

Initial Submission	03/01/2010
ISBE Approved	05/17/2010
MCC Review Date	
MCC Approval Date	

 District Information

1. District Information

District Name:	Fairmont SD 89	District Address:	735 Green Garden Pl
City/State/Zip:	Lockport, IL 60441 4935	RCDT Number:	560990890020000
Superintendent:	Dr Doris Langon	Superintendent Email:	dlangon@fsd89.org
District Phone:	8157266318	District Fax:	8157266157
TIP Contact Name:	Dr. Doris Langon	TIP Contact Email:	dlangon@fsd89.org
TIP Contact Phone:	8157266318	TIP Contact Fax:	8157266157

2. Submission Type

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

3. Mid-course Correction

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

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.

Fairmont School District 89, in partnership with families and the community, will promote an environment that challenges all students to achieve their highest potential as respectful, responsible, life-long learners. Fairmont School District 89 embraces the use of **telecommunications, instructional technology, and information technology** as a means to enhance the district's ongoing efforts to improve teaching, learning and school-community relationships. The districts Technology Integration Plan will address the following initiatives:

- Integration of technology to enhance student achievement
- Effective professional development
- Improved school-community involvement
- Equity of access to technology

To achieve these initiatives in the interest of forward thinking, the District 89 will engage in grant writing, utilization of E-rate funding, increase local technology funding, and increase emphasis on professional development.

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	District Improvement Year 1
Is this District making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 1

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	100.0	Yes	100.0	Yes	57.6		No	57.6		No	95.4			
White														
Black	100.0	Yes	100.0	Yes	55.3	51.9	Yes	58.8	47.0	Yes	95.7			
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	58.1	54.6	Yes	54.7	49.8	Yes	95.5			

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 in the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to districts in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a district's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between districts that need focused support versus more comprehensive interventions.

If a district does make AYP in ALL-student group in both reading and math, this district will be classified as a focused district; otherwise, the district will be identified as a comprehensive district.

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

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	93.0	93.8	95.7	94.9	94.5	94.8	92.9	95.4
Truancy Rate (%)	0.0	2.8	0.7	2.4	12.0	3.5	13.9	6.6
Mobility Rate (%)	44.0	38.3	23.5	29.5	24.1	60.6	28.6	74.3
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	353	351	332	337	334	292	324	301
Low Income (%)	65.4	76.6	73.8	81.6	92.2	97.9	65.1	84.1
Limited English Proficient (LEP) (%)	0.0	0.0	3.9	0.0	10.2	8.9	0.0	5.0
Students with Disabilities (%)	-	-	-	-	-	-	-	-
White, non-Hispanic (%)	9.6	6.3	5.4	5.9	6.0	7.2	5.9	4.7
Black, non-Hispanic (%)	80.5	79.2	77.4	76.6	71.0	68.5	63.3	64.5
Hispanic (%)	9.3	14.0	17.2	17.5	19.2	21.2	21.3	22.6
Asian/Pacific Islander (%)	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Native American or Alaskan Native(%)	0.3	0.6	0.0	0.0	0.3	0.0	1.5	3.3
Multiracial/Ethnic (%)	-	-	-	0.0	3.6	3.1	8.0	5.0

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	11.3	73.0	12.9	0.3	2.4	-
	2001	9.3	77.1	12.1	0	1.5	-
	2002	9.6	80.5	9.3	0.3	0.3	-
	2003	6.3	79.2	14.0	0	0.6	-
	2004	5.4	77.4	17.2	0	0	-
	2005	5.9	76.6	17.5	0	0	0
	2006	6.0	71.0	19.2	0	0.3	3.6
	2007	7.2	68.5	21.2	0	0	3.1
	2008	5.9	63.3	21.3	0	1.5	8.0
	2009	4.7	64.5	22.6	0	3.3	5.0
	2010	6.9	58.9	27.3	0.3	2.0	4.6
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	0	62.0	100.0	91.6	35.4	8	2.6	-	-
	2001	0	65.5	80.0	92.8	67.5	-	0	-	-
	2002	0	65.4	80.0	93.0	44.0	-	0	-	-
	2003	0	76.6	90.0	93.8	38.3	8	2.8	-	-
	2004	3.9	73.8	100.0	95.7	23.5	2	0.7	-	-
	2005	0	81.6	78.0	94.9	29.5	7	2.4	-	-
	2006	10.2	92.2	100.0	94.5	24.1	30	12.0	-	-
	2007	8.9	97.9	100.0	94.8	60.6	8	3.5	-	-
	2008	0	65.1	100.0	92.9	28.6	37	13.9	-	-
	2009	5.0	84.1	100.0	95.4	74.3	16	6.6	-	-
2010	1.3	93.8	100.0	85.8	35.9	19	6.5	-	-	
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	371	-	-	-	-	-	-
	2001	388	40	32	30	33	40	-
	2002	353	31	36	33	43	31	-
	2003	351	31	24	37	35	43	-
	2004	332	31	37	22	38	32	-
	2005	337	25	31	36	27	35	-
	2006	334	22	26	28	23	31	-
	2007	292	29	15	24	40	22	-
	2008	324	22	29	19	30	45	-
	2009	301	24	28	27	29	24	-
2010	304	25	21	21	23	32	-	
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	21	17	33,772	71	29	17	-	0	0
	2001	20	17	37,862	70	30	19	-	0	0
	2002	23	13	35,205	87	13	16	-	0	0
	2003	27	12	35,940	63	37	13	-	4	0
	2004	21	17	41,868	76	24	16	-	0	8
	2005	18	17	45,290	76	24	21	-	0	0
	2006	21	12	46,046	62	38	17	-	5	5
	2007	23	5	37,739	78	22	13	-	4	4
	2008	28	6	41,327	78	22	12	-	0	5
	2009	29	7	42,618	69	31	11	-	0	0
2010	29	8	44,447	66	30	12	-	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	132,502	13	63,296	42	57	18	18	0	1	

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	28.6	40.7	36.9	50.0	47.7	47.6	-	-	39.1	62.6	40.7	32.0	36.9	28.0	37.5	34.7	70.6	55.5
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	31.3	42.1	37.6	47.1	27.3	46.7	-	-	47.0	64.2	30.8	21.4	38.9	26.5	20.0	37.6	69.2	46.2
Hispanic	-	-	-	-	-	-	-	-	-	-	60.0	-	-	-	-	-	-	70.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	20.0	-	-	-	-
Low Income	28.0	37.5	33.3	53.8	47.1	50.0	-	-	35.7	76.9	43.4	30.0	33.3	26.2	-	21.4	70.6	56.5

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	36.4	57.1	61.6	61.1	-	-	50.0	27.5	42.9	73.0	43.3	40.5	45.8	70.8	42.5	76.2
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	37.2	50.0	68.5	57.2	-	-	52.6	25.8	43.8	76.5	38.1	41.9	40.0	71.4	44.4	81.8
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	34.7	-	58.3	61.1	-	-	45.5	23.8	37.5	72.7	37.5	41.0	42.9	83.3	44.1	76.5

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	67.8	59.2	73.7	75.0	47.7	76.2	-	-	69.5	56.3	55.5	44.0	50.0	37.3	56.3	52.2	64.7	63.0
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	62.6	57.9	75.0	76.5	36.4	80.0	-	-	70.5	57.1	61.5	35.7	52.4	38.3	30.0	56.3	61.5	61.5
Hispanic	-	-	-	-	-	-	-	-	-	-	60.0	-	-	-	-	-	-	70.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	20.0	-	-	-	-
Low Income	64.0	62.5	83.4	84.6	53.0	68.8	-	-	64.3	61.5	56.5	35.0	53.0	35.8	-	42.9	64.7	65.2

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	45.5	78.6	52.0	61.2	-	-	63.6	27.5	39.3	61.5	16.1	14.6	58.3	70.9	17.5	38.1
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	40.0	80.0	57.9	57.1	-	-	68.5	22.9	43.8	64.7	9.1	13.3	55.0	71.5	18.5	45.5
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	47.8	-	52.2	61.2	-	-	72.7	19.1	37.5	59.0	12.0	15.8	57.1	75.0	20.5	35.3

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.

Over the past several years, Fairmont's ISAT scores have improved. Since we are a small one school district, one grade level can effect the scores of the entire school. Fairmont's 74.3% mobility rate and 84.1% poverty level also have an effect on the school's ability to provide consistent instruction. From the data, we can see that even though we are not making AYP, we are making improvements in our scores despite our growing pverty rate and mobility rate. in 2009, only the 7th and 8th grade level made AYP in reading. Math scores in 2009 showed that only the 3rd grade made AYP. Year over year, scores in each grade level and in both content areas rose.

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.

Fairmont School District 89 is a small, one school district, with approximately 265 students. It is an isolated elementary district with an unincorporated high minority (87%), high poverty (84%), and high mobility rate (74%) with few community resources. The district experiences high teacher turn-over with replacements typically being female teachers new to the profession. Despite limited financial capacity, the district provides small class sizes, early childhood education, extended-day programs, summer school programs, multiple professional development opportunities, mentoring programs for new teachers, content area specialists, interventionists, and parental and school-community outreach. Administrative and teacher time spent on student behavior issues often take the place of the need to improve coordination, monitoring and assessment of district efforts to eliminate learning gaps and improve school/home communication.

