	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in districtwide workshops to acclimate themselves to a "facilitator" model of instructional delivery utilizing lapotp and tablet technology.	08/20/2013	07/01/2013	07/01/2013

Activity 3	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in grade-level specific workshops to learn how to utilize 21st century technology tools with their students.	08/20/2013	07/01/2013	07/01/2013

Strategy 2
 The district will implement a professional development program to create common expectations and focus Best Practice in using technology to support reading and mathematics.

Activity 1	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in workshops to sustain and further enhance their skills using SMART Board Technology.	08/20/2013	06/07/2014	06/07/2014

Activity 2	Start Date	End Date	Timeline
Teachers will participate in workshops to develop and enhance their skills in using/integrating spreadsheets, charts, and data analysis.	08/20/2013	06/07/2014	06/07/2014

Activity 3	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in AIMSweb assessment training for reading and mathematics.	08/20/2013	06/07/2014	06/07/2014

Strategy 3
 The district will develop and implement a professional development program to create staff awareness of NETS-S standards and their alignment to the Common Core Curriculum, focussed on best practices for classroom implementation.

Activity 1	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in districtwide workshops to introduce NETS-S standards.	08/20/2013	11/01/2013	11/01/2013

Activity 2	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in districtwide workshops to enhance their understanding of the Common Core Standards.	10/01/2013	06/01/2014	06/01/2014
Activity 3	Start Date	End Date	Timeline
Teachers will participate in grade-level workshops to align the NET-S standards to the Common Core Standards for implementation into their instructional program.	01/01/2014	06/01/2014	06/01/2014

Action Plan - Technology Deployment Data
FY 2014

FY 2014 Goal Title:
Academic improvement in mathematics and reading.

Strategy 1
Ensure students and instructional staff have equitable and effective access to technology resources to support the District 1:1 initiative.

Activity 1	Start Date	End Date	Timeline
Provide every teacher in grades K-8 with mobile device, such as a laptop or tablet.	08/20/2013	09/01/2013	09/01/2013
Activity 2	Start Date	End Date	Timeline
Provide each student in grades 7-8 with a mobile device, such as a laptop or tablet.	08/20/2013	09/01/2013	09/01/2013
Activity 3	Start Date	End Date	Timeline
Conduct an infrastructure audit in all District schools to assess readiness for a 1:1 technology initiative.	07/01/2013	08/01/2013	08/01/2013

Strategy 2

Integrate digital instructional content throughout the mathematics and reading curriculum.

Activity 1	Start Date	End Date	Timeline
Form a partnership with Pearson Education to assess current curriculum materials and text books against digital content offerings.	07/01/2013	09/01/2013	09/01/2013
Activity 2	Start Date	End Date	Timeline
Deploy Pearson SchoolNet and integrate current digital content (i.e., Pearson Social Studies and Mathematics) into its library.	07/01/2013	09/01/2013	09/01/2013
Activity 3	Start Date	End Date	Timeline
Create a two-way synchronous bridge between PowerSchool and SchoolNet to lay the foundation for online assessments and automated scoring.	09/01/2013	12/01/2013	12/01/2013

Strategy 3	Start Date	End Date	Timeline
Develop a standards-based report card for students in grades K-8 aligned to the Common Core Standards utilizing PowerSchool.			
Activity 1	Start Date	End Date	Timeline
District-wide Report Card Committee identifies and aligns Common Core Standards to current teacher lesson plans.	08/20/2013	12/01/2013	12/01/2013
Activity 2	Start Date	End Date	Timeline
Work with neighboring Districts to identify various models of standards-based report cards.	08/01/2013	09/01/2013	09/01/2013
Activity 3	Start Date	End Date	Timeline
Form a District-wide consensus on the structure of a standards-based report card at each grade level.	09/01/2013	12/01/2013	12/01/2013

Activity 4	Start Date	End Date	Timeline
Develop a working standards-based report card for each grade level utilizing PowerSchool.	01/01/2014	06/01/2014	06/01/2014

Action Plan - Goals, Strategies, and Activities
FY 2015

FY 2015 Goal Title:

Improve academic improvement in mathematics and reading.

