

Submitted	02/24/2010
Plan Resubmitted	
Pending ISBE action	03/17/2010
ISBE Approved	03/19/2010

District Information
1. District Information

District Name:	Joliet Twp HSD 204	District Address:	300 Caterpillar Drive
City/State/Zip:	Joliet, Illinois 60436	RCDT Number:	560992040170000
Superintendent:	Dr. Paul Swanstrom	Superintendent Email:	pswanstrom@jths.org
District Phone:	8157276970	District Fax:	8157271277
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2. Submission Type

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

3. Mid-course Correction

The plan was reviewed and evaluated on

Mid-course correction was needed? Yes No

Vision Statement

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

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

The mission of Joliet Township High School, a diverse and unified learning community of choice, is to empower every student to acquire and apply the attributes to compete and contribute positively to our community and global society by providing a rigorous, relevant, and innovative education in a safe, supportive, academy environment through a quality, caring, and dedicated staff working in partnership with family and community.

Technology will unite students, staff, family and the community in one informed and empowered alliance dedicated to accomplishing the District's mission. As technology continues to evolve and funding sources change we will adapt and utilize **instructional**, **telecommunication** and **informational** technology through implementing sound yet innovative technologies, and this **forward thinking** technology will be used to support student achievement across all curricular areas by:

- Equitably integrating instructional models of teaching and learning that reflect both proven and emerging best practices by providing professional development and analysis tools along with technologies;
- Extending learning and communication beyond the physical limits of the classroom to homes, families and the community;
- Promoting lifelong learning and processing skills such as critical thinking, problem solving, adaptability, flexibility and collaboration;
- Collecting, analyzing and disseminating current information and news through multiple channels. For example maintain and upgrade electronic vehicles like email, telecommunication, teacher websites, district website and home access concerning homework assignments, grades, and student progress reports;
- Providing access throughout the district to current technologies for students in the classrooms, learning labs and library media centers.

**Section I A. Data & Analysis – Report Card Data
Item 1– 2009 AYP Report**

Is this District making Adequate Yearly Progress (AYP)?	No	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2009-10 Federal Improvement Status	Corrective Action Year 3
Is this District making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Watch Status Year 3

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	98.9	Yes	98.9	Yes	42.6		No	32.8		No			76.7	
White	98.9	Yes	98.9	Yes	63.5	66.2	No	53.3	62.3	No			89.0	
Black	98.7	Yes	98.7	Yes	27.7	41.0	No	16.5	34.1	No			71.6	
Hispanic	98.9	Yes	98.9	Yes	32.1	39.3	No	23.9	42.9	No			68.3	
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic													
LEP													
Students with Disabilities	96.5	Yes	96.5	Yes	12.8	25.0	No	6.7	20.0	No		67.0	
Economically Disadvantaged	98.9	Yes	98.9	Yes	29.9	39.4	No	22.7	38.4	No		81.5	

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

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

2009 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the District is:	Comprehensive
Is this District making AYP in the "ALL" subgroup in reading?	No
Is this District making AYP in the "ALL" subgroup in math?	No

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assist in distinguishing between schools that need focused supports versus more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I A. Data & Analysis – Report Card Data
Item 2 – 2009 AMAO Report

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

English Proficiency Test Type : ACCESS for ELLs

Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent			
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations		
10.0	85.0	95.0	95.0	70.0	70.0	90.0	78.0	Is this district meeting Progress in English Target?	Yes
								Is this district meeting AYP for LEP Subgroup target?	

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE					
Criterion 1: Attaining Proficiency			Criterion 2: Making Progress in English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress
195	54	27.7	161	144	89.4

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

Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)											
Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics			Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		

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

1. At least 95.0% tested in Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 62.5% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 62.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
3. At least 90.0% Attendance Rate for elementary school districts or at least 75.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/07.

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

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	91.2	89.7	90.7	88.6	89.8	90.4	92.1	92.9
Truancy Rate (%)	-	-	-	4.3	1.1	1.2	1.2	1.6
Mobility Rate (%)	8.0	7.0	8.5	9.1	9.3	8.1	8.0	9.3
HS Graduation Rate, if applicable (%)	80.4	81.5	83.4	79.3	78.7	77.2	80.6	76.7
HS Dropout Rate, if applicable (%)	2.7	3.3	3.2	3.3	3.3	3.8	4.1	3.7
District Population (#)	4,534	4,779	4,993	5,165	5,120	5,278	5,417	5,375
Low Income (%)	56.3	54.3	55.5	57.2	55.2	51.6	55.7	57.7
Limited English Proficient (LEP) (%)	7.7	15.4	11.1	11.9	7.8	8.8	4.9	3.6
Students with Disabilities (%)								
White, non-Hispanic (%)	43.1	41.6	40.3	38.7	38.3	37.1	36.3	33.9
Black, non-Hispanic (%)	31.0	30.6	30.9	31.6	29.7	29.3	27.7	27.8
Hispanic (%)	23.9	26.2	27.4	28.4	30.1	31.7	33.4	34.7
Asian/Pacific Islander (%)	1.7	1.4	1.3	1.0	0.8	0.8	0.9	1.0
Native American or Alaskan Native(%)	0.3	0.3	0.2	0.3	0.3	0.2	0.2	0.1
Multiracial/Ethnic (%)	-	-	-	-	0.8	0.9	1.5	2.4

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	44.5	30.6	22.6	1.8	0.4	-
	2001	44.0	30.4	23.5	1.7	0.3	-
	2002	43.1	31.0	23.9	1.7	0.3	-
	2003	41.6	30.6	26.2	1.4	0.3	-
	2004	40.3	30.9	27.4	1.3	0.2	-
	2005	38.7	31.6	28.4	1.0	0.3	-
	2006	38.3	29.7	30.1	0.8	0.3	0.8
	2007	37.1	29.3	31.7	0.8	0.2	0.9
	2008	36.3	27.7	33.4	0.9	0.2	1.5
	2009	33.9	27.8	34.7	1.0	0.1	2.4
	2010	32.3	26.4	37.1	1.2	0.2	2.9
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	7.7	52.7	98.6	91.4	8.4	-	-	3.5	80.1
	2001	6.3	53.1	97.8	91.2	8.1	-	-	3.0	79.0
	2002	7.7	56.3	99.1	91.2	8.0	-	-	2.7	80.4
	2003	15.4	54.3	100.0	89.7	7.0	-	-	3.3	81.5
	2004	11.1	55.5	98.8	90.7	8.5	-	-	3.2	83.4
	2005	11.9	57.2	100.0	88.6	9.1	210	4.3	3.3	79.3
	2006	7.8	55.2	100.0	89.8	9.3	53	1.1	3.3	78.7
	2007	8.8	51.6	100.0	90.4	8.1	62	1.2	3.8	77.2
	2008	4.9	55.7	100.0	92.1	8.0	66	1.2	4.1	80.6
	2009	3.6	57.7	100.0	92.9	9.3	85	1.6	3.7	76.7
2010	2.4	62.6	100.0	91.8	11.9	188	3.5	2.0	80.2	
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	4,173	-	-	-	-	-	-
	2001	4,332	-	-	-	-	-	951
	2002	4,534	-	-	-	-	-	1,144
	2003	4,779	-	-	-	-	-	1,215
	2004	4,993	-	-	-	-	-	1,131
	2005	5,165	-	-	-	-	-	1,082
	2006	5,120	-	-	-	-	-	1,075
	2007	5,278	-	-	-	-	-	874
	2008	5,417	-	-	-	-	-	930
	2009	5,375	-	-	-	-	-	1,098
2010	5,540	-	-	-	-	-	875	
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919	

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	269	16	53,298	38	62	-	22	0	0
	2001	280	15	54,260	38	61	-	21	0	0
	2002	295	14	54,652	44	55	-	22	0	0
	2003	313	14	56,396	46	53	-	22	0	1
	2004	304	14	58,684	44	55	-	22	0	0
	2005	300	13	62,010	44	54	-	24	1	0
	2006	322	12	60,777	45	53	-	22	1	0
	2007	332	11	60,895	46	53	-	22	1	2
	2008	337	11	63,071	44	54	-	22	1	0
	2009	341	11	65,478	37	61	-	22	0	0
2010	340	12	68,553	34	65	-	23	0	0	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,544	13	63,283	42	57	18	18	0	1	

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

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

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

PSAE - % Meets & Exceeds Reading grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	45.7	49.8	45.6	51.8	46.2	42.1
White	65.6	68.1	59.5	68.7	61.8	63.3
Black	25.7	27.6	27.5	28.1	33.9	27.3
Hispanic	32.6	42.1	39.1	43.2	32.1	31.3
Asian/Pacific Islander	38.5	53.9	-	-	72.7	63.6
Native American	-	-	-	-	-	-
Multiracial/Ethnic	36.4	40.0	-	-	53.8	53.9
LEP	-	-	-	-	6.4	4.9
Students with Disabilities	7.8	6.7	7.6	7.3	10.7	9.0
Low Income	27.7	32.2	22.7	33.6	31.3	28.9

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

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

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

PSAE - % Meets & Exceeds Mathematics grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	31.8	33.6	33.8	40.5	43.4	32.2
White	50.0	52.3	47.2	57.7	57.8	53.0
Black	12.3	14.0	14.3	13.8	25.0	15.8
Hispanic	20.6	20.9	28.6	34.9	36.2	22.8
Asian/Pacific Islander	38.5	61.5	-	-	63.7	54.5
Native American	-	-	-	-	-	-
Multiracial/Ethnic	36.4	26.7	-	-	61.5	46.2
LEP	-	-	-	-	10.6	4.9
Students with Disabilities	4.3	0.9	2.5	4.5	5.3	4.1
Low Income	14.3	17.1	16.4	24.0	29.2	21.5

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

Section I A. Data & Analysis – Report Card Data

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

Joliet Township High School District 204, based in a large and diverse community, has continued to not make Adequate Yearly Progress (AYP) because the majority of all the students and each subgroup has not met targets in Reading nor Mathematics, and the graduation rate of 76.7% for all students is below the minimum target rate of 78%. However, in 2009 the district did surpass the 95% state testing participation rate, including across all subgroups, and met the Annual Measurable Achievement Objectives (AMAO) for English proficiency and progress for the Limited English Proficiency (LEP) Subgroup.

The low income rate of our student population is at its highest average in the past seven years at 57.7% compared to the state average of 42.9%. Although the attendance rate has shown continued improvement every year for the past four years currently reaching 92.9% the graduation rate is currently the lowest it has been in seven years at 76.7% which compares to the state average of 87.1%. Our pupil-teacher ratio continues to be higher at 22 students per teacher compared to the state average of 18 students per teacher.