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.

The only subgroups that made AYP were: 3rd Grade-Math (76.2%), 7th Grade-Reading (73%), and 8th Grade-Reading (76.2%). Efforts must be increased to effectively address the achievement gaps through increased focus on professional development, effective instructional leadership, and improved school/home communications. Teachers need to investigate Tier 1, 2 and 3 interventions of the RtI Program. Teachers and administrators need to engage in professional development opportunities that address Differentiated Instruction.

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.

The following local assessment data was used to develop the Technology Integration Plan:

Assessment	Grade Level/Content Area	Timeframe
Stanford 10	Grades K-8	Fall 2009
DIEBELS	Grades K-3	Winter, Spring, Fall 2009
AimsWeb	Grades 1-8	Spring and Fall 2009
Teacher Surveys	Teachers	Fall 2009
Parent Surveys	Parents	Fall 2009
Student Surveys	Grades 3-8	Fall 2009

Library Surveys	Media Specialist	Fall 2009
Read Naturally	Grades 3-8	Ongoing based on student progress

All of the local assessments identified above indicate a deficiency in Reading and Math for grades 3-8 despite some success in grade 5. DIBELS and Stanford scores show that 3rd and 4th graders are reading well below the state and national average.

Local assessment scores for 6th and 7th grade Math were only slightly below average in comparison to state and national criterion. The Reading data for the 3rd, 7th and 8th grades does not parallel ISAT data. ISAT scores show that 3rd grade Math and 7th and 8th grade Reading performed at state level. However, Stanford scores indicate that students were below average in Reading and Math in all grade levels. Overall, the ISAT and Local Assessments indicate that we are in need of improvement in the areas of Reading and Math.

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

All of the local assessments identified above indicate a deficiency in Reading and Math in grades 3-8. Major areas of concern would be Reading in grades 3 and 4 indicated by both Stanford and DIBELS assessment data. Although slightly below national norms, student performance in grades 6 and 7 Math was better than the other grade levels.

A total of 26 teachers took the staff survey. We found that 7 teachers felt that they were beginners when working with technology and the remaining 19 were confident with their skills. Of the 26 teachers, 12 teachers felt confident designing lessons for their classroom while 14 felt they needed assistance. We found that the majority, 88% of the teachers, will use a computer for professional work. Eleven teachers will use technology with their students daily or weekly, six will use it monthly, while 9 will seldom or never use technology. All of the teachers that took the survey felt that the principal expects, supports, and assesses the use of technology in the classroom. Of the 26 teachers surveyed, we found 14 feel that they needed professional develop in designing learning projects using technology, six teachers felt they needed help with software/hardware, four felt they needed help with assessment strategies for technology use, and the remaining 2 felt they needed help managing learning projects that use technology.

One hundred seventy-four student surveys were completed for students in grades 3-8, we found 38 students felt that they were beginning users of technology and the remaining students felt that they were able to work on a computer on their own or teach others about the computer. Thirty-three students also felt that they were not proficient or at the beginning stages of using the internet. One hundred forty-five of the students surveyed did have a computer in their home, 58 students do not have an email account, and 44 of the students that have a computer at home do not have internet access.

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

Due to high teacher turn-over, a majority of the instruction at Fairmont District 89 is conducted by inexperienced teachers in need of extensive professional development. A student population that has an 84% poverty rate and 74.3% mobility rate has limited resources at home. The students may be in need of adult models that place a high value on education outside of the school setting.

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.

Instructional leaders need to focus on addressing the academic gaps. Instruction in the classroom must be standard based and driven by data from either local or state sources. Student assessment data, district curriculum & best practices in instruction need to guide instruction and teacher professional development. Academic interventions, support services, and parent outreach efforts need to focus on the individual child's need to increase capacity for success in Reading and Math.

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.

Tools	Date
Report Card	2009
Teacher Survey	Fall 2009
School Leaders Committee(note & minutes)	Fall 2009

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

The challenges and attributes for Fairmont School District 89 include:

- The Low Income student population has increased from 76.6% in 2003 to 84.1% from 2009 report card.
- The Mobility Rate of the student population in 2003 was 38.3% and 74.3% from the 2009 report card.
- The black, non-Hispanic subgroup is comprised of 64.5% of the student population in grades K-8. This is the only subgroup that made AYP through Safe Harbor.
- Student population K-8 in 2009: 301
- Ethnic diversity - Black: 64.5% White: 4.7% Hispanic: 22.6%
- Strong District Improvement Plan
- District Technology Plan
- Incorporation of NETs Standards
- Limited District budget
- Strong School Leadership Committee

Our data shows a positive trend in achievement of all students in math and reading over the past 4 years. Data further reveals that the lower grades show a greater increase and the upper grades though steadily increasing, have not grown at the same percentage.

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 of low income population
- Increasing of the mobility rate
- Initial implementation of the NETs is proceeding

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.

- District needs a strong focus on the continued implementation of the NETS in all classrooms
- District needs to move to a local assessment conclusion or ISAT conclusion
- District needs to implement an exit interview process to assess mobility issues and reasons

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.

Tools
District Report Card 2009
Teacher Survey 2009
Principal Evaluation 2009

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

The district's average teaching experience has decreased from 17 years in 1999 to 7 years in 2009. The percentage of teachers with a Bachelor's Degree is 69 percent. The percentage of teachers with a Master's Degree is 31 percent. All teachers with less than three years of experience have participated in a St. Francis University sponsored "New Teacher Induction & Mentoring Program." Many of the teachers in Fairmont District 89 have minimal teaching experience; therefore, the District has provided the "Induction & Mentoring Program." To address the needs of a comparatively young staff, teachers grades K - 3, grades 4 -5 and grades 6 - 8 participated in staff development programs which addressed the specific needs of their group All K-3 teachers were involved in "Reading 1st Program." The 4-5 grade teachers completed "Level One" of the SAC Program. The 6-8 teachers participated in the "Reading & Math Articulation" with Lockport High School teachers. Teachers received tuition reimbursement to attain graduate-level degrees and additional endorsements, which focused on Reading Literacy. Additional classroom support was provided by Reading Specialist, Math Specialist, and a Reading Coach.

Teacher proficiency in utilizing technology and integration of technology into the curriculum was assessed using the teacher survey. The results of the survey showed that not all staff were comfortable or felt sufficiently skilled to utilize and integrate technology into the curriculum at high levels.

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 inexperienced teaching staff and high “turn-over rate” of the teaching staff serve as major factors for the need to create a District Professional Development Plan. In addition, a new intervention program such as the RTI Program requires the provision of opportunities for articulation, collaboration and coordination of intervention strategies and activities. The high number of at-risk students, with individual needs creates a critical need for a District Professional Development Plan.

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.

Fairmont District 89 needs to:

- Develop a data-driven “District Professional Development Plan” based on student achievement.
- Align individual “Teacher Professional Development Growth Plans” with the “District Professional Development Plan.”
- Provide staff development activities to improve the delivery of intervention programs such as the RTI Program.
- Provide effective instructional strategies for Reading and Math.

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.

Tool	Date
District Report	2009
Student/Home Survey	Fall 2009
Parent Survey	Fall 2009

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

The local district data identifies a need to outreach and engage more parents beyond those who are presently active participants in their child's education. The district has assigned a Parent Coordinator who has been instrumental in coordinating a new PTA, Grade Level Parent Representatives, a calendar of Parent Programs, and a focus to outreach the grandparents and male parents. **The 2009 District State Report Card indicates that Parental Involvement is 100%.**

The parent survey results show that a majority, though not all of our parents have computers and internet connectivity in their homes. Results also show that many parents would like more frequent communication with their child's teacher regarding student progress.

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.

Poor parent turn-out at school academic events (i.e. Report Card Pick Up and Curriculum Family Reading Nights), and limited parent involvement in parent organizations, committees and school events results in low parental insight, advocacy, and support. In addition, there is limited parental awareness of the school's academic programs, procedures and policies such as student attendance, academics, and behavioral issues which impacts student performance. The district's high poverty level, high mobility rate, and the frequency of grandparents who serve as guardians, are key factors that impede parental involvement and student performance.

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.

As a result of the key factors, it is critical that the district maintains the position of "Parent Coordinator" which plays a key role in outreach activities to parents/guardians. "Grandparent/ Male Parent" outreach efforts should continue as well as the "SOS Village" project. **Home visitations need to be increased along with the development of a "Fairmont Parent Informational Web Page."** To address the district's high mobility rate, the district should develop an "Intake Orientation" for families new to the district, and a "Exit Interview" for families transferring out of the district. A "Parent Survey" should be conducted to collect additional input from the parent community to improve home-school communication and improve student performance. To address the lack of Internet access at home due to income level, the district needs to install parent access kiosks which will increase parent communication. Training for parents will also be provided for email and school programs.

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.

Tool	Date
Inventory	Fall 2009
District Technolgy Plan	2007-2010

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

As stated in the District Technology Inventory Survey 2009-2010, there are approximately 260 students in the district in grades K-8. Technology is not equitable throughout each classroom. The average age of the desktop computers is 5 years. The servers, switches, hubs and routers are approximately 8 years old and need to be replaced. There are insufficient data drops in each classroom. A standard of 7 data drops are required in each classroom to support curriculum and differentiated instruction. There is inadequate wireless access throughout the classrooms. Wireless access points and Poe switches are required throughout the classrooms to support mobile curriculum and differentiated instruction. District needs to maintain an accurate hardware inventory of servers, firewall, computers, printers, switches, routers and multi-media equipment. The district needs to develop a “Replacement Cycle” to maintain equity throughout the classrooms. In addition, a software inventory needs to be updated annually, which identifies both network and stand-alone licenses. The district website which is hosted “off site” serves as a tool to encourage collaboration and improve home-school communication.

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 Technology Inventory shows a need to replace 5+-year old desktop computers, and 8-year old servers, switches, hubs, and routers in order to provide a more efficient and reliable network infrastructure.

It is the goal of the 2010-2013 Technology Integration Plan to provide equity in all classrooms with computers and multi-media equipment which will include: 1) Interactive Whiteboards, 2) Document Cameras, 3) Desktop Computers, 4) Printers, and 5) Netbooks/Laptops. This “Technology Integration Classroom” project will be implemented in Phase I, II and III as funds become available.

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.

The District Technology Inventory shows a need to replace the current 8-year old servers, firewall, switches, and hubs in order to provide an efficient and reliable network. The inventory also shows inadequacy of technology in the classrooms and a need to replace 5+ year old computers in order to support curriculum and instruction. Over the next three years, Fairmont District 89 will install “Technology Integrated Classrooms” in each of the K-8 grade classrooms, which will include 4 computers connected to the Internet, teacher and student use of Netbooks/Laptops, interactive whiteboards with projectors, and document cameras. To support this project, a standard of 7 data drops in each classroom, and additional software licenses will be purchased to support information technology and improve instruction and administrative services. As the demands to provide curriculum and instruction through technology continues to grow, our current bandwidth is insufficient for this growth. There is a need to increase the Internet bandwidth to 10 Mb+ fiber connection to the ICN and additional 10 Mb directly to the internet. Current wireless access is inadequate throughout the school, limiting academic and administrative access. There is a need to add wireless access points throughout the building. To support differentiated instruction, the district will purchase network licenses for instructional software and will provide staff development on the new software and multi-media equipment. To improve home/school communication, the district will upgrade the telecommunication services and the District website. District 89 will require “Basic Maintenance” to maintain the efficiency and reliability of the network. In order to increase parent communication, the district needs to add kiosks accessible to parents with email and access to school programs.

District Technology Inventory - District Information

Number	
243	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).
16	Number of K-12 special education self-contained classroom students
27	Number of Teachers (FTE - this does not include teacher aides)

15	Number of Administrators
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
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	Total number of instructional school buildings
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	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	30
	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	2
	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	1
	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	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	15
	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	5
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0

	Wireless	4
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	28	0	28	0	0	0	0	0	0	28	0	28
	2-5 years	9	0	9	0	0	0	0	0	0	9	0	9
	5+ years	35	0	35	0	0	0	0	0	0	35	0	35
	SubTotal	72	0	72	0	0	0	0	0	0	72	0	72
Dedicated Computer Lab	Under 2 years	25	0	25	0	0	0	0	0	0	25	0	25
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	41	0	41	0	0	0	0	0	0	41	0	41
	SubTotal	66	0	66	0	0	0	0	0	0	66	0	66
Media Center/Library	Under 2 years	5	0	5	0	0	0	0	0	0	5	0	5
	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	5	0	5	0	0	0	0	0	0	5	0	5
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	6	0	6	0	0	0	0	0	0	6	0	6
	5+ years	7	0	7	0	0	0	0	0	0	7	0	7
	SubTotal	16	0	16	0	0	0	0	0	0	16	0	16

Teacher Offices	Under 2 years	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	5	0	5	0	0	0	0	0	0	5	0	5
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(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
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	21	0	21	0	0	0	0	0	0	21	0	21

	SubTotal	21	0	21	0	0	0	0	0	0	21	0	21
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

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	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

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
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	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	72
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	72
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	66
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	66
Media Center/Library	Windows Vista	0
	Windows XP (any version)	5
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	5
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	21

	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	21
Administrative Offices	Windows Vista	3
	Windows XP (any version)	13
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	16
Teacher Offices	Windows Vista	0
	Windows XP (any version)	5
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	5
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	0
Macintosh		
Instructional Classroom	MAC System 10.x	0

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

	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	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	0
	Firewall	0
	Spam Filter	0
	Content Filter	0

	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	7
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0

	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	8
	Routers	1
	Switches	2
	Wireless Access Points	4
	Firewall	1
	Spam Filter	0
	Content Filter	0
	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

jñ	jñ	Filtering/Blocking Software
jñ	jñ	Anti-Virus
jñ	jñ	Other

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	2	4	6
Stand-alone Printers/Multifunctional Units	39	7	46
Stand Alone Scanners	2	0	2
Digital Cameras	0	1	1
Camcorders/Movie Cameras	0	0	0
Satellite Dishes	0	1	1
Televisions	4	0	4
Video Microscopes	0	0	0
LCD Panels/Projection Devices	12	0	12
Fax Machines	4	0	4
Graphing Calculators	70	0	70
PDA's	12	0	12
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	3	0	3
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	9	0	9
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	7	7
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	1	1
	Number		
Classrooms with telephones	32		

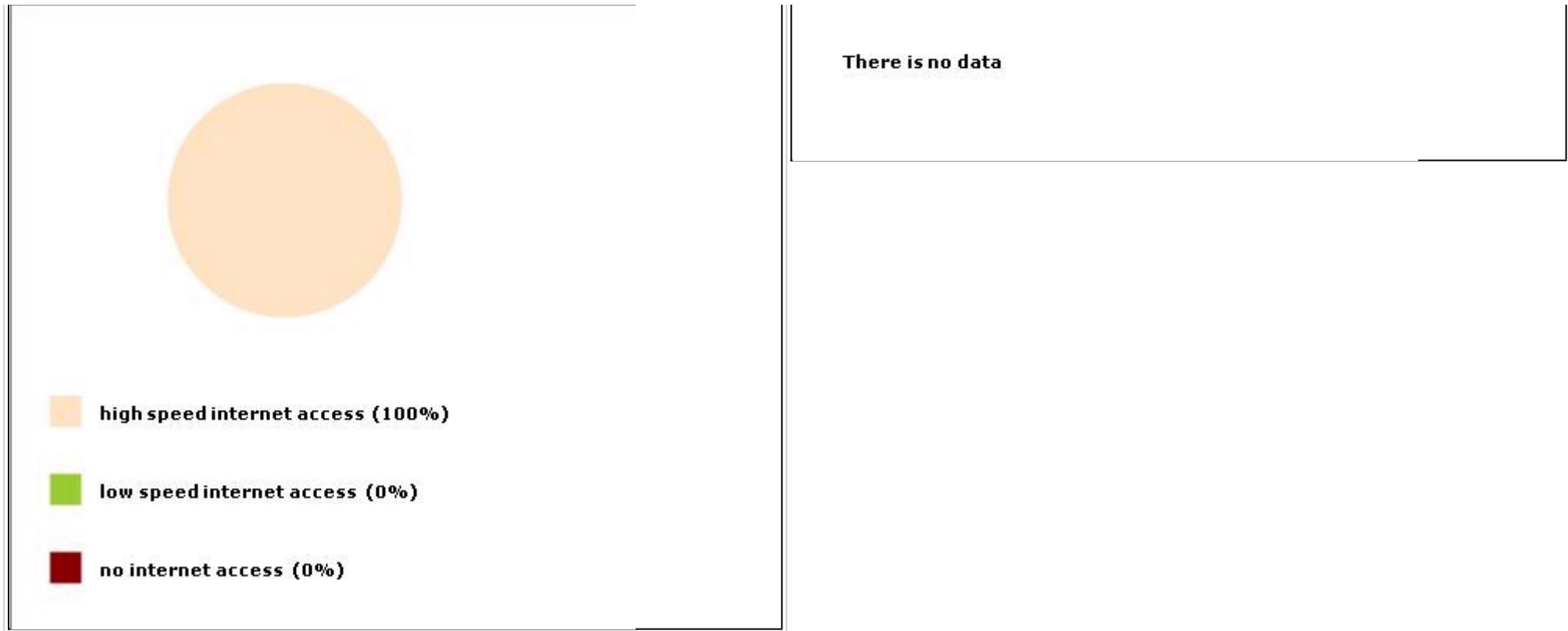
 District Technology Inventory - Distance Learning

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
243		16	27		15
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
1	0	0	0	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		
Computers	72	0	66	0	5	0	0	0	16	0	5	0	0	0
Desktops	72	0	66	0	5	0	0	0	16	0	5	0	0	0
Laptops	0	0	0	0	0	0	21	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	3	0
	72	0	66	0	5	0	21	0	16	0	5	0	3	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
	72	66	5	21	16	5	3
Students per Computer						1.38	

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	72	0	66	0	5	0	0	0	16	0	5	0	0	0
Desktops	72	0	66	0	5	0	0	0	16	0	5	0	0	0
Laptops	0	0	0	0	0	0	21	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	3	0
	72	0	66	0	5	0	21	0	16	0	5	0	3	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	
	72		66		5		21		16		5		3	
Students per Computer with High Speed Access											1.38			

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined		Combined		Combined		Combined		Combined		Combined		Combined	

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

Computers with No Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined 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
63	0	0	16	0	0	85	21	0

Internet Access:

Number of Rooms	Type
0	10 mb Ethernet

53	100+ mb Ethernet
0	Dedicated Cable
0	DSL
4	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
3	Total Number of Computers with Windows Vista	0	Total Number of Computers with MAC System 10.x
182	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 9.x
0	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
6	Number of Networked Printers/Multifunctional Units	12	Number of PDAs
46	Number of Stand-alone Printers/Multifunctional Units	0	Number of Assistive/Adaptive Devices/Student Response Devices
2	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
1	Number of Digital Cameras	0	Number of Science Probeware

0	Number of Camcorders/Movie Cameras	3	Number of Electronic Whiteboards
1	Number of Satellite Dishes	0	Number of Whiteboard Peripherals (clickers, note capturing devices)
4	Number of Televisions	9	Number of Document Cameras
0	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
12	Number of LCD Panels/Projection Devices		
4	Number of Fax Machines		
70	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.

As a result of the patterns and trends in student achievement, key factors related to student achievement, and conclusions derived from the data, the following Goals have been developed for the "Action Plan." To support these goals, District 89 will provide technology equity throughout the district during Phase I, II, and III of the Technology Integration Plan. As a result, Fairmont District 89 will support 100% of the administrators, teachers, students and parents/guardians with efficient and reliable hardware, software, electronic resources, telecommunication, and multi-media equipment to improve curriculum and instruction.

GOAL 1: To increase the percentage of students meeting or exceeding the Reading Illinois Standards Achievement Test (ISAT) in grades 3-8 from an average of 57.6% to 92.5% by 2012 and 100% by 2014.

GOAL 2: To increase the percentage of students meeting or exceeding the Math Illinois Standards Achievement Test (ISAT) in grades 3-8 from an average of 57.3% to 92.5% by 2012 and 100% by 2014.

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

Phase I Goal 1 Title:

To increase student performance on Reading ISAT in grades 3-8.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:

To increase student performance on Reading ISAT in grades 3-8.

Strategy 1

Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.

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 Review data assessment systems to align assessments, curriculum and technology.	08/01/2010	06/01/2011	500	500			0	0	0	0	0	0
2 Develop and implement benchmark assessments such as Aimsweb to assess all incoming students in order to address mobility issues and provide academic support with effective technology integration.	08/01/2010	06/01/2011	1,500	0			1,500	0	0	0	0	0
3 Develop and implement Base RTI Tiers of Intervention on ISAT, Standard, Diebels & Aimsweb data and Student Success Plans with effective technology integration.	08/01/2010	06/01/2011	1,000	0			1,000	0	0	0	0	0
4 Develop and implement the student access to public library and district library web page to promote an interest in reading.	08/01/2010	06/01/2011	300	0			300	0	0	0	0	0
5 Develop and implement student access to personal interest/career aware literacy materials to stimulate enjoyment of reading with effective technology integration.	08/01/2010	06/01/2011	1,000	0			1,000	0	0	0	0	0

6	Develop and implement student access to literacy games, interactive software and multi-tech tools and equipment, blogs, wikis to stimulate the enjoyment of reading with effective technology integration.	08/01/2010	06/01/2011	3,000	0			3,000	0	0	0	0	0
7	Develop and implement, for students, extended day, summer literacy academic and enrichment support to enhance reading comprehension as measured by Stanford 10 with effective technology integration.	08/01/2010	06/01/2011	30,000	0			30,000	0	0	0	0	0

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

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

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:

To increase student performance on Reading ISAT in grades 3-8.

Strategy 1												
Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Develop and implement a Reading Specialist and											

Reading First Coach program to provide school wide SBRR and best practices and reading comprehension support with effective technology integration.	08/01/2010	06/01/2011	100,000	0			100,000	0	0	0	0	0
2Develop and implement a RTI differentiated instruction classroom and in-service support aligned with ILS and the 5 reading components to improve reading comprehension through district support staff, in-service and professional development with effective technology integration.	08/01/2010	06/01/2011	5,000	0			5,000	0	0	0	0	0
3Develop and implement a program of building teacher capacity around data analysis, SBRR and best practices in reading comprehension through district support staff, in-service and professional development with effective technology integration.	08/01/2010	06/01/2011	2,000	0			2,000	0	0	0	0	0
4Develop and implement teacher literacy web training and the use of multi-tech tools to support literacy teaching and the improvement of reading comprehension instructions with effective technology integration.	08/01/2010	06/01/2011	5,000	0			5,000	0	0	0	0	0
5Develop and implement teacher access to multi-tech tools and interactive software to support literacy teaching with effective technology integration.	08/01/2010	06/01/2011	5,000	0			5,000	0	0	0	0	0
6Develop and implement a program to Incorporate Literacy Best Practices in new teacher induction and Mentoring Program to improve comprehension skills with effective technology integration.	08/01/2010	06/01/2011	5,000	0			5,000	0	0	0	0	0

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

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

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

Phase I Goal 1 Title:

To increase student performance on Reading ISAT in grades 3-8.

Strategy 1												
Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Develop and implement a Parent Lending Library and family literacy resources during student breaks with effective technology integration.	08/01/2010	06/01/2011	500	0			0	0	0	0	0	500
2 Develop, implement and maintain a 4th-8th Grade and Reading First web pages on school website.	08/01/2010	06/01/2011	250	0			0	0	0	0	0	250
3 Develop and implement the coordination of the												

Reading Coach, Reading Specialist, Parent Coordinator- Librarian the providing of multi-tech resources and support at parent meetings.	08/01/2010	06/01/2011	500	0			0	0	0	0	0	500
4 Develop and implement a parents reading comprehension training program with effective technology integration and family friendly websites.	08/01/2010	06/01/2011	1,000	0			0	0	0	0	0	1,000
5 Develop and implement a parents' program with English Language workshops to enhance the English Language in the home with effective technology integration.	08/01/2010	06/01/2011	2,000	0			0	0	0	0	0	2,000
6 Develop and implement a parent internet access program via parent kiosks to access Student Management Program and emails.	08/01/2010	06/01/2011	1,700	1,700			0	0	0	0	0	0

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

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

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:

To increase student performance on Reading ISAT in grades 3-8.

Strategy 1

Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.

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 Update "Software and Hardware Inventory" to monitor the renewal of software licenses which support RtI and Differentiated Instruction.	08/01/2010	06/01/2011	500	500	0	D	0	0	0	0	0	0	0
2 Ensure that the District Web Site provides information on any new Reading initiatives (i.e. RtI and Differentiated Instruction).	08/01/2010	06/01/2011	500	500	0	D	0	0	0	0	0	0	0
3 Review and re-assess the purchasing of new computers as funding becomes available and according to the "Computer Replacement Cycle Program" to dispose of "out of date" hardware and multi-media equipment.	08/01/2010	06/01/2011	500	500	0	D	0	0	0	0	0	0	0
4 Purchase and install new hardware to ensure equity and interoperability (i.e. Servers, Switches and Routers)	07/01/2010	06/30/2011	107,328	15,975	91,353	D	0	0	0	0	0	0	0
5 Increase internet band-width to effectively support instruction.	07/01/2010	06/30/2011	18,206	1,820	16,386	D	0	0	0	0	0	0	0
6 Upgrade telecommunications to improve home/school communication	07/01/2010	06/30/2011	12,756	1,276	11,480	D	0	0	0	0	0	0	0
7 Provide "Basic Maintenance" of technical support (2 days per week) to ensure the integrity and reliability of the network to support curriculum & instruction.	07/01/2010	06/30/2011	58,240	5,824	52,416	D	0	0	0	0	0	0	0
8 Purchase and install new Firewall and wireless access points throughout building to support curriculum & instruction	07/01/2010	06/30/2011	31,676	3,168	28,508	D	0	0	0	0	0	0	0

9Purchase and install parent Kiosks	07/01/2010	06/30/2010	1,700	1,700	0	D	0	0	0	0	0	0
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Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

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

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

Phase I Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1												
Provide Math "best practice" teaching and interventions strategies for students (Grades K - 8).												
			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	Review data assessment systems to align assessments, curriculum and technology.	08/01/2010	06/01/2011	500	500			0	0	0	0	0	0
2	Develop and implement RTI and School Wide Math Priorities to increase number of skills as measured by Aimsweb and Stanford 10 with effective technology integration.	08/01/2010	06/01/2011	1,000	0			1,000	0	0	0	0	0
3	Develop and implement link number sense skills with student friendly vocational and real world applications to improve student interest in math with effective technology integration.	08/01/2010	06/01/2011	2,000	0			2,000	0	0	0	0	0
4	Develop and implement math tutorials, extended day and summer math academic and enrichment support to improve student math number skill proficiency on ISAT/Stanford 10 with effective technology integration.	08/01/2010	06/01/2011	10,000	0			10,000	0	0	0	0	0
5	Develop and implement student access to math games, interactive math software and multi-tech tools to improve number sense skills as measured by Aimsweb/Stanford 10.	08/01/2010	06/01/2011	10,000	0			10,000	0	0	0	0	0
6	Develop and implement student access to math career awareness, mentoring and high interest math materials to enhance internet in mathematics as assessed by pre and post survey.	08/01/2010	06/01/2011	5,000	0			5,000	0	0	0	0	0
7	Develop and implement ELL and special education students with goal based number sense support and interventions based on ACCESS and IEP data with effective technology integration	08/01/2010	06/01/2011	1,000	0			1,000	0	0	0	0	0
8	Develop and implement benchmark assessments such as Aimsweb monitor all new students' math performance and to provide needed math interventions so that they will be able to perform at grade level with effective technology integration.	08/01/2010	06/01/2011	1,500	0			1,500	0	0	0	0	0

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

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

Section II C. Action Plan – Professional Development

Phase I Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1													
Provide Math "best practice" teaching and interventions strategies for students (Grades K - 8).													
				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 Develop and implement a mathematics lab to provide teachers with math manipulative and instructional resources to improve math performance with effective technology integration.	08/01/2010	06/01/2011	60,000	0			60,000	0	0	0	0	0	
2 Support Teacher math related Professional Development Growth places focused on number sense, provide access to a minimum of 3 in-services with effective technology integration.	08/01/2010	06/01/2011	5,000	0			5,000	0	0	0	0	0	
3 Develop and implement professional development focused on RTI-differentiated instruction, curriculum													

mapping ILS aligned classroom math curriculum-instructed assessments with effective technology integration.	08/01/2010	06/01/2011	5,000	0			5,000	0	0	0	0	0
4 Develop and implement the building of teacher's capacity around data analysis, math best practices. Curriculum mapping and standards aligned lesson plan development to differentiate math instruction specifically for incoming students with effective technology integration.	08/01/2010	06/01/2011	5,000	0			5,000	0	0	0	0	0
5 Develop and implement a teachers program with math web training and the use of multi-tech tools and interactive math software to enhance students' math number sense performance on benchmarck assessments such as Aimsweb/Stanford.	08/01/2010	06/01/2011	5,000	0			0	0	0	0	0	5,000
6 Develop and Implement the Incorporation Math best practices/number sense in New Teachers Induction and Mentoring Program with effective technology integration	08/01/2010	06/01/2011	5,000	0			5,000	0	0	0	0	0

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

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

Section II D. Action Plan – Parental/Community Involvement

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

Phase I Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1												
Provide Math "best practice" teaching and intervention strategies for students (Grades K - 8).												
			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 Develop and implement the coordination of Parent Coordinator and faculty collaboration to provide parent math training and home use materials aligned with students' assessment data to enhance math support with effective technology integration.	08/01/2010	06/01/2011	500	0			500	0	0	0	0	0
2 Develop and implement the coordination of the Parent Coordinator and parents to Schedule and conduct parent meetings based on math assessments, profiles and RTI plans with effective technology integration.	08/01/2010	06/01/2011	500	0			500	0	0	0	0	0
3 Develop and implement and maintain math web pages, providing parents with web based best practices math information with effective technology integration.	08/01/2010	06/01/2011	250	0			250	0	0	0	0	0

4	Develop and implement a parents program with math education training with effective technology integration.	08/01/2010	06/01/2011	1,000	0			1,000	0	0	0	0	0
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Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

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

Section II E. Action Plan – Technology Deployment

Phase I Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1												
Provide Math "best practice" teaching and intervention strategies for students (Grades K - 8).												
			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	Update "Software and Hardware Inventory" to monitor the renewal of software licenses which support RtI and Differentiated Instruction.	08/01/2010	06/01/2011	500	500	0	D	0	0	0	0	0
2	Ensure that the District Web Site provides information on any new Math initiatives (i.e. RtI and Differentiated Instruction	08/01/2010	06/01/2011	500	500	0	D	0	0	0	0	0

3	Review and re-assess the purchasing of new computers as funding becomes available and according to the "Computer Replacement Cycle Program" to dispose of "out of date" hardware and multi-media equipment.	08/01/2010	06/01/2011	500	500	0	D	0	0	0	0	0	0
4	Purchase and install new hardware to ensure equity and interoperability (i.e. Servers, Switches and Routers)	08/01/2010	06/01/2011	107,328	15,975	91,353	D	0	0	0	0	0	0
5	Increase Internet band-width effectively to support instruction.	08/01/2010	06/01/2010	18,206	1,820	16,386	D	0	0	0	0	0	0
6	Upgrade telecommunications to improve home/school communication	08/01/2010	06/01/2011	12,756	1,276	11,480	D	0	0	0	0	0	0
7	Provide "Basic Maintenance" of technical support (2 days per week) to ensure the integrity and reliability of the network to support curriculum & instruction.	08/01/2010	06/01/2011	58,240	5,824	52,416	D	0	0	0	0	0	0
8	Purchase and install new Firewall and wireless access points throughout building to support curriculum & instruction	08/01/2010	06/01/2011	31,676	3,168	28,508	D	0	0	0	0	0	0
9	Purchase and install parent Kiosks	08/01/2010	06/01/2011	1,700	1,700	0	D	0	0	0	0	0	0

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

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

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

Phase II Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Strategy 1												
Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continuing to review data assessment systems to align assessments, curriculum and technology.	08/01/2011	06/01/2012	500	500			0	0	0	0	0	0
2 Continuing to develop and implement benchmark assessments such as Aimsweb to assess all incoming students in order to address mobility issues and provide academic support with effective technology integration	08/01/2011	06/01/2012	1,500	0			1,500	0	0	0	0	0
3 Continuing to develop and implement Base RTI Tiers of Intervention on ISAT, Standard, Diebels & Aimsweb data and Student Success Plans with effective	08/01/2011	06/01/2012	1,000	0			1,000	0	0	0	0	0

technology integration.												
4 Continue to develop and implement the student access to public library and district library web page to promote an interest in reading.	08/01/2011	06/01/2012	300	0			300	0	0	0	0	0
5 Continue to Develop and implement student access to personal interest/career aware literacy materials to stimulate enjoyment of reading with effective technology integration.	08/01/2011	06/01/2012	1,000	0			1,000	0	0	0	0	0
6 Continue to develop and implement student access to literacy games, interactive software and multi-tech tools and equipment, blogs, wikis to stimulate the enjoyment of reading with effective technology integration.			3,000	0			3,000	0	0	0	0	0
7 Continue to develop and implement, for students, extended day, summer literacy academic and enrichment support to enhance reading comprehension as measured by Stanford 10 with effective technology integration.			30,000	0			30,000	0	0	0	0	0

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

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

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Strategy 1												
Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to develop and implement a Reading Specialist and Reading First Coach program to provide school wide SBRR and best practices and reading comprehension support with effective technology integration. .	08/01/2011	06/01/2012	100,000	0			100,000	0	0	0	0	0
2 Continue to develop and implement a RTI differentiated instruction classroom and in-service support aligned with ILS and the 5 reading components to improve reading comprehension through district support staff, in-service and professional development with effective technology integration.	08/01/2011	06/01/2012	5,000	0			5,000	0	0	0	0	0
3 Continue to develop and implement a program of building teacher capacity around data analysis, SBRR and best practices in reading comprehension through district support staff, in-service and professional development with effective technology	08/01/2011	06/01/2012	2,000	0			2,000	0	0	0	0	0

integration.													
4 Continue to develop and implement teacher literacy web training and the use of multi-tech tools to support literacy teaching and the improvement of reading comprehension instructions with effective technology integration.	08/01/2011	06/01/2012	5,000	0				5,000	0	0	0	0	0
5 Continue to develop and implement teacher access to multi-tech tools and interactive software to support literacy teaching with effective technology integration.	08/01/2011	06/01/2012	5,000	0				5,000	0	0	0	0	0
6 Continue to develop and implement a program to Incorporate Literacy Best Practices in new teacher induction and Mentoring Program to improve comprehension skills with effective technology integration.	08/01/2011	06/01/2012	5,000	0				5,000	0	0	0	0	0

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

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

Section II D. Action Plan – Parental/Community Involvement

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

Phase II Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Strategy 1

Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.

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 Continue to develop and implement a Parent Lending Library and family literacy resources during student breaks with effective technology integration.	08/01/2011	06/01/2012	500	0			0	0	0	0	0	500
2 Continue to develop, implement and maintain a 4th-8th Grade and Reading First web pages on school website.	08/01/2011	06/01/2012	250	0			0	0	0	0	0	250
3 Continue to develop and implement the coordination of the Reading Coach, Reading Specialist, Parent Coordinator- Librarian the providing of multi-tech resources and support at parent meetings.	08/01/2011	06/01/2012	500	0			0	0	0	0	0	500
4 Continue to develop and implement a parents reading comprehension training program with effective technology integration and family friendly websites.	08/01/2011	06/01/2012	1,000	0			0	0	0	0	0	1,000
5 Continue to develop and implement a parents' program with English Language workshops to enhance the English Language in the home with effective technology integration.	08/01/2011	06/01/2012	2,000	0			0	0	0	0	0	2,000

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

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

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Strategy 1													
Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Update "Software and Hardware Inventory" to monitor the renewal of software licenses which support RtI and Differentiated Instruction.	08/01/2011	06/01/2012	1,000	1,000	0	D	0	0	0	0	0	0	
2 Ensure that the District Web Site provides information on any new Reading initiatives (i.e. RtI and Differentiated Instruction).	08/01/2011	06/01/2012	500	500	0	D	0	0	0	0	0	0	
3 Review and re-assess the purchasing of new computers as funding becomes available and according to the "Computer Replacement Cycle Program" to dispose of "out of date" hardware and	08/01/2011	06/01/2012	500	500	0	D	0	0	0	0	0	0	

multi-media equipment.													
4 Provide "Basic Maintenance" of technical support (2 days per week) to ensure the integrity and reliability of the network to suport curriculum & instruction.	08/01/2011	06/01/2012	58,240	5,824	52,416	D	0	0	0	0	0	0	0
5 Rewiring of the building of CAT5e with 7 drops per classroom	08/01/2011	06/01/2012	100,000	10,000	90,000	D	0	0	0	0	0	0	0
6 Maintain internet band-width to effectively support instruction.	07/01/2011	06/30/2012	18,206	1,820	16,386	D	0	0	0	0	0	0	0
7 Maintain telecommunications to improve home/school communication	07/01/2011	06/30/2012	12,756	1,276	11,480	D	0	0	0	0	0	0	0

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

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

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

Phase II Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1

Provide Math "best practice" teaching and interventions strategies for students (Grades K - 8) .

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 Continue to review data assessment systems to align assessments, curriculum and technology.	08/01/2011	06/01/2012	500	500			0	0	0	0	0	0
2 Continue to develop and implement RTI and School Wide Math Priorities to increase number of skills as measured by Aimsweb and Stanford 10 with effective technology integration.	08/01/2011	06/01/2012	1,000	0			1,000	0	0	0	0	0
3 Continue to develop and implement link number sense skills with student friendly vocational and real world applications to improve student interest in math with effective technology integration.	08/01/2011	06/01/2012	2,000	0			2,000	0	0	0	0	0
4 Continue to develop and implement math tutorials, extended day and summer math academic and enrichment support to improve student math number skill proficiency on ISAT/Stanford 10 with effective technology integration	08/01/2011	06/01/2012	10,000	0			10,000	0	0	0	0	0
5 Continue to develop and implement student access to math games, interactive math software and multi-tech tools to improve number sense skills as measured by Aimsweb/Stanford 10.	08/01/2011	06/01/2012	10,000	0			0	0	0	0	0	10,000
6 Continue to develop and implement student access to math career awareness, mentoring and high interest math materials to enhance internet in mathematics as assessed by pre and post survey.	08/01/2011	06/01/2012	5,000	0			0	0	0	0	0	5,000
7 Continue to develop and implement ELL and special												

education students with goal based number sense support and interventions based on ACCESS and IEP data with effective technology integration.	08/01/2011	06/01/2012	1,000	0			0	0	0	0	0	1,000
8Continue to develop and implement benchmark assessments such as Aimsweb monitor all new students' math performance and to provide needed math interventions so that they will be able to perform at grade level with effective technology integration.	08/01/2011	06/01/2012	1,500	0			1,500	0	0	0	0	0

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

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

Section II C. Action Plan – Professional Development

Phase II Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1												
Provide Math "best practice" teaching and interventions strategies for students (Grades PreK - 8) .												
			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	Continue to develop and implement a mathematics lab to provide teachers with math manipulative and instructional resources to improve math performance with effective technology integration.	08/01/2011	06/01/2012	60,000	0			60,000	0	0	0	0	0
2	Continue to support Teacher math related Professional Development Growth places focused on number sense, provide access to a minimum of 3 in-services with effective technology integration.	08/01/2011	06/01/2012	5,000	0			5,000	0	0	0	0	0
3	Continue to develop and implement professional development focused on RTI-differentiated instruction, curriculum mapping ILS aligned classroom math curriculum-instructed assessments with effective technology integration.	08/01/2011	06/01/2012	5,000	0			5,000	0	0	0	0	0
4	Continue to develop and implement the building of teacher's capacity around data analysis, math best practices. Curriculum mapping and standards aligned lesson plan development to differentiate math instruction specifically for incoming students with effective technology integration.	08/01/2011	06/01/2012	5,000	0			5,000	0	0	0	0	0
5	Continue to develop and implement a teachers program with math web training and the use of multi-tech tools and interactive math software to enhance students' math number sense performance on benchmark assessments such as Aimsweb/Stanford.	08/01/2011	06/01/2012	5,000	0			0	0	0	0	0	5,000
6	Continut to Develop and Implement the Incorporation Math best practices/number sense in New Teachers Induction and Mentoring Program with effective technology integration.	08/01/2011	06/01/2012	5,000	0			5,000	0	0	0	0	0

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

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

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

Phase II Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1												
Provide Math "best practice" teaching and interventions strategies for students (Grades PreK - 8) .												
			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 Continue to develop and implement the coordination of Parent Coordinator and faculty collaboration to provide parent math training and home use materials aligned with students' assessment data to enhance math support with effective technology integration.	08/01/2011	06/01/2012	500	0			500	0	0	0	0	0
2 Continue to develop and implement the coordination of the Parent Coordinator and parents to Schedule												

and conduct parent meetings based on math assessments, profiles and RTI plans with effective technology integration.	08/01/2011	06/01/2012	500	0			500	0	0	0	0	0
3Continue to develop and implement and maintain math web pages, providing parents with web based best practices math information with effective technology integration.	08/01/2011	06/01/2012	250	0			250	0	0	0	0	0
4Continue to develop and implement a parents program with math education training with effective technology integration.	08/01/2011	06/01/2012	1,000	0			1,000	0	0	0	0	0

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

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

Section II E. Action Plan – Technology Deployment

Phase II Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1													
Provide Math "best practice" teaching and interventions strategies for students (Grades PreK - 8) .													
				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 Update "Software and Hardware Inventory" to monitor the renewal of software licenses which support RtI and Differentiated Instruction.	08/01/2011	06/01/2012	1,000	1,000	0	D	0	0	0	0	0	0
2 Ensure that the District Web Site provides information on any new Math initiatives (i.e. RtI and Differentiated Instruction).	08/01/2011	06/01/2012	500	500	0	D	0	0	0	0	0	0
3 Review and re-assess the purchasing of new computers as funding becomes available and according to the "Computer Replacement Cycle Program" to dispose of "out of date" hardware and multi-media equipment.	08/01/2011	06/01/2012	500	500	0	D	0	0	0	0	0	0
4 Provide "Basic Maintenance" of technical support (2 days per week) to ensure the integrity and reliability of the network to support curriculum & instruction.	08/01/2011	06/01/2012	58,240	5,824	52,416	D	0	0	0	0	0	0
5 Rewiring of the building of CAT5e with 7 drops per classroom.	08/01/2011	06/01/2012	100,000	10,000	90,000	D	0	0	0	0	0	0

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

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

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

Phase III Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Strategy 1

Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.

				Budget & Funding Sources (\$)								
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Enhance and continue to review data assessment systems to align assessments, curriculum and technology.	08/01/2012	06/01/2013	500	500			0	0	0	0	0	0
2 Enhance and continue to develop and implement benchmark assessments such as Aimsweb to assess all incoming students in order to address mobility issues and provide academic support with effective technology integration.	08/01/2012	06/01/2013	1,500	0			1,500	0	0	0	0	0
3 Enhance and continue to develop and implement Base RTI Tiers of Intervention on ISAT, Standard, Diebels & Aimsweb data and Student Success Plans with effective technology integration.	08/01/2012	06/01/2013	1,000	0			1,000	0	0	0	0	0
4 Enhance and continue to Develop and implement the student access to public library and district library web page to promote an interest in reading.	08/01/2012	06/01/2013	300	0			300	0	0	0	0	0
5 Enhance and continue to develop and implement												

student access to personal interest/career aware literacy materials to stimulate enjoyment of reading with effective technology integration.	08/01/2012	06/01/2013	1,000	0			1,000	0	0	0	0	0
6 Enhance and continue to develop and implement student access to literacy games, interactive software and multi-tech tools and equipment, blogs, wikis to stimulate the enjoyment of reading with effective technology integration.			3,000	0			3,000	0	0	0	0	0
7 Enhance and continue to develop and implement, for students, extended day, summer literacy academic and enrichment support to enhance reading comprehension as measured by Stanford 10 with effective technology integration.			30,000	0			30,000	0	0	0	0	0

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

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

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Strategy 1

Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.

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 Enhance and Continue to develop and implement a Reading Specialist and Reading First Coach program to provide school wide SBRR and best practices and reading comprehension support with effective technology integration.	08/01/2012	06/01/2013	100,000	0			100,000	0	0	0	0	0
2 Enhance and continue to develop and implement a RTI differentiated instruction classroom and in-service support aligned with ILS and the 5 reading components to improve reading comprehension through district support staff, in-service and professional development with effective technology integration.	08/01/2012	06/01/2013	5,000	0			5,000	0	0	0	0	0
3 Enhance and continue to develop and implement a program of building teacher capacity around data analysis, SBRR and best practices in reading comprehension through district support staff, in-service and professional development with effective technology integration.	08/01/2012	06/01/2013	2,000	0			2,000	0	0	0	0	0
4 Enhance and continue to develop and implement teacher literacy web training and the use of multi-tech tools to support literacy teaching and the improvement of reading comprehension instructions with effective technology integration.	08/01/2012	06/01/2013	5,000	0			5,000	0	0	0	0	0
5 Enhance and continue to develop and implement												

teacher access to multi-tech tools and interactive software to support literacy teaching with effective technology integration.	08/01/2012	06/01/2013	5,000	0			0	0	0	0	0	5,000
6 Enhance and continue to develop and implement a program to Incorporate Literacy Best Practices in new teacher induction and Mentoring Program to improve comprehension skills with effective technology integration.	08/01/2012	06/01/2013	5,000	0			5,000	0	0	0	0	0

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

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

Section II D. Action Plan – Parental/Community Involvement

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

Phase III Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Strategy 1												
Provide support to implement effective Reading literacy practices for Grades PreK-8, with a focus on the RtI Model and Differentiated Instruction.												

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Enhance and continue to develop and implement a Parent Lending Library and family literacy resources during student breaks with effective technology integration.	08/01/2012	06/01/2013	500	0			0	0	0	0	0	500
2 Enhance and continue to develop, implement and maintain a 4th-8th Grade and Reading First web pages on school website.	08/01/2012	06/01/2013	250	0			0	0	0	0	0	250
3 Enhance and continue to develop and implement the coordination of the Reading Coach, Reading Specialist, Parent Coordinator- Librarian the providing of multi-tech resources and support at parent meetings.	08/01/2012	06/01/2013	500	0			0	0	0	0	0	500
4 Enhance and continue to develop and implement a parents reading comprehension training program with effective technology integration and family friendly websites.	08/01/2012	06/01/2013	1,000	0			0	0	0	0	0	1,000
5 Enhance and continue to develop and implement a parents' program with English Language workshops to enhance the English Language in the home with effective technology integration.	08/01/2012	06/01/2013	2,000	0			0	0	0	0	0	2,000

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

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

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:

To increase student Reading performance on ISAT in grades 3-8.

Strategy 1												
Provide support to implement effective Reading literacy practices for Grades K-8, with a focus on the RtI Model and Differentiated Instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Update "Software and Hardware Inventory" to monitor the renewal of software licenses which support RtI and Differentiated Instruction.	08/01/2012	06/01/2013	500	500	0	D	0	0	0	0	0	0
2 Ensure that the District Web Site provides information on any new Reading initiatives (i.e. RtI and Differentiated Instruction).	08/01/2012	06/01/2013	500	500	0	D	0	0	0	0	0	0
3 Review and re-assess the purchasing of new computers as funding becomes available and according to the "Computer Replacement Cycle Program" to dispose of "out of date" hardware and multi-media equipment.	08/01/2012	06/01/2013	500	500	0	D	0	0	0	0	0	0
4 Provide "Basic Maintenance" of technical support (2 days per week) to ensure the integrity and reliability of the network to support curriculum & instruction.	07/01/2012	06/30/2013	58,240	5,824	52,416	D	0	0	0	0	0	0
5 Purchase any needed laptops/netbooks as funds become available.	08/01/2012	06/01/2013	0	0	0	D	0	0	0	0	0	0

6	Maintain internet band-width to effectively support instruction.	07/01/2012	06/30/2013	18,206	1,820	16,386	D	0	0	0	0	0	0
7	Maintain telecommunications to improve home/school communication	07/01/2012	06/30/2013	12,756	1,276	11,480	D	0	0	0	0	0	0

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

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

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

Phase III Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1

Provide Math "best practice" teaching and interventions strategies for students (Grades K - 8) .

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 Enhance and continue to review data assessment systems to align assessments, curriculum and technology.	08/01/2012	06/01/2013	500	500			0	0	0	0	0	0
2 Enhance and continue to develop and implement RTI and School Wide Math Priorities to increase number of skills as measured by Aimsweb and Stanford 10 with effective technology integration.	08/01/2012	06/01/2013	1,000	0			1,000	0	0	0	0	0
3 Enhance and continue to develop and implement link number sense skills with student friendly vocational and real world applications to improve student interest in math with effective technology integration.	08/01/2012	06/01/2013	2,000	0			2,000	0	0	0	0	0
4 Enhance and continue to develop and implement math tutorials, extended day and summer math academic and enrichment support to improve student math number skill proficiency on ISAT/Stanford 10 with effective technology integration.	08/01/2012	06/01/2013	10,000	0			10,000	0	0	0	0	0
5 Enhance and continue to develop and implement student access to math games, interactive math software and multi-tech tools to improve number sense skills as measured by Aimsweb/Stanford 10.	08/01/2012	06/01/2013	10,000	0			0	0	0	0	0	10,000
6 Enhance and continue to develop and implement												

student access to math career awareness, mentoring and high interest math materials to enhance internet in mathematics as assessed by pre and post survey.	08/01/2012	06/01/2013	5,000	0			0	0	0	0	0	5,000
7 Enhance and continue to develop and implement ELL and special education students with goal based number sense support and interventions based on ACCESS and IEP data with effective technology integration.	08/01/2012	06/01/2013	1,000	0			0	0	0	0	0	1,000
8 Enhance and continue to develop and implement benchmark assessments such as Aimsweb monitor all new students' math performance and to provide needed math interventions so that they will be able to perform at grade level with effective technology integration.	08/01/2012	06/01/2013	1,500	0			1,500	0	0	0	0	0

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

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

Section II C. Action Plan – Professional Development

Phase III Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1

Provide Math "best practice" teaching and interventions strategies for students (Grades K - 8) .

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 Enhance and continue to develop and implement a mathematics lab to provide teachers with math manipulative and instructional resources to improve math performance with effective technology integration.	08/01/2012	06/01/2013	60,000	0			60,000	0	0	0	0	0
2 Enhance and continue to support Teacher math related Professional Development Growth places focused on number sense, provide access to a minimum of 3 in-services with effective technology integration. .	08/01/2012	06/01/2013	5,000	0			5,000	0	0	0	0	0
3 Enhance and continue to develop and implement professional development focused on RTI-differentiated instruction, curriculum mapping ILS aligned classroom math curriculum-instructed assessments with effective technology integration.	08/01/2012	06/01/2013	5,000	0			5,000	0	0	0	0	0
4 Enhance and continue to develop and implement the building of teacher's capacity around data analysis, math best practices. Curriculum mapping and standards aligned lesson plan development to differentiate math instruction specifically for incoming students with effective technology integration.	08/01/2012	06/01/2013	5,000	0			5,000	0	0	0	0	0
5 Enhance and continue to develop and implement a teachers program with math web training and the												

use of multi-tech tools and interactive math software to enhance students' math number sense performance on benchmarck assessments such as Aimsweb/Stanford.	08/01/2012	06/01/2013	5,000	0			0	0	0	0	0	5,000
6 Enhance and continue to develop and Implement the Incorporation Math best practices/number sense in New Teachers Induction and Mentoring Program with effective technology integration.	08/01/2012	06/01/2013	5,000	0			5,000	0	0	0	0	0

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

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

Section II D. Action Plan – Parental/Community Involvement

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

Phase III Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1												
Provide Math "best practice" teaching and interventions strategies for students (Grades K - 8) .												

			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 Enhance and continue to develop and implement the coordination of Parent Coordinator and faculty collaboration to provide parent math training and home use materials aligned with students' assessment data to enhance math support with effective technology integration.	08/01/2012	06/01/2013	500	0			500	0	0	0	0	0
2 Enhance and continue to develop and implement the coordination of the Parent Coordinator and parents to Schedule and conduct parent meetings based on math assessments, profiles and RTI plans with effective technology integration.	08/01/2012	06/01/2013	500	0			500	0	0	0	0	0
3 Enhance and continue to develop and implement and maintain math web pages, providing parents with web based best practices math information with effective technology integration.	08/01/2012	06/01/2013	250	0			250	0	0	0	0	0
4 Enhance and continue to develop and implement a parents program with math education training with effective technology integration.	08/01/2012	06/01/2013	1,000	0			1,000	0	0	0	0	0

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

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

Section II E. Action Plan – Technology Deployment

Phase III Goal 2 Title:

To increase student performance on Math ISAT in grades 3-8.

Strategy 1												
Provide Math "best practice" teaching and interventions strategies for students (Grades K - 8) .												
			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 Update "Software and Hardware Inventory" to monitor the renewal of software licenses which support RtI and Differentiated Instruction.	08/01/2012	06/01/2013	500	500	0	D	0	0	0	0	0	0
2 Ensure that the District Web Site provides information on any new Math initiatives (i.e. RtI and Differentiated Instruction)	08/01/2012	06/01/2013	500	500	0	D	0	0	0	0	0	0
3 Enhance and continue to review and re-assess the purchasing of new computers as funding becomes available and according to the "Computer Replacement Cycle Program" to dispose of "out of date" hardware and multi-media equipment.	08/01/2012	06/01/2013	500	500	0	D	0	0	0	0	0	0
4 Provide "Basic Maintenance" of technical support (2 days per week) to ensure the integrity and reliability of the network to support curriculum & instruction.	08/01/2012	06/01/2013	58,240	5,824	52,416	D	0	0	0	0	0	0
5 Purchase new Laptops/netbooks as funding becomes available.	08/01/2012	06/01/2013	0	0	0	D	0	0	0	0	0	0

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

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

Section II F. Action Plan - Monitoring Process
Phase I

The Fairmont School District will monitor the progression of intergrating of technology into curriculum and instruction. ISAT and local assessment, surveys, teacher reviews, professional development growth plan, workshop evaluations, access log files and inventory will serve as tools. The results we will be looking for is an increase in the ISAT scores, increase in teacher knowledge and use of the NETs, an increase in parent involvement as well as making sure the students and staff will have reliable technology. This freqency these tools use will be annually, quarterly and bi-annually.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Students ISAT and local assessments	Increase in ISAT and Local Assessment Scores	Annually Quarterly	Julie Grohn
PD Strategy	Surveys, Teacher Reviews, PD Growth Plan, Workshop evaluations	Increase knowledge and use of NETs and technology, and support of student achievement	Annually, Quarterly	Julie Grohn
P/C Strategy	Parent Survey, Review of Powerschool Logs	Increase in parent involvement	Annually, Quarterly	Julie Grohn
Tech D Strategy	District Technology Inventory	Reliable technology is available for staff and students	Annually, Bi-annually	Julie Grohn

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

The Fairmont School District will continue to monitor the progression of intergrating of technology into curriculum and instruction. ISAT and local assessment, surveys, teacher reviews, professional development growth plan, workshop evaluations, access log files and inventory will serve as tools. The results we will be looking for is an increase in the ISAT scores, increase in teacher knowledge and use of the NETs, an increase in parent involvement as well as making sure the students and staff will have reliable technology. This frequency these tools use will be annually, quarterly and bi-annually.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Students ISAT and local assessments	Increase in ISAT and Local Assessment Scores	Annually Quarterly	Julie Grohn
PD Strategy	Surveys, Teacher Reviews, PD Growth Plan, Workshop evaluations	Increase knowledge and use of NETs and technology, and support of student achievement	Annually Quarterly	Julie Grohn
P/C Strategy	Parent Survey, Review of Powerschool Logs	Increase of parent involvement	Annually Quarterly	Julie Grohn
Tech D Strategy	District Technology Inventory	Reliable technology is available for staff and students	Annually Bi-annually	Julie Grohn

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

The Fairmont School District will enhance and continue to monitor the progression of intergrating of technology into curriculum and instruction. ISAT and local assessment, surveys, teacher reviews, professional development growth plan, workshop evaluations, access log files and inventory will serve as tools. The results we will be looking for is an increase in the ISAT scores, increase in teacher knowledge and use of the NETs, an increase in parent involvement as well as making sure the students and staff will have reliable technology. This frequency these tools use will be annually, quarterly and bi-annually.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Students ISAT and local assessments	Increase in ISAT and Local Assessment Scores	Annually, Quarterly	Julie Grohn

PD Strategy	Surveys, Teacher Reviews, PD Growth Plan, Workshop evaluations	Increase knowledge and use of NETs and technology, and support of student achievement	Annually, Quarterly	Julie Grohn
P/C Strategy	Parent Survey, Review of Powerschool Logs	Increase of parent involvement	Annually, Quarterly	Julie Grohn
Tech D Strategy	District Technology Inventory	Reliable technology is available for staff and students	Annually, Bi-annually	Julie Grohn

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
To increase student performance on Reading ISAT in grades 3-8.	396,656	33,463	200,143	158,800	0	0	0	0	4,250
To increase student performance on Math ISAT in grades 3-8.	349,656	31,763	200,143	112,750	0	0	0	0	5,000
Total Budget for Phase I - 2010-2011	746,312	65,226	400,286	271,550	0	0	0	0	9,250

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
To increase student Reading performance on ISAT in grades 3-8.	354,752	21,420	170,282	158,800	0	0	0	0	4,250
To increase student performance on Math ISAT in grades 3-8.	278,490	18,324	142,416	96,750	0	0	0	0	21,000
Total Budget for Phase II - 2011-2012	633,242	39,744	312,698	255,550	0	0	0	0	25,250

Phase III - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
To increase student Reading performance on ISAT in grades 3-8.	254,252	10,920	80,282	153,800	0	0	0	0	9,250
To increase student performance on Math ISAT in grades 3-8.	177,990	7,824	52,416	96,750	0	0	0	0	21,000
Total Budget for Phase III - 2012-2013	432,242	18,744	132,698	250,550	0	0	0	0	30,250
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	1,811,796	123,714	845,682	777,650	0	0	0	0	64,750

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.

The development of the 2010-2013 Technology Integration Plan has been aligned with the District Improvement Plan. The District Technology Committee met to review the data analysis and provide feedback regarding the district's technology needs to support curriculum and instruction. Members of the District Technology Committee include: Dr. Doris Langon (Superintendent), Tony Wilkinson (Building Principal), Rich Dombrowski (Business Manager/Treasurer), Anne Lopez (District Accountant), Lynne Molda (Technology Consultant), Julie Grohn (Dean of Students), Marissa Thompson (Computer Teacher), Matt Mazgay (Middle-School Writing Teacher), Toni Ross-Nissley (4th Grade Teacher), Dawn Bates (1st Grade Teacher), Barb Miller (Librarian) and Tasha Ivy (Parent, 0-3 Coordinator and Parent Involvement Coordinator) and our adult literacy providers are Joliet Jr. College, Will County Professional Development Alliance, St. Francis University, Lewis University, and DeVry University.

These stakeholders were involved in defining the technology needs within the district, making recommendations to the Board of Education, and the successful implementation of the strategies and activities as stated in the Technology Integration Plan. Currently, assessment data and resources derived from the District Report Card, District Improvement Plan, Local Assessment Data, and District Technology Scope and Sequence are referenced by the District Technology Committee to analyze growth and make recommendations. Members of this committee will meet quarterly to monitor the progress of the Technology Plan. They will assure that the following components will be on each Agenda and discussions will ensue to determine accomplishments or failures. Minutes of the District Technology Committee Meetings will be posted to the district website and will serve as evidence of the progress made to reach the goals established in the Technology Integration Plan.

- I. Community, parental and stakeholder involvement which will increase home-school communication and results in benefits for all stakeholders.
- II. Integration of technology into the district's curriculum in accordance with the National Technology Standards and Illinois Learning Standards to improve student achievement and technology literacy.
- III. Professional development for certified and support staff to improve technology integration which results in increased student academic achievement.
- IV. Analysis of technology deployment which includes: telecommunications, information access, budget, hardware, software, and policies & procedures.

Fairmont School District will implement consistent monitoring practices and tools to measure the effectiveness of programs and systems. All stakeholders, including our above mentioned adult literacy providers, will be involved in the process of developing monitoring tools, analyzing data, and developing action items designed to promote student

achievement and effective program implementation district-wide.

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.

Fairmont School District 89 has established an Internet Safety Policy as required by the "Children's Internet Protection Act."

Policy # 010-74 Date Adopted: 10/07/2009

Peer Review Feedback Form

District Name :	RCDT #:
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed: 03/17/2010
School Years Covered by Plan:	ISBE Approval Date: 05/24/2010
<input checked="" type="checkbox"/> 2010-2011 <input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013	Plan Expiration Date: 06/30/2013

Section Used for Mid-Course Correction Only

Date of Annual Review Leading to MCC:	Approval Date of MCC:
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Preliminary Information	Requirements
All required identifying district information is complete. Vision statement is included and meets requirements.	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<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:	
Minor Revisions: Analysis of Part C Item 1 please provide better detail, Item 2 how did you assess teacher proficiency to utilize tech & their ability to integrate tech into the curriculum? Item 3: where is the summary for the Parent Survey? SMART Goal: is this attainable/realistic. Want to increase by 62.7% in 4? years (must be 3) with an inexperienced staff and frequent turnovers? Part D: See comment below in Action Plan. REVISIONS NOTED: 5/7/2010	

Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan	
<ul style="list-style-type: none"> ● A.1 Goals ● A.2 Strategies and Activities ● A.3 Budget <p>Comments: See SMART goal above.</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
Part B. Curriculum Integration Strategies and Activities	
<p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
Part C. Professional Development Strategies and Activities	
<p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
Part D. Parent/Community Involvement	
<p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
Part E. Technology Deployment	
<p>Comments: Please correlate the data pieces in your list of tools and summary sections above to the items in your Action Plan here. Just a suggestion here, some of the e Rate items might be</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>

R not D, you might want to check on those.

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:

ISBE Review

Approved Revisions Needed Not Approved

Comments:

3/22/2010 JWalsh: Based upon a review of your plan, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments regarding necessary corrections/actions above and contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 5/17/2010 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.