Action Plan- Instruction
FY 2015

FY 2015 Goal Title:

Improve academic improvement in mathematics and reading.

Strategy 1

The district will deploy technology-based instructional resources to increase student reading fluency and comprehension skills.

Activity 1	Start Date	End Date	Timeline
Students in grades 7 and 8 will continue to utilize Achieve3000 to challenge their reading skills at their individual reading levels, and challenge them to achieve measurable gains.	08/20/2014	06/01/2015	06/01/2015
Activity 2	Start Date	End Date	Timeline
Students in grades 3-8 will continue to use Follet Destiny web-based Library Management System to identify school library reading materials that are appropriate to their reading level.	08/20/2014	06/01/2015	06/01/2015
Activity 3	Start Date	End Date	Timeline
Students in grades K-2 will continue to utilize Reading Eggs, a program which focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success.	08/01/2014	06/01/2015	06/01/2015
Activity 4	Start Date	End Date	Timeline
Students in grade K-8 will continue to use Follet Shelf which provides them with digital copies of books that can be read on both computers and mobile devices (e.g., iPad, Kindle, Nook, etc.).	08/20/2014	06/01/2015	06/01/2015

Activity 5	Start Date	End Date	Timeline
Students in grades K-8 will continue to participate in video and audio production projects to increase reading, writing and oral presentation skills.	08/20/2014	06/01/2015	06/01/2015
Activity 6	Start Date	End Date	Timeline
Students in grades 3-8 will utilize Study Island to enhance reading fluency and comprehension.	08/20/2014	06/01/2015	06/01/2015
Activity 7	Start Date	End Date	Timeline
Students in grades 3-8 will utilize Pearson SchoolNet to access their reading texts and take online assessments through the system.	08/20/2014	06/01/2015	06/01/2015
Activity 8	Start Date	End Date	Timeline
Students will utilize Google Apps for Education to submit typed assignments and share their work with their teacher(s)	08/20/2014	06/01/2015	06/01/2015

Strategy 2			
The district will deploy technology-based instructional resources to increase student proficiency in mathematics.			
Activity 1	Start Date	End Date	Timeline
Students in grades K-8 will use SMART Board technology to participate in interactive problem based units.	08/20/2014	06/01/2015	06/01/2015
Activity 2	Start Date	End Date	Timeline
Students will participate in lessons to develop skills with spreadsheets, charts, and data analysis utilize software such as Microsoft Excel.	08/20/2014	06/01/2015	06/01/2015

Activity 3	Start Date	End Date	Timeline
Students in grades K-8 will utilize websites such as AAAMath and A+Mat to practice their mathematics skills in engaging and interactive formats.	08/20/2014	06/01/2015	06/01/2015
Activity 4	Start Date	End Date	Timeline
Students will utilize interactive Web 2.0 Math Tools to practice and enrich their mathematical and problem-solving skills.	08/20/2014	06/01/2015	06/01/2015

Strategy 3			
Students will participate in technology-based assessments to gauge current proficiency levels in mathematics and reading.			
Activity 1	Start Date	End Date	Timeline
Students will participate in AIMS Web assessments on a quarterly basis to gauge current proficiency levels in mathematics and reading.	08/20/2014	06/01/2015	06/01/2015
Activity 2	Start Date	End Date	Timeline
Teachers will use "real time" interactive assessment tools such as SMART Senteo devices and web-based Socrative to gauge student mastery of the concepts and skills presented through classroom instruction.	08/20/2014	06/01/2015	06/01/2015
Activity 3	Start Date	End Date	Timeline
Assessment tools, including Fountas and Pinnel, will be used on a regular basis to monitor student progress and implement effective strategies to enhance student weakness areas and maintain areas of proficiency.	08/20/2014	06/01/2015	06/01/2015

Action Plan - Professional Development
FY 2015

FY 2015 Goal Title:
Improve academic improvement in mathematics and reading.

Strategy 1

Academic improvement in mathematics and reading.

Activity 1	Start Date	End Date	Timeline
Teachers will participate in District-wide workshop to achieve a full understanding of the PARCC Assessment -- background information, delivery and alignment to the Common Core Standards.	10/01/2014	12/01/2014	12/01/2014
Activity 2	Start Date	End Date	Timeline
Teachers new to the District Teachers will participate in districtwide workshops introducing the 21st century framework for teaching and learning.	08/15/2014	08/20/2014	08/20/2014
Activity 3	Start Date	End Date	Timeline
Teachers new to the District will participate in districtwide workshops to acclimate themselves to a "facilitator" model of instructional delivery utilizing lapotp and tablet technology.	08/15/2014	08/20/2014	08/20/2014
Activity 4	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in grade-level specific workshops to learn how to utilize new emerging 21st century technology tools with their students.	08/20/2014	06/01/2015	06/01/2015

Strategy 2			
The district will continue providing professional development to sustain common expectations and focus Best Practices in using technology to support reading and mathematics.			
Activity 1	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in workshops to sustain and further enhance their skills using SMART Board and SMART Table Technology.	09/01/2014	06/01/2015	06/01/2015
Activity 2	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in AIMS Web assessment training to ensure their understanding of this assessment tool. Specific emphasis will be on interpreting assessment results and implement appropriate intervention strategies to achieve gains in performance.	08/20/2014	08/30/2014	08/30/2014

Strategy 3			
District-wide workshops will take place focussed on Common Core Standards in reading and mathematics with an emphasis on technology integration in the classroom.			
Activity 1	Start Date	End Date	Timeline
Teachers will identify Common Core Standards at each specific grade level in the area of mathematics that integrates a technology skills.	08/20/2014	07/01/2014	07/01/2014
Activity 2	Start Date	End Date	Timeline
Teachers will identify Common Core Standards at each specific grade level in the area of reading that integrates a technology skills.	08/20/2014	06/01/2015	06/01/2015

Action Plan- Technology Deployment Data
FY 2015

FY 2015 Goal Title:

Improve academic improvement in mathematics and reading.

Strategy 1			
Continue District's 1:1 technology initiative.			
Activity 1	Start Date	End Date	Timeline
Provide a mobile computing devices (laptop or tablet) to every student in grades 3-6, facilitating 24/7 access to the District's digital content in the areas of reading and mathematics.	08/20/2014	09/01/2014	09/01/2014
Activity 2	Start Date	End Date	Timeline
Ensure the District's new Middle School has the requisite infrastructure to support a 1:1 mobile initiative, making adjustments/acquisitions as needed.	07/01/2014	08/01/2014	08/01/2014

Activity 3	Start Date	End Date	Timeline
Contact an audit of bandwidth utilization over the past 12-months and make appropriate adjustments, as necessary, to support the District's 1:1 initiative.	06/01/2014	08/01/2014	08/01/2014

Strategy 2
 Continue the integration of digital instructional and assessment content throughout the mathematics and reading curriculum.

Activity 1	Start Date	End Date	Timeline
Continue working with Pearson Education to identify emerging digital content against the District's reading and mathematics curriculum.	08/20/2014	06/01/2015	06/01/2015

Activity 2	Start Date	End Date	Timeline
Continue utilizing Pearson SchoolNet and infuse it with newly acquired digital content in the areas of mathematics and reading.	08/20/2014	07/01/2014	07/01/2014

Activity 3	Start Date	End Date	Timeline
Continue deploying online assessments through the SchoolNet portal to students in grades 3-8.	08/20/2014	06/01/2015	06/01/2015

Strategy 3
 Launch a standards-based report card -- as developed by the District-wide Report Card Committee -- for students in grades K-8 aligned to the Common Core Standards utilizing PowerSchool.

Activity 1	Start Date	End Date	Timeline
Teachers at all grade levels will align each student assignment in mathematics and reading to its mutually agreed upon Common Core Standard within PowerSchool.	08/20/2014	07/01/2014	07/01/2014

Activity 2	Start Date	End Date	Timeline
All student assessments in the areas of mathematics and reading will be aligned to mutually agreed upon Common Core Standards within PowerSchool.	08/20/2014	07/01/2014	07/01/2014

Action Plan - Goals, Strategies, and Activities
FY 2016

FY 2016 Goal Title:

Improve academic improvement in mathematics and reading.

Action Plan- Instruction
FY 2016

FY 2016 Goal Title:

Improve academic improvement in mathematics and reading.

Strategy 1

The district will deploy technology-based instructional resources to increase student reading fluency and comprehension skills.

Activity 1	Start Date	End Date	Timeline
Students in grades 7 and 8 will continue to utilize Achieve3000 to challenge their reading skills at their individual reading levels, and challenge them to achieve measurable gains.	08/20/2015	06/01/2016	06/01/2016
Activity 2	Start Date	End Date	Timeline
Students in grades 3-8 will continue to use Follet Destiny web-based Library Management System to identify school library reading materials that are appropriate to their reading level.	08/20/2015	06/01/2016	06/01/2016
Activity 3	Start Date	End Date	Timeline
Students in grades K-2 will continue to utilize Reading Eggs, a program which focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success.	08/20/2015	06/01/2016	06/01/2016
Activity 4	Start Date	End Date	Timeline
Students in grade K-8 will continue to use Follet Shelf which provides them with digital copies of books that can be read on both computers and mobile devices (e.g., iPad, Kindle, Nook, etc.).	08/20/2015	06/01/2016	06/01/2016

Activity 5	Start Date	End Date	Timeline
Students in grades K-8 will continue to participate in video and audio production projects to increase reading, writing and oral presentation skills.	08/20/2015	06/01/2016	06/01/2016
Activity 6	Start Date	End Date	Timeline
Students in grades 3-8 will utilize Study Island to enhance reading fluency and comprehension.	08/20/2016	06/01/2016	06/01/2016
Activity 7	Start Date	End Date	Timeline
Students in grades 3-8 will utilize Pearson SchoolNet to access their reading texts and take online assessments through the system.	08/20/2015	06/01/2016	06/01/2016
Activity 8	Start Date	End Date	Timeline
Students will utilize Google Apps for Education as a cloud-based word processing and class presentation tool.	08/20/2015	06/01/2016	06/01/2016

Strategy 2			
The district will deploy technology-based instructional resources to increase student proficiency in mathematics.			
Activity 1	Start Date	End Date	Timeline
Students in grades K-8 will use SMART Board technology to participate in interactive problem based units.	08/20/2015	06/01/2016	06/01/2016
Activity 2	Start Date	End Date	Timeline
Students will participate in lessons to develop skills with spreadsheets, charts, and data analysis utilize software such as Microsoft Excel and cloud-based Google Apps for Education.	08/20/2015	06/01/2016	06/01/2016

Activity 3	Start Date	End Date	Timeline
Students in grades K-8 will utilize websites such as AAAMath and A+Mat to practice their mathematics skills in engaging and interactive formats.	08/20/2015	06/01/2016	06/01/2016
Activity 4	Start Date	End Date	Timeline
Students will utilize interactive Web 2.0 Math Tools to practice and enrich their mathematical and problem-solving skills.	08/20/2015	06/01/2016	06/01/2016

Strategy 3			
Students will participate in technology-based assessments to gauge current proficiency levels in mathematics and reading.			
Activity 1	Start Date	End Date	Timeline
Students will participate in the AIMS Web assessment on a quarterly basis to gauge current proficiency levels in mathematics and reading.	08/20/2015	06/01/2016	06/01/2016
Activity 2	Start Date	End Date	Timeline
Teachers will use "real time" interactive assessment tools such as SMART Senteo devices and web-based Socrative to gauge student mastery of the concepts and skills presented through classroom instruction.	08/20/2015	06/01/2016	06/01/2016
Activity 3	Start Date	End Date	Timeline
PowerSchool student achievement data (e.g., grades, Common Core Standards mastery) will be used on a regular basis to monitor student progress and implement effective strategies to enhance student weakness areas and maintain areas of proficiency.	08/20/2015	06/01/2016	06/01/2016

Action Plan - Professional Development
FY 2016

FY 2016 Goal Title:
Improve academic improvement in mathematics and reading.

Strategy 1

Enhance academic improvement in mathematics and reading.

Activity 1	Start Date	End Date	Timeline
Teachers will participate in District-wide workshop to assist them in effectively analysis and interpreting results from the PARCC Assessment.	08/20/2015	06/01/2016	06/01/2016
Activity 2	Start Date	End Date	Timeline
Teachers new to the District Teachers will participate in districtwide workshops introducing the 21st century framework for teaching and learning.	08/20/2015	09/01/2015	09/01/2015
Activity 3	Start Date	End Date	Timeline
Teachers new to the District will participate in districtwide workshops to acclimate themselves to a "facilitator" model of instructional delivery utilizing lapotp and tablet technology.	08/20/2015	09/01/2015	09/01/2015
Activity 4	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in grade-level specific workshops to learn how to utilize new emerging 21st century technology tools with their students.	08/20/2015	06/01/2016	06/01/2016

Strategy 2			
The district will continue providing professional development to sustain common expectations and focus Best Practices in using technology to support reading and mathematics.			
Activity 1	Start Date	End Date	Timeline
Teachers in grades K-8 will participate in workshops to sustain and further enhance their skills using SMART Board and SMART Table Technology.	08/20/2015	06/01/2016	06/01/2016
Activity 2	Start Date	End Date	Timeline
Teachers in grades K-2 will participate in training designed to facilitate their use of tablet and/or laptop technology with their students.	08/20/2015	10/01/2015	10/01/2015

Strategy 3			
District-wide workshops will take place focussed on engaging students through the use of 21st century technology tools.			
Activity 1	Start Date	End Date	Timeline
Teachers in grades K-2 will participate in a workshop focussed on enhancing reading skills through the integration of iLife applications on both Macintosh and iPad platforms.	10/01/2015	10/01/2015	10/01/2015
Activity 2	Start Date	End Date	Timeline
Teachers in grades 3-8 will participate in a workshop focussed on enhancing reading skills through the integration of video production techniques.	10/01/2015	10/02/2015	10/02/2015

Action Plan- Technology Deployment Data
FY 2016

FY 2016 Goal Title:
Improve academic improvement in mathematics and reading.

Strategy 1			
Continue District's 1:1 technology initiative.			
Activity 1	Start Date	End Date	Timeline
Deploy laptop/tablet technology to each student in grades K-2	08/20/2015	09/01/2015	09/01/2015
Activity 2	Start Date	End Date	Timeline
Ensure the District's two elementary schools has the requisite infrastructure to support a 1:1 mobile initiative and make necessary adjustments/acquisitions as necessary.	07/01/2015	08/01/2015	08/01/2015

Activity 3	Start Date	End Date	Timeline
Contact an audit of bandwidth utilization over the past 12-months and make appropriate adjustments, as necessary, to support the District's 1:1 initiative.	06/01/2015	07/01/2015	07/01/2015

Strategy 2
 Continue the integration of digital instructional and assessment content throughout the mathematics and reading curriculum.

Activity 1	Start Date	End Date	Timeline
Continue working with Pearson Education to identify emerging digital content against the District's reading and mathematics curriculum.	08/20/2015	06/01/2016	06/01/2016

Activity 2	Start Date	End Date	Timeline
Continue utilizing Pearson SchoolNet and infuse it with newly acquired digital content in the areas of mathematics and reading.	08/20/2015	06/01/2016	06/01/2016

Activity 3	Start Date	End Date	Timeline
Deliver online assessments through the SchoolNet portal to students in grades K-2.	08/20/2015	06/01/2016	06/01/2016

Strategy 3
 Open the PowerSchool Parent Portal to parents of students within the District's 2 elementary schools.

Activity 1	Start Date	End Date	Timeline
Conduct workshops at each elementary school to introduce parents to the PowerSchool parent portal and its various functions.	08/20/2015	09/01/2015	09/01/2015

Activity 2	Start Date	End Date	Timeline
Continuously monitor Parent access statistics within PowerSchool, making necessary system adjustments as necessary to make this is seamless transition for parents.	08/20/2015	06/01/2016	06/01/2016

Action Plan - Monitoring and Evaluation
FY 2014

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.

Brookwood School District 167 administrators and staff will work together to ensure that technology is being used appropriately and to its' greatest ability. At the district level curriculum teams will work to include technology for assessment and to encourage use as a part of daily lessons. Curriculum teams will collect data on the frequency of instructional use of technology in teacher lesson plans and use that to determine areas in which technology use should be increased. At the building level principals will include LoTi walkthroughs as part of the normal evaluation process in order to gauge use of higher order thinking skills and technology in the classroom. Study Island, Achieve 3000, AIMS Web and ISAT testing results will be reviewed to ensure that students are making adequate process.

Brookwood School District 167 will review professional development evaluation techniques to ensure that teachers' needs are being adequately met with the attendance of workshops and conferences. The district will collect and review evaluations from district-provided workshops to determine if changes need to be made to the frequency, timing, and quality of professional development. The district will also review the number of requests made by staff for attendance at local, state, and national technology-focused conferences to determine if increased attendance is necessary and effective.

In order to best reach parents and community Brookwood School District 167 will review the results of evaluations of community workshops in order to determine if the district should change the focus and content of offerings. The district will also utilize the Communications Coordinator in order to survey community members in a way that allows the district to reach as many people as possible. Data collected will focus on community participants satisfaction with the quality of workshops offered as well as numbers of attendees and the number of requests for workshops to be offered on topics of interest to the community.

In order to determine needs for future growth and support of classroom technology implementation Brookwood School District 167 technology staff will regularly review the current instructional use of assets. Logs generated from the District's Sonicwall will be used to determine if the current level of web services are appropriate for the growth of technology in instructional practice and if bandwidth should be increased. At the building level sign-out sheets for equipment will be reviewed to determine if there needs to be additional expenditures on shared classroom technologies. The district leadership team will review budget requests to ensure that the current budget allocation for technology is appropriate and can support the districts future needs and anticipated growth.

2. Monitoring Process

FY 2014	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
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Instruction	Principal Observations, Usage and Student Progress Reports from online instructional resources, observation of levels of student engagement, standardized testing results.	Use of online resources as prescribed by manufacturer, gains in achievement levels, .	Quarterly formative assessments, annual summative assessments	Building Principals, Director of Curriculum & Instruction, Director of Technology
Professional Development	Staff workshop evaluations, Principal observation of use of knowledge gained in workshop within the classroom environment, staff attendance rate.	Use of concepts, tools and skills learned through workshop within the classroom.	Monthly.	Building Principals, Director of Curriculum & Instruction.
Technology Data	Firewall and content filtering reports, bandwidth utilization, technical support request logs.	Bandwidth usages within a range allowing for multiple connection without strain on the internet circuit, increased usage of web-based instructional resources, decrease in number of technical suport requests.	Weekly.	Director of Technology.

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

Date Approved	Policy # [6 characters]
05/14/2001	008530

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.

Brookwood School District 167 administrators and staff will work together to ensure that technology is being used appropriately and to its' greatest ability. At the district level curriculum teams will work to include technology for assessment and to encourage use as a part of daily lessons. Curriculum teams will collect data on the frequency of instructional use of technology in teacher lesson plans and use that to determine areas in which technology use should be increased. At the building level principals will include LoTi walkthroughs as part of the normal evaluation process in order to gauge use of higher order thinking skills and technology in the classroom. Study Island, Achieve 3000, M.A.P. and PARCC testing results will be reviewed to ensure that students are making adequate process.

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2. Monitoring Process

FY 2015	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Principal Observations, Usage and Student Progress Reports from online instructional resources, observation of levels of student	Use of online resources as prescribed by manufacturer, gains in achievement levels.	Quarterly formative assessments, annual summative assessments	Building Principals, Director of Curriculum & Instruction, Director of Technology

	engagement, standardized testing results.			
Professional Development	Staff workshop evaluations, Principal observation of use of knowledge gained in workshop within the classroom environment, staff attendance rate.	Use of concepts, tools and skills learned through workshop within the classroom.	Monthly.	Building Principals, Director of Curriculum & Instruction.
Technology Data	Firewall and content filtering reports, bandwidth utilization, technical support request logs.	Bandwidth usages within a range allowing for multiple connection without strain on the internet circuit, increased usage of web-based instructional resources, decrease in number of technical suport requests.	Weekly.	Director of Technology.

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

Date Approved	Policy # [6 characters]
05/14/2001	008530

Action Plan - Monitoring and Evaluation
FY 2016

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.

Brookwood School District 167 administrators and staff will work together to ensure that technology is being used appropriately and to its' greatest ability. At the district level curriculum teams will work to include technology for assessment and to encourage use as a part of daily lessons. Curriculum teams will collect data on the frequency of instructional use of technology in teacher lesson plans and use that to determine areas in which technology use should be increased. At the building level principals will include LoTi walkthroughs as part of the normal evaluation process in order to gauge use of higher order thinking skills and technology in the classroom. Study Island, Achieve 3000, AIMS Web and PARCC testing results will be reviewed to ensure that students are making adequate process.

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In order to determine needs for future growth and support of classroom technology implementation Brookwood School District 167 technology staff will regularly review the current instructional use of assets. Logs generated from the District's Sonicwall will be used to determine if the current level of web services are appropriate for the growth of technology in instructional practice and if bandwidth should be increased. At the building level sign-out sheets for equipment will be reviewed to determine if there needs to be additional expenditures on shared classroom technologies. The district leadership team will review budget requests to ensure that the current budget allocation for technology is appropriate and can support the districts future needs and anticipated growth.

2. Monitoring Process

FY 2016	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
	Principal Observations, Usage and Student			

Instruction	Progress Reports from online instructional resources, observation of levels of student engagement, standardized testing results.	Use of online resources as prescribed by manufacturer, gains in achievement levels.	Quarterly formative assessments, annual summative assessments	Building Principals, Director of Curriculum & Instruction, Director of Technology
Professional Development	Staff workshop evaluations, Principal observation of use of knowledge gained in workshop within the classroom environment, staff attendance rate.	Use of concepts, tools and skills learned through workshop within the classroom.	Monthly	Building Principals, Director of Curriculum & Instruction.
Technology Data	Firewall and content filtering reports, bandwidth utilization, technical support request logs.	Bandwidth usages within a range allowing for multiple connection without strain on the internet circuit, increased usage of web-based instructional resources, decrease in	Weekly	Director of Technology.

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

Date Approved	Policy # [6 characters]
05/14/2001	008530

ISBE Approval

District Name: Brookwood SD 167

RCDT #: 070161670020000

Original Submission

ISBE Approval Date:

School Years Covered by Plan:

Plan Expiration Date:

2014 2015 2016

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
- Budget

Meets Does Not Meet

Comments:

Instruction Strategies and Activities

jn Meets jn Does Not Meet

Comments:

Professional Development Strategies and Activities

jn Meets jn Does Not Meet

Comments:

Technology Deployment Strategies and Activities

jn Meets jn Does Not Meet

Comments:

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: