

Initial Submission	02/12/2013
Plan Resubmitted	
ISBE Approved	03/29/2013

Contact Information

District Information

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District Technology Planning (DTP) Only

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

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

District Data - Report Card Analysis



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



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



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

District Data – Local Assessments



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

Lincoln School made AYP in reading for the 2011-2012. The school did not make AYP in math.

Reading scores increased by 5.8 points from 2011-2012 for all. There were increases in reading scores in all subgroups.

Math scores decreased by 1.1 points from the 2011-2012 for all.

AIMS Web is another reading assessment tool that is used from K-8 students, given 3 times per year, with continual use of a progress monitoring tool. We are consistently showing growth through each of the benchmark windows.

AIMS Web Math is an assessment tool that is used from K-8 students, given 3 times per year. It consistently shows growth throughout the year.



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

Reading Strengths:

There was an increase in all sub-groups.

The largest increase was seen in the Hispanic sub-group, followed by the Low Income sub-group.

Reading Weakness:

The Hispanic sub-group scores have been inconsistent over the last three years.

Math Strengths:

Students with Disabilities sub-group increased followed by the Hispanic sub-group.

Math Weakness:

The trend data shows an overall decrease in math scores. The largest decrease was seen in the LEP sub-group.

External factors:

Mobility rate

High poverty rate

Higher percentage of language deficiencies


Poor parent participation

Internal factors:

Lack of articulation

Lack of practical application PD

Lack of knowledge of all stakeholders

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

Mobility rate

Mobility rate affects technology because fluctuation of incoming students with various levels of technological skills. Incoming students have a lack of familiarity with procedures and the system that is in place.

High poverty rate

Using the results of our parent surveys, we have found there is a lack of internet capability within the homes of our students. We are also observing homes with only one computer with multiple student access needed.

Higher percentage of language deficiencies

Due to language deficiencies students may struggle with the academic/technology language associated with the lesson.

Poor parent participation

We are seeing a lack of parents accessing PowerSchool, with few parents taking advantage of online communication tools.

Internal factors:

Lack of articulation

Currently there is no articulation process in place regarding our technology ladder.

Lack of practical application PD

Professional development is offered on a regular basis, however attendance is minimal. There is a lack of reinforcement of the professional development offered.

Lack of knowledge upon all stakeholders

Although professional development is offered to everyone, there is no participation of non classroom teachers.

District Information

Number	Item
974	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).
0	Number of K-12 special education self-contained classroom students
56	Number of Teachers (FTE - this does not include teacher aides)
7	Number of Administrators
1	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
1	SubTotal
0	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
0	SubTotal
1	Total number of instructional school buildings
0	Total number of non-instructional buildings
100	Percentage of instructional school buildings with high speed internet access
0	Percentage of instructional school buildings with low speed internet access
0	Percentage of instructional school buildings with no internet access
0	Percentage of non-instructional school buildings with high speed internet access

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

Internet Access

Locations	Type of Internet Access							
	Total Number of Administrative Offices	10 mb Ethernet	100+ mb Ethernet	Dedicated Cable	DSL	Wireless	Other (Dial-up modem, etc.)	None (no internet access)
Instructional Classroom	0	60	0	0	0	60	0	0
Dedicated Computer Lab	0	0	0	0	0	0	0	0
Media Center/Library	0	1	0	0	0	1	0	0
Mobile Computer Lab	0	0	0	0	0	0	0	0
Administrative Offices	2	2	0	0	0	2	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	0	0	0	0	0	0	0	0
Totals	2	63	0	0	0	63	0	0

Computer Inventory

Desktop Computers

Desktop Computers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	200	0	200	0	0	0	0	0	0	200	0	200
	SubTotal	200	0	200	0	0	0	0	0	0	200	0	200
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	13	0	13	0	0	0	0	0	0	13	0	13
	SubTotal	13	0	13	0	0	0	0	0	0	13	0	13
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	13	0	13	0	0	0	0	0	0	13	0	13
	SubTotal	13	0	13	0	0	0	0	0	0	13	0	13
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Laptop/Tablet/Netbook Computers

Laptop/Tablet/Netbook Computers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop/Tablet/Netbook Computers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	950	0	950	0	0	0	0	0	0	950	0	950
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	950	0	950	0	0	0	0	0	0	950	0	950
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Handheld Devices

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

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

Servers

Servers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	3	0	3	0	0	0	0	0	0	3	0	3
	2-5 years	5	0	5	0	0	0	0	0	0	5	0	5
	5+ years	3	0	3	0	0	0	0	0	0	3	0	3
	SubTotal	11	0	11	0	0	0	0	0	0	11	0	11
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations/Off-site	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Operating Systems

	PC					
Locations	Windows 7	Windows Vista	Windows XP (any version)	Windows 2000 (any version)	Windows 95/98	Other PC
Instructional Classroom	850	0	0	0	0	0
Dedicated Computer Lab	0	0	0	0	0	0
Media Center/Library	13	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0
Administrative Offices	0	0	0	0	0	0
Teacher Offices	0	0	0	0	0	0
Other Locations/Off-site	0	0	0	0	0	0
Totals	863	0	0	0	0	0

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

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

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

Operating Systems - Totals			
	Administrative	Other	Total
Windows:			
Windows 7	0	0	863
Windows Vista	0	0	0
Windows XP (any version)	0	0	0
Windows 2000 (any version)	0	0	0
Windows 95/98	0	0	0
Other PC	0	0	0

Subtotal	0	0	863
Macintosh:			
MAC System 10.x	0	0	0
MAC System 9.x	0	0	0
MAC System 8.x	0	0	0
MAC System 7.x	0	0	0
Other MAC	0	0	0
Subtotal	0	0	0
Other Operating Systems:			
SubTotal	0	0	0
Total	0	0	863

Network Equipment

Locations	Type of Equipment							
	Hubs	Routers	Switches	Wireless Access Points	Firewall	Spam Filter	Content Filter	Intrusion Detector
Instructional Classroom	0	0	30	0	0	0	0	0
Dedicated Computer Lab	0	0	0	0	0	0	0	0
Media Center/Library	0	0	0	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0	0	0
Administrative Offices	0	0	0	1	0	0	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	0	5	5	40	1	1	1	0
Totals	0	5	35	41	1	1	1	0

Licensed Software

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

Other Technologies

	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	25	3	28
Stand-alone Printers/Multifunctional Units	0	0	0
Stand Alone Scanners	15	3	18
Digital Cameras	10	0	10

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Camcorders/Movie Cameras	5	0	5
Satellite Dishes	0	0	0
Televisions	23	0	23
Video Microscopes	0	0	0
LCD Panels/Projection Devices	0	0	0
Fax Machines	2	0	2
Graphing Calculators	0	0	0
PDAs	0	0	0
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Electronic Whiteboards	56	0	56
Whiteboard Peripherals (clickers, note capturing devices)	8	0	8
Document Cameras	56	0	56
MP3/ Electronic Readers, Kindles, etc.	0	0	0

Telecommunications

	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	200	10	210
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	5	5
Internet connected VOIP(Voice over IP)	0	0	0

Distance Learning

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

Analysis



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

At the school technology deployments are rolled out as technology needs arise. Recently the school rolled out a new phone and wireless system to enhance performance of the system. The school uses network monitoring tools to analysis traffic and problem areas on the network. The school also uses a help desk ticketing system to keep a log of issues that arise in classrooms along with notification of the tech support staff. We also have a technology committee that meets regularly to discuss issues and needs for the school. We also send out surveys regularly to gauge all teachers needs and concerns and address them as quickly as we can.



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

The upgrade to the wireless network was to allow our students a stronger and more reliable connection to the Internet and network. With each student having access to a internet enabled device the school needed a robust wireless network to make this happen. The school has also recently rolled out a 1:1 initiative of Android tablets to grades K-3 to allow them to have access to resources on a daily basis to enhance their learning in class in the areas of reading and math.




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


The school needs to continue to monitor the use of the students netbooks and tablets to make sure they are being used to enhance math and reading scores. The school will also continue to monitor network performance to make sure the systems are running at optimal performance to allow for the best access to network and internet resources.

Action Plan - Goals, Strategies, and Activities
Summary

FY 2014

Goal Number	Title
1	 Increase math and reading Scores to meet FY 14 AYP Goal of 92.5%

FY 2015

Goal Number	Title
1	 Increase Math and Reading Scores to Meet FY 15 AYP Goal of 100%

FY 2016

Goal Number	Title
1	 To achieve at least the minimum score on the PARCC exam FY 16

Action Plan - Goals, Strategies, and Activities
FY 2014

FY 2014 Goal Title:

Increase math and reading Scores to meet FY 14 AYP Goal of 92.5%

Action Plan- Instruction
FY 2014

FY 2014 Goal Title:

Increase math and reading Scores to meet FY 14 AYP Goal of 92.5%

Strategy 1

Students will use instructional technology, and informational technology to support reading and math education and retention.

Activity 1	Start Date	End Date	Timeline
Multimedia technology tools will be used by students to enhance reading and math instruction. Each student will be exposed to CCC Media as required by the instructor.	07/01/2013	06/30/2014	06/30/2014
Activity 2	Start Date	End Date	Timeline
Students will use web based services and interactive websites such as: CCC Media, Study Island, StoryBird, Khan Academy, Pearson, and IXL, to improve overall reading and math skills.	07/01/2013	06/30/2014	06/30/2014
Activity 3	Start Date	End Date	Timeline
Electronic presentation tools, such as: Microsoft PowerPoint, SMART Notebook, Google Drive, Windows Movie Maker, iMovie, and Photostory, will be used by students.	07/01/2013	06/30/2014	06/30/2014

Strategy 2

Students will use computerized research based reading and math assessments and reading skills programs to enhance their overall instructional goals.

Activity 1	Start Date	End Date	Timeline
Use of building-specific reading and math progress monitoring tools, AimsWeb and Pearson, to better form strategies to help students.	07/01/2013	06/30/2014	06/30/2014
Activity 2	Start Date	End Date	Timeline
Use of Read 180 and Accelerated Reader to assess comprehension and to determine beginning and ending reading levels.	07/01/2013	06/30/2014	06/30/2014

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Professional Development
FY 2014

FY 2014 Goal Title:
Increase math and reading Scores to meet FY 14 AYP Goal of 92.5%

Strategy 1			
Professional development opportunities will train and educate staff to use standards based online curriculum mapping to access and improve the reading and math curriculum.			
Activity 1	Start Date	End Date	Timeline
Provide professional development opportunities for staff members in the area of reading and math curriculum mapping, to align with the new Common Core Standards.	07/01/2013	06/30/2014	06/30/2014

Activity 2	Start Date	End Date	Timeline
Provide professional development opportunities in the innovative technologies, which will lead to increase in student achievement in the areas of reading and math.	07/01/2013	06/30/2014	06/30/2014

Strategy 2
 The school's professional development will support the capacity of teachers to integrate technology into the reading and math curriculum, therefore supporting improved instructional techniques and assessments.

Activity 1	Start Date	End Date	Timeline
Provide articulation opportunities for more support-based integration of technology.	07/01/2013	06/30/2014	06/30/2014

Activity 2	Start Date	End Date	Timeline
Provide peer support and assistance with new innovative ideas.	07/01/2013	06/30/2014	06/30/2014

Strategy 3
 Increase stakeholder participation in professional development.

Activity 1	Start Date	End Date	Timeline
Administer interest surveys, and provide the professional development based on the results of said surveys.	07/01/2013	06/30/2014	06/30/2014

Action Plan - Technology Deployment Data
 FY 2014

FY 2014 Goal Title:
 Increase math and reading Scores to meet FY 14 AYP Goal of 92.5%

Strategy 1

To acquire the necessary software/hardware and services to maintain and sustain a reliable technology infrastructure that supports reading and math instruction.

Activity 1	Start Date	End Date	Timeline
Maintain, support, and upgrade existing internal network connections and infrastructure.	07/01/2013	06/30/2014	06/30/2014
Activity 2	Start Date	End Date	Timeline
Maintain and support existing wireless network.	07/01/2013	06/30/2014	06/30/2014
Activity 3	Start Date	End Date	Timeline
Maintain and support district website and social media.	07/01/2013	06/30/2014	06/30/2014

Strategy 2

Activity 1	Start Date	End Date	Timeline

Strategy 3

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Activity 1	Start Date	End Date	Timeline

Action Plan - Goals, Strategies, and Activities
FY 2015

FY 2015 Goal Title:

Increase Math and Reading Scores to Meet FY 15 AYP Goal of 100%

Action Plan- Instruction
FY 2015

FY 2015 Goal Title:

Increase Math and Reading Scores to Meet FY 15 AYP Goal of 100%

Strategy 1

Students will use instructional technology, and informational technology to support reading and math education and retention.

Activity 1	Start Date	End Date	Timeline
Multimedia technology tools will be used by students to enhance reading and math instruction. Each student will be exposed to CCC Media as required by the instructor.	07/01/2014	06/30/2015	06/30/2015
Activity 2	Start Date	End Date	Timeline
Students will use web based services and interactive websites such as: CCC Media, Study Island, StoryBird, Khan Academy, Pearson, and IXL, to improve overall reading and math skills.	07/01/2014	06/30/2015	06/30/2015
Activity 3	Start Date	End Date	Timeline
Electronic presentation tools, such as: Microsoft PowerPoint, SMART Notebook, Google Drive, Windows Movie Maker, iMovie, and Photostory, will be used by students.	07/01/2014	06/30/2015	06/30/2015

Strategy 2

Students will use computerized research based reading and math assessments and reading skills programs to enhance their overall instructional goals.

Activity 1	Start Date	End Date	Timeline
Use of building-specific reading and math progress monitoring tools, AimsWeb and Pearson.	07/01/2014	06/30/2015	06/30/2015
Activity 2	Start Date	End Date	Timeline
Use of Read 180 and Accelerated Reader to assess comprehension and to determine beginning and ending reading levels.	07/01/2014	06/30/2015	06/30/2015

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Professional Development
FY 2015

FY 2015 Goal Title:
Increase Math and Reading Scores to Meet FY 15 AYP Goal of 100%

Strategy 1			
Professional development opportunities will train and educate staff to use standards based online curriculum mapping to access and improve the reading and math curriculum.			
Activity 1	Start Date	End Date	Timeline
Provide professional development opportunities for staff members in the area of reading and math curriculum mapping, to align with the new Common Core Standards.	07/01/2014	06/30/2015	06/30/2015

Activity 2	Start Date	End Date	Timeline
Provide professional development opportunities in the innovative technologies, which will lead to increase in student achievement in the areas of reading and math.	07/01/2014	06/30/2015	06/30/2015

Strategy 2
 The school's professional development will support the capacity of teachers to integrate technology into the reading and math curriculum, therefore supporting improved instructional techniques and assessments.

Activity 1	Start Date	End Date	Timeline
Provide articulation opportunities for more support-based integration of technology.	07/01/2014	06/30/2015	06/30/2015

Activity 2	Start Date	End Date	Timeline
Provide peer support and assistance with new innovative ideas.	07/01/2014	06/30/2015	06/30/2015

Strategy 3
 Increase stakeholder participation in professional development.

Activity 1	Start Date	End Date	Timeline
Administer interest surveys, and provide the professional development based on the results of said surveys.	07/01/2014	06/30/2015	06/30/2015

Action Plan - Technology Deployment Data
 FY 2015

FY 2015 Goal Title:
 Increase Math and Reading Scores to Meet FY 15 AYP Goal of 100%

Strategy 1

To acquire the necessary software/hardware and services to maintain and sustain a reliable technology infrastructure that supports reading and math instruction.

Activity 1	Start Date	End Date	Timeline
Maintain, support, and upgrade existing internal network connections and infrastructure.	07/01/2014	06/30/2015	06/30/2015
Activity 2	Start Date	End Date	Timeline
Maintain and support existing wireless network.	07/01/2014	06/30/2015	06/30/2015
Activity 3	Start Date	End Date	Timeline
Maintain and support district website and social media.	07/01/2014	06/30/2015	06/30/2015
Activity 4	Start Date	End Date	Timeline
Evaluate the school's bandwidth needs in preparation for the PARCC assessment.	07/01/2014	06/30/2015	06/30/2015

Strategy 2

Activity 1	Start Date	End Date	Timeline

Strategy 3

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Activity 1	Start Date	End Date	Timeline

Action Plan - Goals, Strategies, and Activities
FY 2016

FY 2016 Goal Title:

To achieve at least the minimum score on the PARCC exam FY 16

Action Plan- Instruction
FY 2016

FY 2016 Goal Title:

To achieve at least the minimum score on the PARCC exam FY 16

Strategy 1

Students will use instructional technology, and informational technology to support reading and math education and retention.

Activity 1	Start Date	End Date	Timeline
Multimedia technology tools will be used by students to enhance reading and math instruction. Each student will be exposed to CCC Media as required by the instructor.	07/01/2015	06/30/2016	06/30/2016
Activity 2	Start Date	End Date	Timeline
Students will use web based services and interactive websites such as: CCC Media, StoryBird, Khan Academy, Pearson, and IXL, to improve overall reading and math skills.	07/01/2015	06/30/2016	06/30/2016
Activity 3	Start Date	End Date	Timeline
Electronic presentation tools, such as: SMART Notebook, Google Drive, Windows Movie Maker, iMovie, and Photostory, will be used by students.	07/01/2015	06/30/2016	06/30/2016

Strategy 2

Students will use computerized research based reading and math assessments and reading skills programs to enhance their overall instructional goals.

Activity 1	Start Date	End Date	Timeline
Use of building-specific Reading and Math progress monitoring tools, AimsWeb and Pearson, to better form strategies to help students will be utilized.	07/01/2015	06/30/2016	06/30/2016
Activity 2	Start Date	End Date	Timeline
Use of Read 180 and Accelerated Reader to assess comprehension and to determine beginning and ending reading levels will be implemented.	07/01/2015	06/30/2016	06/30/2016

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Professional Development
FY 2016

FY 2016 Goal Title:
To achieve at least the minimum score on the PARCC exam FY 16

Strategy 1			
Professional development opportunities will train and educate staff to use standards based online curriculum mapping to access and improve the reading and math curriculum.			
Activity 1	Start Date	End Date	Timeline
The school will provide professional development opportunities for staff members in the area of reading and math curriculum mapping, to align with the Common Core Standards.	07/01/2015	06/30/2016	06/30/2016

Activity 2	Start Date	End Date	Timeline
The school will provide professional development opportunities in the innovative technologies, which will lead to increase in student achievement in the areas of reading and math.	07/01/2015	06/30/2016	06/30/2016

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 The school's professional development will support the capacity of teachers to integrate technology into the reading and math curriculum, therefore supporting improved instructional techniques and assessments.

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Activity 2	Start Date	End Date	Timeline
Provide peer support and assistance with new innovative ideas.	07/01/2015	06/30/2016	06/30/2016

Strategy 3
 Increase stakeholder participation in professional development.

Activity 1	Start Date	End Date	Timeline
The school will administer interest surveys, and provide the professional development based on the results of said surveys.	07/01/2015	06/30/2016	06/30/2016

Action Plan - Technology Deployment Data
 FY 2016

FY 2016 Goal Title:
 To achieve at least the minimum score on the PARCC exam FY 16

Strategy 1

To acquire the necessary software/hardware and services to maintain and sustain a reliable technology infrastructure that supports reading and math instruction.

Activity 1	Start Date	End Date	Timeline
The school will maintain, support, and upgrade existing internal network connections and infrastructure.	07/01/2015	06/30/2016	06/30/2016
Activity 2	Start Date	End Date	Timeline
The school will maintain and support existing wireless network.	07/01/2015	06/30/2016	06/30/2016
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Strategy 2

Activity 1	Start Date	End Date	Timeline

Strategy 3

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Activity 1	Start Date	End Date	Timeline

Action Plan - Monitoring and Evaluation
FY 2014

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

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

To monitor the effectiveness of the strategies and activities in the Technology Integration Plan for improving student reading and math performance, the school will hold and continue to hold regular collaboration sessions with teachers, reading and math specialists, resource teachers, administrative staff, school social workers, speech and hearing specialist, librarians, support staff and parents. During these meetings, teachers and staff will plan and implement a variety of activities to work on specific skills or with specific students with deficiencies. These skills focus on activities for improving student performance in all areas and specifically on reading and math improvements. The strategies and activities include multiple and differentiated methods of embedding the district's technology tools into the curriculum to ensure student reading and math performance improves. District resources, hardware and software are integrated into the planning process. Multiple analysis tools will be used to continually monitor the success of the strategies and activities of the Technology Integration Plan.

2. Monitoring Process

FY 2014	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Illinois Assessment Framework, Analysis NET Standards, Lesson Plans, Evaluation Process, Student Results, Student Work Products, Reports that demonstrate use of services.	Completion of activities aligned with technology and content area standards; lesson aligned to technology instruction; administrative staff observing standards based technology lessons with frequency and level of technology use; assessment of work products; frequency and duration of programs being used	Monthly at leadership team meetings; evaluations of one evaluation cycle per year; ongoing evolution and monitoring of student performance.	Building Administration: Dr. Darryl Taylor, Superintendent; Doug Higgins, Principal; Dr. Anita McLaughlin, Assistant Principal; Mrs. Bonnie Walker, Assistant Principal; Mrs. Geneva Oatman, Director of Special Education; Mrs. Ana Kasal, ELL Director; Technology Committee School Improvement Committee K-8 classroom teachers
Professional Development	Teacher Surveys Curriculum Maps	Review of workshop evaluation results; plan staff development based on needs; analyze and review results and staff in-services; activities and assessments aligned to standards; gap analysis reports.	Monthly meetings	Building administration Standards coaches Technology Committee

Technology Data	Technology requests, Bandwidth usage reports, current inventory software, and online subscriptions	Amount and frequency of use and requests; bandwidth reports increased student and teacher use; evaluation and communication of technology software.	Ongoing monitoring of usage reports; annual technology purchases; committee meetings; annual review of software purchases	Building Administration Technology Committee
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3. Children's Internet Protection Act - Provide Board Policy Information here:

Date Approved	Policy # [6 characters]
08/20/2012	6:235

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FY 2015

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08/20/2012	6:235

ISBE Approval

District Name: Lincoln ESD 156

RCDT #: 070161560020000

Original Submission

ISBE Approval Date: 03/29/2013

School Years Covered by Plan:

Plan Expiration Date: 06/30/2016

2014 2015 2016

Section Used for Mid-Course Correction Only

Mid-Course Correction (MCC)

Date of Annual Review Leading to MCC:

Approval Date of MCC:

Preliminary Information

Requirements

All required identifying district information is complete.

Meets Does Not Meet

Comments:

District Data

Requirements

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

Meets Does Not Meet

Comments:

Action Plan

Requirements

Overall Review of Action Plan

- Goals
- Strategies and Activities
- Budget

Meets Does Not Meet

Comments:

Instruction Strategies and Activities

Meets Does Not Meet

Comments:

Professional Development Strategies and Activities

Meets Does Not Meet

Comments:

Technology Deployment Strategies and Activities

Meets Does Not Meet

Comments:

Monitoring and Evaluation

Requirements

- Monitoring Description
- Monitoring Process
- Internet Safety Policy

Meets Does Not Meet

Comments:

ISBE Review

Approved Revisions Needed Not Approved

Comments:

03/29/2013 kbarnhart - The Illinois State Board of Education (ISBE) hereby approves the district technology plan.