The District Race/Ethnicity continues to vary from the state averages in that the percentage of White students continues to be lower at 33.9 % compared to 53.35%, the percentage of Black students continues to be higher at 27.8% compared to 19.1%, and the percentage of Hispanic students continues to be higher at 34.7% compared to 20.8%. The subgroup furthest from reaching their Safe Harbor target in Reading are the Black students that received a 27.7% with a Safe Harbor Target of 41% and in Mathematics the Hispanic students that received a 23.9% with a Safe Harbor Target of 42.9%. Our disabled students are the subgroup furthest from meeting AYP in Reading, Mathematics and from meeting the Graduation rate.

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

The District is not meeting/exceeding state standards in reading and mathematics due to the following factors:

- Our Economically Disadvantaged, Black and Hispanic students are not getting the differentiated instruction they need;
- Students with Disabilities are not getting exposed to the type of questions found on the PSAE because a large number of our special education students are placed in special education classes based on their IEPs where instruction is not aligned to the state standards;
- Having ELL Hispanic students that would have taken the ACCESS test in the past but instead are taking the PSAE with accommodations has resulted in lower PSAE scores.

The District graduation rate falls below the state minimum target due to the following factors:

- The graduation requirements have been increased;
- All students are now being enrolled in a college preparatory curriculum to meet the state standards.

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

To achieve meeting/exceeding the AYP targets for reading and mathematics we need to continue efforts to provide teachers with the training and tools necessary to deliver differentiated instruction to all students and to continue to follow the District's five-year Special Education Plan which focuses on moving students with disabilities from a restrictive environment to a more inclusive one. These efforts to improve student achievement combined with credit recovery initiative opportunities throughout the school year, when school is not in session, will result in improved Graduation rates.

Section I B. Data & Analysis – Local Assessment Data

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

Joliet Township High School District utilizes the EPAS testing system by ACT for local assessment to track student progress from eight grade through eleventh grade. Incoming ninth grade students are given the EXPLORE test in October when they are eighth graders in the feeder schools prior to starting with the District. These results are used to determine which students need extra help and which may be eligible for honors placement. In April each year the EXPLORE test is administered to freshman, the PLAN to sophomores and the ACT to juniors as part of the Prairie State Achievement Exam.

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

For the incoming class of 2010, 1753 potential District enrollees completed the EXPLORE test in the 8th grade during the fall of 2006. Based on ACT's Readiness Standards, 985 or 56% of these students were not ready for high school level reading, as these students earned a 13 or below on the EXPLORE reading test. In addition, 1234 or 70% of these students were deficient in skills needed for freshman level math, as these students EXPLORE math scores were below a 17.

Overall, the district serves students from 33 different public and parochial grade schools. Upon examination of all the testing data, it is important to note that the subgroups generally enter high school with the same inadequate mean score from year to year on the EXPLORE assessment. All classes and subgroups make gains consistent with the predicted ACT composite score range, but do not make the necessary gain to make AYP.

The District has aligned curricula with state standards using core assessments and goal tests results recorded in "Just-5-Clicks", our data warehousing system, to assess

student mastery. This system allows teachers and administrators to analyze student assessments by providing data specific to each question and objective by individual student, class and subgroups. This real time data is discussed monthly during school improvement meetings and is used to reflect and improve instructional practices.

Another area of strength that has positively impacted the District's students has been the adoption of the freshman and career academies. They provide students and staff with a collaborative atmosphere while applying reading and mathematics skills to careers.

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

A significant percentage of the incoming freshmen are academically behind in the knowledge and skills necessary for them to meet/exceed expectations. As evidenced by the data, Black and Hispanic students under perform on the EXPLORE assessment compared to their White peers. Although gains are being made they have not been significant enough.

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

Students that enter our school and are deficient in reading and math skills require additional time and resources to meet the requirements of a rigorous college preparatory curriculum. Serious strides must be made in our articulation efforts with sending schools combined with improvement in the summer bridge program to better prepare students entering the District. Once at the District students will be exposed to technological resources which improve their engagement and learning. Employees will be provided with training in differentiated instruction techniques using technology as part of their curriculum.

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

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

2009 District Report Card Data

City of Joliet City Profile 2007 report

District Building School Improvement Plan's

District Student Information System

Illinois Criminal Justice Information Authority statistics

Illinois Department of Human Service reports

Joliet Census

Student Risk and Safety Surveys:

2007 (March 5, 2008)

2008 (October 20, 2008)

Workforce Investment Board reports

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

Joliet, the major population center and county seat of Will County, is one of the nation's fastest growing regions. Within the City of Joliet census figures show that the population grew from 77,950 in 1980, to more than 145,803 (2005 Special Census). The working class continues to be reflected in the fact that youth, ages 16-19, are very focused on entering the job market. Employment, both full and part-time, among the members of this age group in Will County is well above the state averages. For example, in Will County, 50% of all teens have jobs. In nearby Cook County, the percentage slips to 36%. Of those enrolled within the City of Joliet (Joliet Township High School district covers parts of three other towns and some unincorporated areas), the percentage of students with jobs stands at 48%. The statewide average is 41%, according to the US Census 2000 data.

In terms of safety, the City of Joliet reports a decrease in major crimes for the last decade. However, gang activity is still a very serious concern. Police estimate that one in three Joliet teenagers are affiliated with gangs. The Illinois Criminal Justice Information Authority statistics show that Will County teens rank above the state averages in terms of school suspensions and expulsions. Likewise, with regard to alcohol usage, the Illinois Department of Human Services reported in a 2002 survey that while statewide averages dropped, the number of Will County eighth graders who reported using alcohol actually increased. The state average dipped to 35%

while in Will County the number of eighth graders who reported using alcohol grew to 50%. Our annual District survey of student risk behaviors shows a decrease in feeling safe at school dropping from 58% in the spring of 2007 to 50.1% in the spring of 2008 with Hispanic/Latino respondents feeling the least safe.

As the JTHS community continues to grow so does its minority and special education population. According to the City of Joliet City Profile 2007 report, Joliet residents of Black and Hispanic origin made up 18.2% and 18.4% of the overall population, respectively. Research by the Workforce Investment Board reports that "nearly 7,735 immigrants of Hispanic origin relocated to Will County between 1995 and 2000. While this represents a fairly small number when compared to the rest of the region, it is very significant in terms of its impact on the grade and high school districts." The Special Education division continues to grow and require more teachers and paraprofessionals to meet the diverse needs of almost 500 students. Our district offers one of the most comprehensive Special Education programs in the state.

According to the 2005 census, the median family income for the City of Joliet was \$64,263 and 10.2% of families fell below the poverty level. The district 2009 Report card data indicates that 57.7% of the students are considered to be at a low income level compared to the state average of 42.9%.

Economically, the Joliet community has shown growth and is strongly influenced by industry. There are six major employers each of which employs 1400 or more people. Two local casinos are the largest county employers with 4000 employees; two area hospitals follow with 3,830 employees; Caterpillar is the largest manufacturing employer with 3,000 employees while Will County government employs 1400. Businesses along with local real estate taxes create local tax revenues of \$52,510,308 for the district. This represents 71% of all district income (opposed to a statewide average of 58.8%), and makes the district significantly more dependent on the voting patterns of local residents. Recent economic conditions across the county will therefore have an impact on the school district's finances.

Another challenge for the district is to engage more the families and community in educational experiences at the high school level. Research has shown that the families of the lowest performing students are disengaged and disenfranchised with schools. Many families in the district do not have the time necessary for intense monitoring of their child's education. Also, many families and students need support from the schools for issues and concerns other than academic achievement.

The community is committed to ensuring that every student acquires and applies the necessary attributes to compete and contribute positively to society by providing a rigorous and relevant educational program in a safe environment through a quality, caring and dedicated staff. To that end, the community and district have been working together on high school reform. Stakeholders from the entire educational community are engaged in a strategic planning process. The team includes students, parents, community leaders, business members, education experts, certified staff members, non-certified staff members, and building and district level administrators. This team has analyzed school and community data, written a mission statement, and developed district goals and strategies. Subcommittees have been formed for each objective and its relevant strategies to create action plans for implementing them.

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

Increasing enrollment has continued to put a strain on the availability of technology resources, such as the media center and computer labs, and caused increased class sizes. Joliet's youth have higher than the statewide averages in the occurrences of being employed, of being suspended or expelled, of having used alcohol and of living in low income households. All of these challenges combined with gang activities and increases in both English Language Learners and students with disabilities along with financial constraints have had and will continue to present challenges in improving student achievement.

The District's students present unique and diverse needs. We realize that many challenges exist as we strive to meet the objectives set forth by the district's strategic plan and the rules and regulations of the No Child Left Behind legislation. Our plans reflect many scientifically based reform initiatives that have proven to increase student performance. We are setting the expectations very high for all students that enter our school by requiring each student to complete a college preparatory curriculum. We will provide students with extra support in literacy and numeracy during the summer, during the school day, and after school. The Class of 2009 was the first class to experience our freshman academy, in which teachers' team together to provide each student with a rigorous and relevant interdisciplinary curriculum. Our students begin thinking about careers during their freshman year so they can choose a career academy path for the remaining three years of high school. Our advisory program will ensure that every child is provided with personalized attention and will be able to make personal connections with adults in the school.

To accommodate growth, classrooms and additions have continually been added throughout the district including two field houses and a larger cafeteria. A building was recently purchased that allowed the district to relocate administrators and free up space for additional classrooms. In addition, science laboratories have been remodeled so that larger class sizes can be accommodated. Plans for additional classrooms at the West Campus are being discussed and recently the Joliet community passed a school referendum that is allowing the district to fully restore campus-based sports programs by the 2010-2011 school year. The establishment of a campus based sports program will increase the opportunities available to students allowing them to get more involved with their school.

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on attributes and challenges of the district and community that have affected student learning.

The District needs to continue increasing student access to resources in support of their education and continue to work with student, families and the community to ensure that the students in our district are performing at the same level if not higher than others students across the state of Illinois.

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

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

2009 District Report Card

District Building School Improvement Plan's

District Finance System (Personnel records)

Institute Surveys

Monthly Staff Development Committee Meetings

Staff Development Needs Assessment Surveys:

2009-2010 (December 15, 2009 – January 13, 2009)

2010-2011 (January 11, 2010 – January 15, 2010)

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

The State Report card data shows that the Joliet Township High School District reduced the gap between the average teacher years of experience compared to the state from 2 years in 2007 to 1.4 years in 2009 with the 2009 numbers showing the district at 11.1 years compared to the state average of 12.5 years of experience. We have a larger percentage of teachers with a Master's Degree at 61.2% than the state average of 55.8%. For the past eight years we have had a lower percentage of classes not taught by Highly Qualified Teachers than the state averages and except for 2008 we have also had a lower percentage of teachers with emergency or provisional credits than state averages. Teacher ethnicity averages of 87.1% White, 6.2% Black, 5.3% Hispanic, and 1.5% Asian align fairly closely with state averages; however, these do not reflect those of our student population.

Currently, 30.5% of our teachers are non-tenured, having less than five years experience working at our District. Teachers are organized by content teams, academy teams and teams of teachers sharing common students supporting building teams of learners in a professional learning community. Integrated lessons are developed

through teams of teachers working together on common projects and on Academy Improvement Teams. Relationships are developed with students in the classroom as well as through our advisory program. Support is provided to teachers through new teacher orientation, mentoring, content specialists, Subject Area Committee (SAC) work, the Danielson Model for teacher evaluation, the school wide behavior management program, instructional training, technical training, 15 annual School Improvement (SIP) days and 4 annual Institute days. The majority of responses to surveys about the training received is positive and indicates the teachers are utilizing the information/techniques learned in staff development workshops and conferences.

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

The data indicates that we have been successful in hiring highly qualified teaching staff that consists of a large percentage of white, less experienced but well educated individuals that lack the requisite knowledge to design and deliver rigorous and engaging lessons to our diverse student population. We have developed teams, programs and provided time for teachers and administrators to work together towards improving student achievement.

Although we understand the importance of having a teaching staff that reflects the diversity of our student population, it has been a challenge for our district to recruit minority teachers that are qualified in our areas of need. We have added an Application Administrator and Trainer position to the Computer Services Department this year to provide additional in-house technical support and training.

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

In addition to continuing our efforts to hire a more culturally diverse teaching staff we must continue to refine and implement comprehensive staff development, mentoring, and programs to provide teachers with the knowledge, resources and skills needed to become effective teachers in our District. We will provide professional development that focuses on reaching our sub-groups through Creating Independence through Student owned Strategies (CRISS), Differentiated Instruction (DI), and the use of content-specific strategies and activities. All of these endeavors need to include the integration and alignment of the appropriate technologies to better engage students and address our student population's diverse learning skills to approve student achievement.

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

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

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

Communication Advisory Committee

District Building School Improvement Plan's

Parent Survey Summer 2009

Previous Technology Plan

School Crisis and Emergency Response Plans

Staff Needs Assessment Surveys:

2009-2010 (December 15, 2009 – January 13, 2009)

2010-2011 (January 11, 2010 – January 15, 2010)

Strategic Plan

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

The community is committed to ensuring that every student acquires and applies the necessary attributes to compete and contribute positively to society by providing a rigorous and relevant educational program in a safe environment through a quality, caring and dedicated staff. To that end, the community and district have been working together on high school reform. Stakeholders from the entire educational community are engaged in a strategic planning process. The team includes students, parents, community leaders, business members, education experts, certified staff members, non-certified staff members, and building and district level administrators. This team has analyzed school and community data, written a mission statement, and developed district goals and strategies. Subcommittees have been formed for each objective and its relevant strategies to create action plans for implementing them.

During 2008-2009 we had Advantis Consulting conduct research using parent surveys (quantitative) and parent interviews (qualitative) to assess general communication, communication about specific students, helping parents help their students, parent actions and behaviors and miscellaneous parent communication. There were 1,599 surveys returned and 137 parent/family interviews conducted. Generally, parents indicated favorably that important general and specific information is communicated well through various methods but some expressed not knowing how to or that it seemed difficult to get involved, and that they would like to receive more positive acknowledgement or feedback. The vast majority of parents indicated they are quite happy with the district and felt that the district had quality teachers; however, some indicated that would like to see more academic assistance for their students. The majority of Spanish speaking parents reported that more bilingual teacher and school personnel are needed.

The District works regularly with the Joliet Public Library and Joliet Junior College and occasionally with other local colleges regarding educational opportunities and the integration of technology. With the Joliet Public Library we've automated the creation of accounts for our students, we attend meetings, and we advocate various programs they offer like On-line Homework Help, Teen Group, Book Clubs and Adult Literary services. With Joliet Junior College (JJC) we provide students with dual credits, we have staff on advisories there, we have meetings with their technology department, and we have an articulation agreement that allows students to advance from secondary to post-secondary education with greater ease. Our Central and West Numeracy teams are working on creating an Algebra 1 credit recovery course for students and parents that mirrors JJC's 098 course. The purpose of the course is for the student to earn Algebra 1 credit, and to prepare both the student and parent to take the COMPASS test at JJC. We also offer Bilingual Parenting Classes on ESL and Computer Basics through the Title III grant.

Additionally, the District has two positions, the Director of Alumni Relations and Development the newly created Director of Community Relations, which work on relations throughout the community. The Director of Alumni Relations and Development provides information about and for class reunions, events, concerts and school activities along with serving as a liaison for community members and business partners. The Director of Community Relations provides information about the district to local businesses, parents, government, students and community. This position works actively with community organizations to heighten the awareness of activities, programs and event held throughout the district and has established the Communication Advisory Committee. This committee continually reviews the District's communication efforts to identify and close gaps and evaluate the effectiveness of existing communication activities. Also, the Safe Schools/Healthy Students Project Director and Building Assistant Principals have worked on the development of the school crisis and emergency response plans with the Director of RETA Security, Safe Schools Police Officer, the Fire Chief of the Joliet Fire Department and the Director of Life Link.

Examples of current parent and community involvement/communication include:

Academy networking teams
ACT testing workshops
Athletic Booster Club
All School Curriculum Preview
Awards: Academy, Academic Medallions, Senior, ...
Band Booster Club
Bilingual Parent Club
Business partner internships
Career Academy parent newsletters
College Information Night
College Financial Aid
Communication Advisory Committee
Community outreach initiatives
District Discipline Committee
Dual enrollment presentation
Eight Grade Registration
Email (including weekly blasts)
Freshman Academy parent/teacher/student orientation
Home Access Center
Job shadowing
Local News
Mailings
Marquee
Mortgage Relief Project
Newsletters – including JToday (interactive electronic)
Open House
Orchestra Booster Club
Parent Clubs
Parent/team conferences
Parent Training Algebra I (student/parent course) and Bilingual Parent Classes (ESL, Computer basics)

Parent Volunteers
Phone calls
Podcasts
Progress reports
Report cards
School Board meetings
School Improvement Team
School Newspaper
School Website
Strategic Planning Committee
Student Activities and Events
Student Discipline Conferences
Surveys
Tweets
Vocal Booster Club

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

We've found that no one method of parent contact works for all sub groups and that parental involvement does have a positive impact on student performance. Often times contact is unreciprocated. In order to continue to improve in the area of parent contact efforts by staff will be made in providing more opportunities for two way communication (positive and negative) about school events, grades, Individual Career Plans, attendance and behavior. The District uses the input we obtain and receive from parent organization, parental surveys, parent interviews and individual parents to help shape our plans and policies. Although we have numerous opportunities for parents to be involved and provide input the same families tend to take advantage of the opportunities. Our data shows that we need to develop programs that reach out to our Black and Hispanic parents.

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

The District will continue to work with and create additional opportunities for parents and the community to be involved with all our students and the district. In addition, parental involvement has been identified as an area of focus in our Strategic Plan.

Section I D. Data & Analysis – Technology Deployment Data

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

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

2009 District Report Card

Parent Survey Summer 2009

Staff Needs Assessment Surveys:

2009-2010 (December 15, 2009 – January 13, 2009)

2010-2011 (January 11, 2010 – January 15, 2010)

Previous Technology Plan

Hardware Inventory was started November 13, 2009 and completed November 30, 2009

Interactive School Technology and Readiness STaR chart self-assessment tool provided through the International Society for Technology in Education was completed November 30, 2009

Software Inventory was completed November 30, 2009

Tech Committee

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

Our parent survey indicates that parents feel positively towards our various communication capabilities including phone calls, emails, mailings, website and home access. Our STaR chart results indicate that we are overall considered to be at a Mid Tech level scoring High Tech only in hardware and Mid Tech in connectivity, content, professional development, and integration and use. We have since improved our external connectivity and are in the process of upgrading our internal connectivity. We established a Tech Committee in January 2008 that meets bi-monthly to discuss technology grants, plans, updates, requests and projects.

Network

The districts network is currently meeting our needs and we are in the process of adding full wireless connectivity and upgrading the core infrastructure to support it. We recently implemented a fiber mesh solution between the three campuses currently giving 100Mbps connectivity speed and dedicated internet service of 69Mbps with the option to quickly scale to 1Gbps. For the internet connectivity we expect to receive an E-rate funding. The addition of full coverage wireless access at 802.11n connectivity in all buildings will be completed in the Spring 2010. The majority of the district's internal network connections are Power Over Ethernet (POE) which supports our phone system devices and the new Wireless Access Points (WAPs).

Communication

The District Website is hosted externally and supports multimedia, content management, and unlimited web pages that allow teachers to have and manage their own sites. The site provides links to our other web based offerings to students, parents and community; for example, we have a Home Access Center (HAC) for students and parents that provides student schedules, attendance records, discipline incidents, class work assignments, grades, and demographic information. Both the website and HAC provide consistent layouts and structures for students and parents.

We have a Voice over Internet Protocol (VoIP) phone system that includes voice mail, paging capabilities and phones throughout the district including in the classrooms for improved communication. Phone service, including long distance, is delivered via Integrated Services Digital Network (ISDN) Prime and regular phone lines for which we plan to receive E-rate funding. Also, we expect to receive E-rate funding for our cellular phone services and fire alarm circuits.

Hardware

80% of our desktop, laptop and tablet computers are more than 5 years old. We've reduced the ratio of students per computer throughout the district over the past three years from 3.41 to 3.07 which is still distant from the ideal ratio of 1 student per computer. Every classroom is equipped with a minimum of a teacher desktop, ceiling mounted projector, document camera, DVD player and laser printer. Eighteen classrooms are piloting interactive SMART boards, response systems and slates

(airliner tablet). We are beginning to experience issues due to the aging of our computer fleet in that some are not sufficient to support a few applications we have implemented or to support newer peripherals. We've recently added one Storage Area Network (SAN) and two Virtual Machine (VM) servers at each campus to provide additional storage, redundancy and to reduce the timeline to add services. A recurring theme in the Staff Needs Assessment Surveys is to provide more access to technology in order to facilitate increases in reading and mathematics achievement levels.

Software

95% of our desktop, laptop and tablet computers are running on a Windows XP operating system. All district computers have the Microsoft Office 2007 Suite, Adobe Acrobat, Symantec Anti-Virus, and Deep Nines content filtering applications. We have a variety of applications available for student and teacher use in the classrooms, labs and media centers including reading support applications of Achieve 3000, Scholastic Read Counts and Reading Inventory, R Skills, and Read 180; and math support applications of T1-NSpire Suite, Navigator System and Geometry Sketch Pad. In addition all teachers have access to Discovery, Teacher Access Center (TAC), and Just 5 Clicks our assessment data warehouse. We use eSchool for our student information system, and are also in the process of implementing Microsoft SharePoint for improved collaboration. We are finding that our end user computing capabilities are starting to fall short of being able to handle all the applications we've implemented. We are also receiving more requests from teachers for collaborative technology tools.

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

Our infrastructure and internet connectivity are adequate to support the current demands of our school district. The internet connectivity is easily expandable when it becomes necessary. We need to start a more aggressive replacement cycle for end user computing hardware and/or implement technologies that allow us to leverage older equipment. We believe that we need to offer more on-line collaborative applications for teachers to use for more improved and engaging communication and instruction.

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

We need to maintain, better utilize and provide professional development for existing technology and any new technologies implemented. We will expand the availability of hardware, software and offer additional diagnostic/prescriptive reading and mathematics options via web-based applications for anytime/anywhere access for students, parents, teachers and administrators. This will help to continue to move towards the ideal ratio of one student per computer, improve graduation rates and increase reading and mathematics performance.

District Technology Inventory - District Information

Number	
5704	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).
87	Number of K-12 special education self-contained classroom students
395	Number of Teachers (FTE - this does not include teacher aides)
35	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
3	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
3	Subtotal
3	Total number of instructional school buildings
0	Total number of non-instructional buildings
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
0	Total number of instructional school buildings
1	Total number of non-instructional buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	278
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	24
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	0
	100+ mb Ethernet	2
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	5
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	111
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	40
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	54
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	13	0	13	0	0	0	0	0	0	13	0	13
	2-5 years	80	0	80	0	0	0	0	0	0	80	0	80

	5+ years	487	0	487	0	0	0	0	0	0	487	0	487
	SubTotal	580	0	580	0	0	0	0	0	0	580	0	580
Dedicated Computer Lab	Under 2 years	106	0	106	0	0	0	0	0	0	106	0	106
	2-5 years	54	0	54	0	0	0	0	0	0	54	0	54
	5+ years	418	0	418	0	0	0	0	0	0	418	0	418
	SubTotal	578	0	578	0	0	0	0	0	0	578	0	578
Media Center/Library	Under 2 years	6	0	6	0	0	0	0	0	0	6	0	6
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	90	0	90	0	0	0	0	0	0	90	0	90
	SubTotal	96	0	96	0	0	0	0	0	0	96	0	96
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	23	1	24	0	0	0	0	0	0	23	1	24
	2-5 years	24	1	25	0	0	0	0	0	0	24	1	25
	5+ years	210	0	210	0	0	0	0	0	0	210	0	210
	SubTotal	257	2	259	0	0	0	0	0	0	257	2	259
Teacher Offices	Under 2 years	4	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	58	0	58	0	0	0	0	0	0	58	0	58
	SubTotal	63	0	63	0	0	0	0	0	0	63	0	63
Other Locations	Under 2 years	4	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	49	0	49	0	0	0	0	0	0	49	0	49
	SubTotal	54	0	54	0	0	0	0	0	0	54	0	54

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	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	1	0	1	0	0	0	0	0	0	1	0	1
<i>Dedicated Computer Lab</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1
<i>Media Center/Library</i>	Under 2 years	6	0	6	0	0	0	0	0	0	6	0	6
	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	6	0	6	0	0	0	0	0	0	6	0	6
<i>Mobile Computer Lab</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	129	0	129	0	0	0	0	0	0	129	0	129
	SubTotal	129	0	129	0	0	0	0	0	0	129	0	129
<i>Administrative Offices</i>	Under 2 years	20	0	20	0	0	0	0	0	0	20	0	20
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	14	0	14	0	0	0	0	0	0	14	0	14
	SubTotal	34	0	34	0	0	0	0	0	0	34	0	34
<i>Teacher Offices</i>	Under 2 years	3	0	3	0	0	0	0	0	0	3	0	3
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	5	0	5	0	0	0	0	0	0	5	0	5

Other Locations	Under 2 years	10	0	10	0	0	0	0	0	0	10	0	10
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	11	0	11	0	0	0	0	0	0	11	0	11
	SubTotal	22	0	22	0	0	0	0	0	0	22	0	22

District Technology Inventory - Computer Inventory(Tablet Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	3	0	3	0	0	0	0	0	0	3	0	3
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3
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	4	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

	SubTotal	5	0	5	0	0	0	0	0	0	5	0	5
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1
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

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers		
		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	2	0	2	0	0	0	0	0	0	2	0	2
	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	2	0	2	0	0	0	0	0	0	2	0	2
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	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	5	0	5	0	0	0	0	0	0	5	0	5
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	6	0	6	0	0	0	0	0	0	6	0	6
	2-5 years	24	0	24	0	0	0	0	0	0	24	0	24
	5+ years	10	0	10	0	0	0	0	0	0	10	0	10
	SubTotal	40	0	40	0	0	0	0	0	0	40	0	40

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	584
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	584
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	579
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	579
Media Center/Library	Windows Vista	0
	Windows XP (any version)	102
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	102
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	129
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	129
Administrative Offices	Windows Vista	10
	Windows XP (any version)	286
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	296
Teacher Offices	Windows Vista	0
	Windows XP (any version)	69
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	69
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	76
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	76
Macintosh		
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0

Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	2
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	2
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Older	0
	Subtotal	0

Other Operating Systems (including Linux)

Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0

Teacher Offices		0
Other Locations		0

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	11
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	7
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0

Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	1
	Switches	5
	Wireless Access Points	3
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	2
	Switches	98
	Wireless Access Points	12
	Firewall	1
	Spam Filter	2
	Content Filter	1
	Intrusion Detector	0

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	42	63	105
Stand-alone Printers/Multifunctional Units	311	39	350
Stand Alone Scanners	17	5	22
Digital Cameras	56	1	57
Camcorders/Movie Cameras	11	0	11
Satellite Dishes	0	1	1
Televisions	10	6	16
Video Microscopes	10	0	10

LCD Panels/Projection Devices	326	0	326
Fax Machines	13	25	38
Graphing Calculators	800	0	800
PDA's	0	0	0
Assistive/Adaptive Devices/Student Response Devices	18	0	18
GPS Devices/Geocaching	0	0	0
Science Probeware	40	0	40
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	2	0	2
Whiteboard Peripherals (clickers, note capturing devices)	18	0	18
Document Cameras	300	0	300
MP3/ Electronic Readers, Kindles, etc.	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	39	39
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	7	51	58
	Number		
Classrooms with telephones	300		

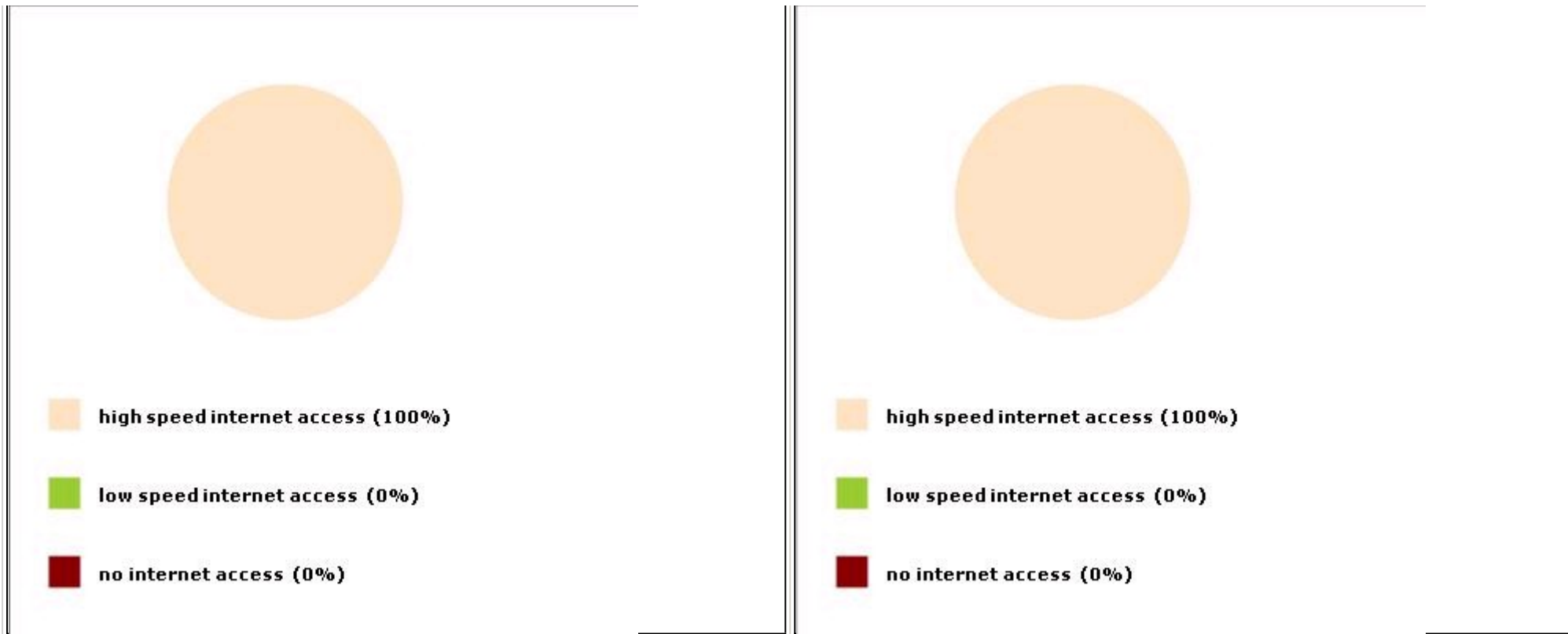
District Technology Inventory - Distance Learning

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

Section I D Data & Analysis – District Technology Inventory Report

District Information:

District Information:					
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators
5704		87	395		35
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
3	0	0	1	0	0
Instructional School Building Internet Access (Chart) :			Non-Instructional Buildings Internet Access (Chart) :		



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
<i>Computers</i>														
<i>Desktops</i>	580	0	578	0	96	0	0	0	257	2	63	0	54	0
<i>Laptops</i>	1	0	1	0	6	0	129	0	34	0	5	0	22	0
<i>Tablets</i>	3	0	0	0	0	0	0	0	5	0	1	0	0	0
<i>Servers</i>	0	0	2	0	0	0	0	0	5	0	0	0	40	0
	584	0	581	0	102	0	129	0	301	2	69	0	116	0

Total Computers in Each Location	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac
	584	581	102	129	303	69	116
Students per Computer						3.07	

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers														
<i>Desktops</i>	580	0	578	0	96	0	0	0	257	2	63	0	54	0
<i>Laptops</i>	1	0	1	0	6	0	129	0	34	0	5	0	22	0
<i>Tablets</i>	3	0	0	0	0	0	0	0	5	0	1	0	0	0
<i>Servers</i>	0	0	2	0	0	0	0	0	5	0	0	0	40	0
	584	0	581	0	102	0	129	0	301	2	69	0	116	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	584		581		102		129		303		69		116	
Students per Computer with High Speed Access											3.07			

Computers with Low Speed Internet Access:

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

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

Computers with No Internet Access:

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

Computer Ages:

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
628	160	16	644	8	20	5248	624	0

Internet Access:

Number of Rooms	Type
0	10 mb Ethernet

1018	100+ mb Ethernet
0	Dedicated Cable
0	DSL
10	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
10	Total Number of Computers with Windows Vista	2	Total Number of Computers with MAC System 10.x
1749	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 9.x
76	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 8.x
0	Total Number of Computers with Windows 98	0	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Older		
0	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
210	Number of Networked Printers/Multifunctional Units	0	Number of PDAs
700	Number of Stand-alone Printers/Multifunctional Units	36	Number of Assistive/Adaptive Devices/Student Response Devices
44	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
114	Number of Digital Cameras	80	Number of Science Probeware

22	Number of Camcorders/Movie Cameras	4	Number of Electronic Whiteboards
2	Number of Satellite Dishes	36	Number of Whiteboard Peripherals (clickers, note capturing devices)
32	Number of Televisions	600	Number of Document Cameras
20	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
652	Number of LCD Panels/Projection Devices	0	Number of Modems
76	Number of Fax Machines		
1600	Number of Graphing Calculators		

Distance Learning

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

Section I E. Data & Analysis – Meta Analysis

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

The District will meet the Illinois State Adequate Yearly Progress requirements by improving student achievement in reading, mathematics and graduation rates:

Reaching a Reading score of 85% for 2011, and of 92.5% for 2012 and 2013; and the Safe Harbor targets in all subgroups;

Reaching a Mathematics score of 85% for 2011, and of 92.5% for 2012 and 2013; and the Safe Harbor targets in all subgroups; and

Reaching the Adequate Yearly Progress Graduation Rate of 82% for 2011, and 84% for 2012 and 85% for 2013.

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

Phase I Goal 1 Title:
Meet or exceed the Illinois State Adequate Yearly Progress requirements.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:
Meet or exceed the Illinois State Adequate Yearly Progress requirements.

Strategy 1
Reach the Adequate Yearly Progress Graduation Rate of 82% for the year.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Purchase 4 Netbook Carts with wireless printers to proctor Career Cruising testing throughout the District to help students become more engaged in their future and education.	08/18/2010	06/03/2011	40,000	20,000			0	0	0	0	0	20,000
2Renew Discovery Education subscription that provides access to a large video library of materials for instructional use that are continually being updated with new relevant content.	07/01/2010	06/30/2011	8,045	8,045			0	0	0	0	0	0

Strategy 2												
Reach a Reading score of 85% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide individualized learning software applications proven to accelerate reading comprehension, vocabulary and writing proficiency.	08/18/2010	06/03/2011	54,905	54,905			0	0	0	0	0	0
2 Provide all students with individual email accounts to enable better communication and collaboration.	08/18/2010	06/03/2011	5,000	5,000			0	0	0	0	0	0
3 Continue to provide an assessment application for analyzing individual and subgroups performance on our core assessment testing results that are aligned with state standards so that we can target areas for improvement.	08/18/2010	06/03/2011	45,000	45,000			0	0	0	0	0	0
4 Contribute to the subscription for the on-line Homework Help service provided by the Joliet Public Library that is available to our students.	08/18/2010	06/03/2011	3,000	3,000			0	0	0	0	0	0

Strategy 3												
Reach a Mathematics score of 85% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide individualized learning software applications that dynamically and interactively improve number concepts, data analysis, geometry and algebraic skills.	08/18/2010	06/03/2011	25,000	25,000			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:

Meet or exceed the Illinois State Adequate Yearly Progress requirements.

Strategy 1

Reach the Adequate Yearly Progress Graduation Rate set by the State for the year.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide the technical skills training necessary to allow for technology to be used on a regular basis for more engaged learning.	07/01/2010	06/30/2011	24,015	15,030			5,000	2,985	0	0	0	1,000
2 Provide on-going Differentiated Instruction training that will help to individualize instruction to all subgroups.	07/01/2010	06/30/2011	66,045	56,045			10,000	0	0	0	0	0
3 Continue to provide training on Creating Independence through Student owned Strategies fostering student involvement in their own education.	07/01/2010	06/30/2011	25,600	15,600			10,000	0	0	0	0	0

Strategy 2

Reach a Reading score of 85% and the Safe Harbor targets in all subgroups.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training on the functionality, integration and analysis of reading support application(s).	07/01/2010	06/30/2011	6,000	1,000			5,000	0	0	0	0	0

Strategy 3												
Reach a Mathematics score of 85% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training on the functionality, integration and analysis of math support application(s) and hardware.	07/01/2010	06/30/2011	5,000	0			5,000	0	0	0	0	0

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

Phase I Goal 1 Title:												
Meet or exceed the Illinois State Adequate Yearly Progress requirements.												
Strategy 1												
Reach the Adequate Yearly Progress Graduation Rate set by the State for the year.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Home Access Center, ESL, Computer Basics and Web Resources training for parents to get them more engaged with the school, technology and their students.	08/18/2010	06/03/2011	9,000	3,000			0	0	6,000	0	0	0
2 Continue to maintain and enhance the Website to keep parents and the community informed.	07/01/2010	06/30/2011	4,000	4,000			0	0	0	0	0	0
3 Continue to provide phone messaging delivery application for conveying important and emergency information to parents.	07/01/2010	06/30/2011	14,000	14,000			0	0	0	0	0	0
4 Expand the digital signage locations to keep parents and the community informed of activities.	07/01/2010	06/30/2011	10,000	10,000			0	0	0	0	0	0

Strategy 2												
Reach a Reading score of 85% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide information and training to parents regarding on-line reading applications that they can monitor and work with their children on.	08/18/2010	06/03/2011	4,981	4,981			0	0	0	0	0	0

Strategy 3												
Reach a Mathematics score of 85% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide an Algebra I credit recovery course for students and parents to provide credit to the student and prepare both the student and parent to take the COMPASS test.	08/18/2010	06/03/2011	4,500	4,500			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
Meet or exceed the Illinois State Adequate Yearly Progress requirements.												
Strategy 1												
Reach the Adequate Yearly Progress Graduation Rate set by the State for the year.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide 6 Student Netbook(32) Carts w/printer for shared use throughout the district for engaging	08/18/2010	06/03/2011	120,000	20,000	0	D	0	0	0	0	0	100,000

	hands on learning opportunities.												
2	Continue to provide phone service throughout the district, including in the classroom, to allow for communication in order to establish and improve relationships that contribute to enhancing student performance.	07/01/2010	06/30/2011	81,000	24,300	56,700	D	0	0	0	0	0	0
3	Provide Wide Area Network connectivity to allow for collaboration between students, teachers and administration throughout the District.	07/01/2010	06/03/2011	51,780	15,534	36,246	D	0	0	0	0	0	0
4	Provide internet connectivity to support student achievement by expanding learning, resources, and engaging instruction.	07/01/2010	06/03/2011	50,500	15,150	35,350	D	0	0	0	0	0	0
5	Provide a safe environment through cellular phone and fire alarm circuit services to handle important and emergency situations.	07/01/2010	06/03/2011	36,500	10,950	25,550	D	0	0	0	0	0	0
6	Outfit 36 classrooms with interactive technology (boards, response, pads, touch, etc...) devices that provide more engaging instruction for students.	08/18/2010	06/03/2011	54,000	50,000	0	D	0	0	0	0	0	4,000
7	Replace 217 desktops in classrooms, labs and offices to maintain our current technology and adequately support applications.	08/18/2010	06/03/2011	202,461	202,461	0	D	0	0	0	0	0	0
8	Replace/upgrade digital security cameras and video recorders to provide a safe environment.	08/18/2010	06/03/2011	35,000	35,000	0	D	0	0	0	0	0	0
9	Replace LCD projectors to support the current minimum classroom technology setups offering engaging visual instruction.	08/18/2010	06/03/2011	11,250	11,250	0	D	0	0	0	0	0	0
10	Purchase additional or replacement switches to support District wide connectivity allowing for collaboration between students, teachers and administration.	07/01/2010	06/30/2011	17,500	17,500	0	D	0	0	0	0	0	0
11	Continue hosting the Website for continuous and robust availability.	07/01/2010	06/30/2011	1,200	360	840	D	0	0	0	0	0	0
12	Maintain our Student Information System for												

accurate record keeping and reporting of academics, activities, attendance, demographics, discipline, enrollment, medial and testing for students.	07/01/2010	06/30/2011	21,376	21,376	0	D	0	0	0	0	0	0
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Strategy 2													
Reach a Reading score of 85% and the Safe Harbor targets in all subgroups.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Provide 5 Student Netbook(32) Carts w/printer for shared use throughout the district for engaging hands on learning opportunities.	08/18/2010	06/03/2011	100,000	40,000	0	D	0	0	0	0	0	60,000	
2 Outfit 20 classrooms with interactive technology (boards, response, pads, touch, etc...) devices that provide more engaging instruction for students.	08/18/2010	06/03/2011	30,000	25,500	0	D	0	4,500	0	0	0	0	
3 Provide 7 English Teachers with laptops to provide them with more flexibility within the classroom, convenient access, and professional productivity opportunities to improve reading performance.	08/18/2010	06/03/2011	6,300	6,300	0	D	0	0	0	0	0	0	

Strategy 3													
Reach a Mathematics score of 85% and the Safe Harbor targets in all subgroups.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Provide 5 Student Netbook(32) Carts w/printer for shared use throughout the district for engaging hands on learning opportunities.	08/18/2010	06/03/2011	100,000	40,000	0	D	0	0	0	0	0	60,000	
2 Outfit 20 classrooms with interactive technology (boards, response, pads, touch, etc...) devices that provide more engaging instruction for students.	08/18/2010	06/03/2011	30,000	25,500	0	D	0	4,500	0	0	0	0	

3Provide 7 Math Teachers with laptops to provide them with more flexibility within the classroom, convenient access, and professional productivity opportunities to improve mathematical instruction.	08/18/2010	06/03/2011	6,300	6,300	0	D	0	0	0	0	0	0
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**Section II A. Action Plan - Goals, Strategies, and Activities
Phase II**

Phase II Goal 1 Title:
Meet or exceed the Illinois State Adequate Yearly Progress requirements.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:
Meet or exceed the Illinois State Adequate Yearly Progress requirements.

Strategy 1
Reach the Adequate Yearly Progress Graduation Rate of 84% for the year.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Renew Discovery Education subscription that provides access to a large video library of materials for instructional use that are continually being updated with new relevant content.	07/01/2011	06/30/2012	8,850	8,850			0	0	0	0	0	0

Strategy 2												
Reach a Reading score of 92.5% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide individualized learning software applications proven to accelerate reading comprehension, vocabulary and writing proficiency.	08/17/2011	06/01/2012	54,905	54,905			0	0	0	0	0	0
2 Continue to provide an assessment application for analyzing individual and subgroups performance on our core assessment testing results that are aligned with state standards so that we can target areas for improvement.	08/17/2011	06/01/2012	45,000	45,000			0	0	0	0	0	0
3 Provide on-line collaborative applications that provide additional reading opportunities through an environment of learning together effectively that supports students in the communication of ideas and information, provides access to information and documents over the internet, and allows for immediate instructor and peer feedback on learning activities.	08/17/2011	06/01/2012	50,000	50,000			0	0	0	0	0	0
4 Contribute to the subscription for the on-line Homework Help service provided by the Joliet Public Library that is available to our students.	08/17/2011	06/01/2012	3,000	3,000			0	0	0	0	0	0

Strategy 3												
Reach a Mathematics score of 92.5% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide individualized learning software applications that dynamically and interactively improve number concepts, data analysis, geometry and algebraic skills.	08/17/2011	06/01/2012	25,000	25,000			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:												
Meet or exceed the Illinois State Adequate Yearly Progress requirements.												
Strategy 1												
Reach the Adequate Yearly Progress Graduation Rate of 84% for the year.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide the technical skills training necessary to allow for technology to be used on a regular basis for more engaged learning.	07/01/2011	06/30/2012	24,515	15,615			5,000	2,900	0	0	0	1,000
2 Provide on-going Differentiated Instruction training that will help to individualize instruction to all subgroups.	07/01/2011	06/30/2012	73,545	63,545			10,000	0	0	0	0	0
3 Continue to provide training on Creating Independence through Student owned Strategies fostering student involvement in their own education.	07/01/2011	06/30/2012	28,160	18,160			10,000	0	0	0	0	0

Strategy 2												
Reach a Reading score of 92.5% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training on the functionality, integration and analysis of reading support application(s).	07/01/2011	06/30/2012	6,600	1,600			5,000	0	0	0	0	0

Strategy 3												
Reach a Mathematics score of 92.5% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training on the functionality, integration and analysis of math support application(s) and hardware.	07/01/2011	06/30/2012	5,500	500			5,000	0	0	0	0	0

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

Phase II Goal 1 Title:												
Meet or exceed the Illinois State Adequate Yearly Progress requirements.												
Strategy 1												
Reach the Adequate Yearly Progress Graduation Rate of 84% for the year.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Home Access Center, ESL, Computer Basics and Web												

Resources training for parents to get them more engaged with the school, technology and their students.	08/17/2011	06/01/2012	9,900	3,900			0	0	6,000	0	0	0
2 Continue to maintain and enhance the Website to keep parents and the community informed.	07/01/2011	06/30/2012	4,000	4,000			0	0	0	0	0	0
3 Continue to provide phone messaging delivery application for conveying important and emergency information to parents.	07/01/2011	06/30/2012	14,000	14,000			0	0	0	0	0	0
4 Continue expanding the digital signage locations to keep parents and the community informed of activities.	07/01/2011	06/30/2012	10,000	10,000			0	0	0	0	0	0

Strategy 2

Reach a Reading score of 92.5% and the Safe Harbor targets in all subgroups.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide information and training to parents regarding on-line reading applications that they can monitor and work with their children on.	08/17/2011	06/01/2012	5,479	5,479			0	0	0	0	0	0

Strategy 3

Reach a Mathematics score of 92.5% and the Safe Harbor targets in all subgroups.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide an Algebra I credit recovery course for students and parents to provide credit to the student and prepare both the student and parent to take the COMPASS test.	08/17/2011	06/01/2012	4,950	4,950			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:													
Meet or exceed the Illinois State Adequate Yearly Progress requirements.													
Strategy 1													
Reach the Adequate Yearly Progress Graduation Rate of 84% for the year.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Provide 6 Student Netbook(32) Carts w/printer for shared use throughout the district for engaging hands on learning opportunities.	08/17/2011	06/01/2012	120,000	20,000	0	D	0	0	0	0	0	100,000	
2 Continue to provide phone service throughout the district, including in the classroom, to allow for communication in order to establish and improve relationships that contribute to enhancing student performance.	07/01/2011	06/30/2012	81,000	24,300	56,700	D	0	0	0	0	0	0	
3 Provide Wide Area Network connectivity to allow for collaboration between students, teachers and administration throughout the District.	07/01/2011	06/30/2012	51,780	15,534	36,246	D	0	0	0	0	0	0	
4 Provide internet connectivity to support student achievement by expanding learning, resources, and engaging instruction.	07/01/2011	06/30/2012	50,500	15,150	35,350	D	0	0	0	0	0	0	
5 Provide a safe environment through cellular phone and fire alarm circuit services to handle important and emergency situations.	07/01/2011	06/30/2012	36,500	10,950	25,550	D	0	0	0	0	0	0	
6 Outfit 36 classrooms with interactive technology (boards, response, pads, touch, etc...) devices that provide more engaging instruction for students.	08/17/2011	06/01/2012	54,000	50,000	0	D	0	0	0	0	0	4,000	
7 Replace 217 desktops in classrooms, labs and offices to maintain our current technology and adequately support applications.	08/17/2011	06/01/2012	200,436	200,436	0	D	0	0	0	0	0	0	

8	Replace/upgrade digital security cameras and video recorders to provide a safe environment.	07/01/2011	06/30/2012	45,000	45,000	0	D	0	0	0	0	0	0
9	Replace LCD projectors to support the current minimum classroom technology setups offering engaging visual instruction.	07/01/2011	06/30/2012	11,250	11,250	0	D	0	0	0	0	0	0
10	Purchase additional or replacement switches to support District wide connectivity allowing for collaboration between students, teachers and administration.	07/01/2011	06/30/2012	17,500	17,500	0	D	0	0	0	0	0	0
11	Continue hosting the Website for continuous and robust availability.	07/01/2011	06/30/2012	1,200	360	840	D	0	0	0	0	0	0
12	Maintain our Student Information System for accurate record keeping and reporting of academics, activities, attendance, demographics, discipline, enrollment, medial and testing for students.	07/01/2011	06/30/2012	23,514	23,514	0	D	0	0	0	0	0	0

Strategy 2													
Reach a Reading score of 92.5% and the Safe Harbor targets in all subgroups.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Provide 5 Student Netbook(32) Carts w/printer for shared use throughout the district for engaging hands on learning opportunities.	08/17/2011	06/01/2012	100,000	40,000	0	D	0	0	0	0	0	60,000	
2 Outfit 20 classrooms with interactive technology (boards, response, pads, touch, etc...) devices that provide more engaging instruction for students.	08/17/2011	06/01/2012	30,000	25,500	0	D	0	0	4,500	0	0	0	
3 Provide 7 English Teachers with laptops to provide them with more flexibility within the classroom, convenient access, and professional productivity opportunities to improve reading performance.	08/17/2011	06/01/2012	6,300	6,300	0	D	0	0	0	0	0	0	

Strategy 3												
Reach a Mathematics score of 92.5% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide 5 Student Netbook(32) Carts w/printer for shared use throughout the district for engaging hands on learning opportunities.	08/17/2011	06/01/2012	100,000	40,000	0	D	0	0	0	0	0	60,000
2 Outfit 20 classrooms with interactive technology (boards, response, pads, touch, etc...) devices that provide more engaging instruction for students.	08/17/2011	06/01/2012	30,000	25,500	0	D	0	4,500	0	0	0	0
3 Provide 7 Math Teachers with laptops to provide them with more flexibility within the classroom, convenient access, and professional productivity opportunities to improve mathematical instruction.	08/17/2011	06/01/2012	6,300	6,300	0	D	0	0	0	0	0	0

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

Phase III Goal 1 Title:
Meet or exceed the Illinois State Adequate Yearly Progress requirements.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:
Meet or exceed the Illinois State Adequate Yearly Progress requirements.

Strategy 1
Reach the Adequate Yearly Progress Graduation Rate of 85% for the year.

			Budget & Funding Sources (\$)									
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Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Renew Discovery Education subscription that provides access to a large video library of materials for instructional use that are continually being updated with new relevant content.	07/01/2012	06/30/2013	9,734	9,734			0	0	0	0	0	0

Strategy 2

Reach a Reading score of 92.5% and the Safe Harbor targets in all subgroups.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide individualized learning software applications proven to accelerate reading comprehension, vocabulary and writing proficiency.	08/15/2012	06/03/2013	54,905	54,905			0	0	0	0	0	0
2 Continue to provide an assessment application for analyzing individual and subgroups performance on our core assessment testing results that are aligned with state standards so that we can target areas for improvement.	08/15/2012	06/03/2013	45,000	45,000			0	0	0	0	0	0
3 Provide on-line collaborative applications that provide additional reading opportunities through an environment of learning together effectively that supports students in the communication of ideas and information, provides access to information and documents over the internet, and allows for immediate instructor and peer feedback on learning activities.	08/15/2012	06/03/2013	50,000	50,000			0	0	0	0	0	0
4 Contribute to the subscription for the on-line Homework Help service provided by the Joliet Public Library that is available to our students.	08/15/2012	06/03/2013	3,000	3,000			0	0	0	0	0	0

Strategy 3												
Reach a Mathematics score of 92.5% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide individualized learning software applications that dynamically and interactively improve number concepts, data analysis, geometry and algebraic skills.	08/15/2012	06/03/2013	25,000	25,000			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:												
Meet or exceed the Illinois State Adequate Yearly Progress requirements.												
Strategy 1												
Reach the Adequate Yearly Progress Graduation Rate of 85% for the year.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide the technical skills training necessary to allow for technology to be used on a regular basis for more engaged learning.	07/01/2012	06/30/2013	24,560	15,660			5,000	2,900	0	0	0	1,000
2 Provide on-going Differentiated Instruction training that will help to individualize instruction to all subgroups.	07/01/2012	06/30/2013	73,680	63,680			10,000	0	0	0	0	0
3 Continue to provide training on Creating Independence through Student owned Strategies fostering student involvement in their own education.	07/01/2012	06/30/2013	30,976	25,976			5,000	0	0	0	0	0

Strategy 2												
Reach a Reading score of 92.5% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training on the functionality, integration and analysis of reading support application(s).	07/01/2012	06/30/2013	7,260	2,260			5,000	0	0	0	0	0

Strategy 3												
Reach a Mathematics score of 92.5% and the Safe Harbor targets in all subgroups.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training on the functionality, integration and analysis of math support application(s) and hardware.	07/01/2012	06/30/2013	6,050	1,050			5,000	0	0	0	0	0

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

Phase III Goal 1 Title:												
Meet or exceed the Illinois State Adequate Yearly Progress requirements.												
Strategy 1												
Reach the Adequate Yearly Progress Graduation Rate of 85% for the year.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Home Access Center, ESL, Computer Basics and Web												

Resources training for parents to get them more engaged with the school, technology and their students.	08/15/2012	06/03/2013	10,890	4,890			0	6,000	0	0	0	0
2 Continue to maintain and enhance the Website to keep parents and the community informed.	07/01/2012	07/31/2013	4,000	4,000			0	0	0	0	0	0
3 Continue to provide phone messaging delivery application for conveying important and emergency information to parents.	07/01/2012	07/31/2013	14,000	14,000			0	0	0	0	0	0
4 Continue expanding the digital signage locations to keep parents and the community informed of activities.	07/01/2012	06/30/2013	10,000	10,000			0	0	0	0	0	0

Strategy 2

Reach a Reading score of 92.5% and the Safe Harbor targets in all subgroups.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide information and training to parents regarding on-line reading applications that they can monitor and work with their children on.	08/15/2012	06/03/2013	6,027	6,027			0	0	0	0	0	0

Strategy 3

Reach a Mathematics score of 92.5% and the Safe Harbor targets in all subgroups.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide an Algebra I credit recovery course for students and parents to provide credit to the student and prepare both the student and parent to take the COMPASS test.	08/15/2012	06/03/2013	5,445	5,445			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:

Meet or exceed the Illinois State Adequate Yearly Progress requirements.

Strategy 1

Reach the Adequate Yearly Progress Graduation Rate of 85% for the year.

				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Provide 6 Student Netbook(32) Carts w/printer for shared use throughout the district for engaging hands on learning opportunities.	08/15/2012	06/03/2013	120,000	20,000	0	D	0	0	0	0	0	100,000	
2 Continue to provide phone service throughout the district, including in the classroom, to allow for communication in order to establish and improve relationships that contribute to enhancing student performance.	07/01/2012	06/30/2013	81,000	24,300	56,700	D	0	0	0	0	0	0	
3 Provide Wide Area Network connectivity to allow for collaboration between students, teachers and administration throughout the District.	07/01/2012	06/30/2013	51,780	15,534	36,246	D	0	0	0	0	0	0	
4 Provide internet connectivity to support student achievement by expanding learning, resources, and engaging instruction.	07/01/2012	06/30/2013	50,500	15,150	35,350	D	0	0	0	0	0	0	
5 Provide a safe environment through cellular phone and fire alarm circuit services to handle important and emergency situations.	07/01/2012	06/30/2013	36,500	10,950	25,550	D	0	0	0	0	0	0	
6 Outfit 36 classrooms with interactive technology (boards, response, pads, touch, etc...) devices that provide more engaging instruction for students.	08/15/2012	06/03/2013	54,000	50,000	0	D	0	0	0	0	0	4,000	
7 Replace 216 desktops in classrooms, labs and offices to maintain our current technology and adequately support applications.	07/01/2012	06/30/2013	197,518	197,518	0	D	0	0	0	0	0	0	

8	Replace/upgrade digital security cameras and video recorders to provide a safe environment.	07/01/2013	06/30/2013	50,000	50,000	0	D	0	0	0	0	0	0
9	Replace LCD projectors to support the current minimum classroom technology setups offering engaging visual instruction.	07/01/2012	06/30/2013	11,250	11,250	0	D	0	0	0	0	0	0
10	Purchase additional or replacement switches to support District wide connectivity allowing for collaboration between students, teachers and administration.	07/01/2012	06/30/2013	17,500	17,500	0	D	0	0	0	0	0	0
11	Continue hosting the Website for continuous and robust availability.	07/01/2012	06/30/2013	1,200	360	840	D	0	0	0	0	0	0
12	Maintain our Student Information System for accurate record keeping and reporting of academics, activities, attendance, demographics, discipline, enrollment, medial and testing for students.	07/01/2012	06/30/2013	25,865	25,865	0	D	0	0	0	0	0	0
13	Implement LCD projector management application to monitor usage, for powering management, and for maintenance of bulb replacement and filter cleaning so that projectors are in working order when used for instruction.	08/15/2012	06/03/2013	15,000	15,000	0	D	0	0	0	0	0	0

Strategy 2													
Reach a Reading score of 92.5% and the Safe Harbor targets in all subgroups.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Provide 5 Student Netbook(32) Carts w/printer for shared use throughout the district for engaging hands on learning opportunities.	08/15/2012	06/03/2013	100,000	40,000	0	D	0	0	0	0	0	60,000	
2 Outfit 20 classrooms with interactive technology (boards, response, pads, touch, etc...) devices that provide more engaging instruction for students.	08/15/2012	06/03/2013	30,000	25,500	0	D	0	0	4,500	0	0	0	

3 Provide 8 English Teachers with laptops to provide them with more flexibility within the classroom, convenient access, and professional productivity opportunities to improve reading performance.	08/15/2012	06/03/2013	7,200	7,200	0	D	0	0	0	0	0	0
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Strategy 3
Reach a Mathematics score of 92.5% and the Safe Harbor targets in all subgroups.

Activities	StartDate	EndDate	Budget & Funding Sources (\$)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide 5 Student Netbook(32) Carts w/printer for shared use throughout the district for engaging hands on learning opportunities.	08/15/2012	06/03/2013	100,000	40,000	0	D	0	0	0	0	0	60,000
2 Outfit 20 classrooms with interactive technology (boards, response, pads, touch, etc...) devices that provide more engaging instruction for students.	08/15/2012	06/03/2013	30,000	25,500	0	D	0	0	4,500	0	0	0
3 Provide 8 Math Teachers with laptops to provide them with more flexibility within the classroom, convenient access, and professional productivity opportunities to improve mathematical instruction.	08/15/2012	06/03/2013	7,200	7,200	0	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process
Phase I

We will continue to evaluate our progress, new information and emerging technologies in order to adjust our plans appropriately. By modeling the integration of technology through administration and as we continue to develop our professional learning environment we expect collaboration between teachers to improve, technical leaders to emerge and effective integration of technology into instruction to advance. We plan to continue monitoring the alignment of classroom instruction to state standards, get more involvement from parents and the community and showcase how we are using technology in the classrooms at our first Engage Conference this summer.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1) Application usage 2) Application reports 3) AYP progress	1) Increase in usage 2 and 3) Improvements in student achievement and graduation rates	1) Bi-monthly 2) Weekly 3) Annually	Cheryl McCarthy, Assistant Superintendent for Educational Services; Jenine Wright, Pupil Personal Services Coordinator; Jo Wooten, Pupil Personal Services Coordinator; Karen Harkin, Director of Computer Services; Karla Guseman, Director for Science and Assessment; Kristine Schlismann, Director of Community Relations; Mary Balsie, Director for Mathematics and Assessment; Lynn Vaughn, Director for English, Foreign Affairs, World Language and Applied Life; Wendy Davis, Network and Media Manager; Michael Wilkes, Application Services Manager; Stacey Gonzales, Application Administrator and Trainer
PD Strategy	1) Training session evaluations 2) Classroom observations 3) Staff Needs Assessment	1) Positive and comprehension indicators 2) Evidence of improved engagement and effective integration of technology 3) Improvement in meeting needs	1) Monthly 2) Weekly 3) Annually	Cheryl McCarthy, Assistant Superintendent for Educational Services; Alberto Filipponi, Director for E.S.L. and Social Science; Carol Collins, Project Director/Coordinator for SLC; Deanna Woodward, Director of Career and Technical Education; Edna Brass, Director of Special Services; John Randich, Principal; Karen Harkin, Director of Computer Services; Karla Guseman, Director for Science and Assessment; Kelli Bettenhausen, Project Director for Youth Experiencing Success in School; Lynn Vaughn, Director for English, Foreign Affairs, World Language and Applied Life; Mary Balsie, Director for Mathematics and Assessment; Maureen Pulaski, Freshman Academy Coordinator; Michael Lutz, SLC Coordinator; Stacey Gonzales, Application Administrator and Trainer; Teresa Gibson, Principal
P/C Strategy	1) Parent Surveys and Interviews 2) Participation at parent and community activities, courses, committees and training 3) Monthly Communication Committee Meetings	1) Improvement in communication methods 2) Additional attendees 3) Increase in subscriptions, participation and feedback	1) Annually 2) Bi-monthly 3) Bi-monthly	Cheryl McCarthy, Assistant Superintendent for Educational Services; Kristine Schlismann, Director of Community Relations; Alberto Filipponi, Director for E.S.L. and Social Science; Deanna Woodward, Director of Career and Technical Education; Lynn Vaughn, Director for English, Foreign Affairs, World Language and Applied Life; Lynne Lichtenauer, Director of Alumni Coordination; Mary Balsie, Director for Mathematics and Assessment; Karen Harkin, Director of Computer Services
Tech D Strategy	1) Usage of existing, replaced and additional technologies 2) Review Technolgoey Plans 3) Resource availability (help desk calls, bandwidth monitoring, application response times, etc...)	1) Increased usage 2) Hardware added to inventory and improvement in STaR chart levels 3) Levels of service are meeting demands	1) Bi-monthly 2) Bi-annually 3) Daily	Richard Pagliaro, Assistant Superintendent of Business and Personnel Services; Karen Harkin, Director of Computer Services; Deanna Woodward, Director of Career and Technical Education; Edna Brass, Director of Special Services; John Figliulo, Faculty; Janice Sheehan, Faculty; Wendy Davis, Network and Media Manager; Michael Wilkes, Application Services Manager

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

We will continue to evaluate our progress, new information and emerging technologies in order to adjust our plans appropriately. We expect to see continued improvement of collaboration between teachers and with the addition of on-line collaboration applications for this to greatly impact collaboration between teachers and students. We plan to continue monitoring the alignment of classroom instruction to state standards, ensure effective integration of technology into instruction, and to celebrate our successes with parents and the community.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1) Application usage 2) Application reports 3) AYP progress	1) Increase in usage 2 and 3) Improvements in student achievement and graduation rates	1) Bi-monthly 2) Weekly 3) Annually	Cheryl McCarthy, Assistant Superintendent for Educational Services; Jenine Wright, Pupil Personal Services Coordinator; Jo Wooten, Pupil Personal Services Coordinator; Karen Harkin, Director of Computer Services; Karla Guseman, Director for Science and Assessment; Kristine Schlismann, Director of Community Relations; Mary Balsie, Director for Mathematics and Assessment; Lynn Vaughn, Director for English, Foreign Affairs, World Language and Applied Life; Wendy Davis, Network and Media Manager; Michael Wilkes, Application Services Manager; Stacey Gonzales, Application Administrator and Trainer
PD Strategy	1) Training session evaluations 2) Classroom observations 3) Staff Needs Assessment	1) Positive and comprehension indicators 2) Evidence of improved engagement and effective integration of technology 3) Improvement in meeting needs	1) Monthly 2) Weekly 3) Annually	Cheryl McCarthy, Assistant Superintendent for Educational Services; Alberto Filipponi, Director for E.S.L. and Social Science; Carol Collins, Project Director/Coordinator for SLC; Deanna Woodward, Director of Career and Technical Education; Edna Brass, Director of Special Services; John Randich, Principal; Karen Harkin, Director of Computer Services; Karla Guseman, Director for Science and Assessment; Kelli Bettenhausen, Project Director for Youth Experiencing Success in School; Lynn Vaughn, Director for English, Foreign Affairs, World Language and Applied Life; Mary Balsie, Director for Mathematics and Assessment; Maureen Pulaski, Freshman Academy Coordinator; Michael Lutz, SLC Coordinator; Stacey Gonzales, Application Administrator and Trainer; Teresa Gibson, Principal

P/C Strategy	1) Parent Surveys and Interviews 2) Participation at parent and community activities, courses, committees and training 3) Monthly Communication Committee Meetings	1) Improvement in communication methods 2) Additional attendees 3) Increase in subscriptions, participation and feedback	1) Annually 2) Bi-monthly 3) Bi-monthly	Cheryl McCarthy, Assistant Superintendent for Educational Services; Kristine Schlismann, Director of Community Relations; Alberto Filipponi, Director for E.S.L. and Social Science; Deanna Woodward, Director of Career and Technical Education; Lynn Vaughn, Director for English, Foreign Affairs, World Language and Applied Life; Lynne Lichtenauer, Director of Alumni Coordination; Mary Balsie, Director for Mathematics and Assessment; Karen Harkin, Director of Computer Services
Tech D Strategy	1) Usage of existing, replaced and additional technologies 2) Review Technology Plans 3) Resource availability (help desk calls, bandwidth monitoring, application response times, etc...)	1) Increased usage 2) Hardware added to inventory and improvement in STaR chart levels 3) Levels of service are meeting demands	1) Bi-monthly 2) Bi-annually 3) Daily	Richard Pagliaro, Assistant Superintendent of Business and Personnel Services; Karen Harkin, Director of Computer Services; Deanna Woodward, Director of Career and Technical Education; Edna Brass, Director of Special Services; John Figliulo, Faculty; Janice Sheehan, Faculty; Wendy Davis, Network and Media Manager; Michael Wilkes, Application Services Manager

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

We will continue to evaluate our progress, new information and emerging technologies in order to adjust our plans appropriately. We expect to see that collaborative learning is occurring between all stakeholders including students, teachers, parents, community and administrators. We plan to continue monitoring the alignment of classroom instruction to state standards, ensure effective integration of technology into instruction, and meet adequate yearly progress.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1) Application usage 2) Application reports 3) AYP progress	1) Increase in usage 2 and 3) Improvements in student achievement and graduation rates	1) Bi-monthly 2) Weekly 3) Annually	Cheryl McCarthy, Assistant Superintendent for Educational Services; Jenine Wright, Pupil Personal Services Coordinator; Jo Wooten, Pupil Personal Services Coordinator; Karen Harkin, Director of Computer Services; Karla Guseman, Director for Science and Assessment; Kristine Schlismann, Director of Community Relations; Mary Balsie, Director for Mathematics and Assessment; Lynn Vaughn, Director for English, Foreign Affairs, World Language and Applied Life; Wendy Davis, Network and Media Manager; Michael Wilkes, Application Services Manager; Stacey Gonzales, Application Administrator and Trainer
		1) Positive and		Cheryl McCarthy, Assistant Superintendent for Educational Services; Alberto Filipponi, Director for E.S.L. and Social Science; Carol Collins, Project Director/Coordinator for SLC; Deanna

PD Strategy	1) Training session evaluations 2) Classroom observations 3) Staff Needs Assessment	comprehension indicators 2) Evidence of improved engagement and effective integration of technology 3) Improvement in meeting needs	1) Monthly 2) Weekly 3) Annually	Woodward, Director of Career and Technical Education; Edna Brass, Director of Special Services; John Randich, Principal; Karen Harkin, Director of Computer Services; Karla Guseman, Director for Science and Assessment; Kelli Bettenhausen, Project Director for Youth Experiencing Success in School; Lynn Vaughn, Director for English, Foreign Affairs, World Language and Applied Life; Mary Balsie, Director for Mathematics and Assessment; Maureen Pulaski, Freshman Academy Coordinator; Michael Lutz, SLC Coordinator; Stacey Gonzales, Application Administrator and Trainer; Teresa Gibson, Principal
P/C Strategy	1) Parent Surveys and Interviews 2) Participation at parent and community activities, courses, committees and training 3) Monthly Communication Committee Meetings	1) Improvement in communication methods 2) Additional attendees 3) Increase in subscriptions, participation and feedback	1) Annually 2) and 3) Bi-monthly	Cheryl McCarthy, Assistant Superintendent for Educational Services; Kristine Schlismann, Director of Community Relations; Alberto Filipponi, Director for E.S.L. and Social Science; Deanna Woodward, Director of Career and Technical Education; Lynn Vaughn, Director for English, Foreign Affairs, World Language and Applied Life; Lynne Lichtenauer, Director of Alumni Coordination; Mary Balsie, Director for Mathematics and Assessment; Karen Harkin, Director of Computer Services
Tech D Strategy	1) Usage of existing, replaced and additional technologies 2) Review Technology Plans 3) Resource availability (help desk calls, bandwidth monitoring, application response times, etc...)	1) Increased usage 2) Hardware added to inventory and improvement in STaR chart levels 3) Levels of service are meeting demands	1) Bi-monthly 2) Bi-annually 3) Daily	Richard Pagliaro, Assistant Superintendent of Business and Personnel Services; Karen Harkin, Director of Computer Services; Deanna Woodward, Director of Career and Technical Education; Edna Brass, Director of Special Services; John Figliulo, Faculty; Janice Sheehan, Faculty; Wendy Davis, Network and Media Manager; Michael Wilkes, Application Services Manager

Section II G. Action Plan – Budget Summary

Phase I - 2010 - 2011

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Meet or exceed the Illinois State Adequate Yearly Progress requirements.	1,309,258	856,587	154,686	35,000	11,985	6,000	0	0	245,000
Total Budget for Phase I - 2010-2011	1,309,258	856,587	154,686	35,000	11,985	6,000	0	0	245,000

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
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Meet or exceed the Illinois State Adequate Yearly Progress requirements.	1,338,684	906,098	154,686	35,000	7,400	10,500	0	0	225,000
Total Budget for Phase II - 2011-2012	1,338,684	906,098	154,686	35,000	7,400	10,500	0	0	225,000
Phase III - 2012 - 2013									
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Meet or exceed the Illinois State Adequate Yearly Progress requirements.	1,367,040	939,454	154,686	30,000	8,900	9,000	0	0	225,000
Total Budget for Phase III - 2012-2013	1,367,040	939,454	154,686	30,000	8,900	9,000	0	0	225,000
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2010 - 2013	4,014,982	2,702,139	464,058	100,000	28,285	25,500	0	0	695,000

Section III Plan Development, Review and Implementation

A. Stakeholder Involvement

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

We believe that stakeholder involvement is vital to our District. It is the involvement of students, parents, Board of Education members, teachers, a pastor, the City Planner of Joliet, the President/DEO of Will County Center for Economic Development, the President of Joliet Junior College, the Midwest Public Affairs Manager of Exxon Mobil, the District Superintendent and key administrators that helped us plan and develop a comprehensive District Strategic Plan for 2009 through 2014 to empower students to compete and contribute. The strategic plan objectives provide the direction, guidelines and achievement goals for the district which directly result in technology initiatives. For example, this strategic plan resulted in the creation of a Communication Committee that brought forth the importance of establishing student email accounts which is included in this technology plan and scheduled for implementation for next school year.

We provide adult literacy services to bilingual parents; and work regularly with the Joliet Public Library and Joliet Junior College. We collaborate with these entities in many ways and examples of how they directly impacted our technology plan include that we are planning to contribute to the subscription for the on-line Homework Help service provided by the Joliet Public Library and through meetings with the Joliet Junior College technical department planned our Digital Signage solution.

Section III Plan Development, Review and Implementation

B. District Internet Safety Policy

Please provide the district's policy pursuant to the Children's Internet Protection Act of 2000(CIPA) and the number of your board-adopted policy in the text box below. The CIPA information must include the following:

Technology Protection Measure (Filter)

Schools must certify that they are in CIPA compliance by having an Internet Safety Policy adopted and implemented at the start of the given funding year. This policy must include a Technology Protection Measure that blocks or filters internet access to visual depictions that:

- (a) are obscene,*
- (b) are child pornography, or*
- (c) are harmful to minors.*

Internet Safety Policy Schools subject to CIPA are required to adopt a policy that addresses:

1. *Access by minors to inappropriate matter on the internet*
2. *The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications*
3. *Unauthorized access including "hacking" and other unlawful activities by minors online*
4. *Unauthorized disclosure, use, and dissemination of personal information regarding minors*
5. *Restricting minors' access to materials harmful to minors.*

[JOLIET TOWNSHIP HIGH SCHOOL DISTRICT 204](#)

[Section 6 - INSTRUCTION](#)

[6:235 - Access to Electronic Networks](#)

6:235 - Access to Electronic Networks

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

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum

The use of the District's electronic networks shall (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's Authorization for Electronic Network Access contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the District's Authorization for Electronic Network Access as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised use.

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

The failure of any student or staff member to follow the terms of the Authorization for Electronic Network Access, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.:

No Child Left Behind Act, [20 U.S.C. §6777](#).

Children's Internet Protection Act, [47 U.S.C. §254\(h\) and \(l\)](#).

Enhances Education Through Technology, [20 U.S.C §6751 et seq.](#)

[720 ILCS 135/0.01.](#)

CROSS REF.: [5:100](#) (Staff Development Program), [5:170](#) (Copyright), [6:40](#) (Curriculum Development), [6:210](#) (Instructional Materials), [6:230](#) (Library Resource Center), [6:260](#) (Complaints About Curriculum, Instructional Materials, and Programs), [7:130](#) (Student Rights and Responsibilities), [7:190](#) (Student Discipline), [7:310](#) (Restrictions on Publications and Written or Electronic Material)

ADOPTED: November 13, 2007

JOLIET TOWNSHIP HIGH SCHOOL DISTRICT 204

Peer Review Feedback Form

District Name : <input type="checkbox"/> Original Submission School Years Covered by Plan: <input type="checkbox"/> 2010-2011 <input type="checkbox"/> 2011-2012 <input type="checkbox"/> 2012-2013	RCDT #: Date Peer Reviewed: ISBE Approval Date: Plan Expiration Date:
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Section Used for Mid-Course Correction Only

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

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

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

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

Meets Does Not Meet

Comments:

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement

Part B. Internet Safety Policy

Meets Does Not Meet

Comments: