
District Information

District Name:	OAKLAND CUSD 5	District Address:	PO BOX 200
City/State/Zip:	OAKLAND,IL,61943 0200	RCDT Number:	110150050260000
Superintendent:	Michael Smith	Superintendent Email*:	micsmith@oak.k12.il.us
District Phone:	2173462555	District Fax:	2173462267
TIP Contact Name*:	Mandy Hanner	TIP Contact Email*:	hannerm@oak.k12.il.us
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Original Submission: Yes

Ammended Submission: No

Annual Review

The plan was reviewed and evaluated on:

Mid Course Correction:

Mid course correction was needed? No

Vision Statement

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

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

Through the cooperative efforts of the school and community, telecommunications, instructional technology and information technology shall become the crucial vehicle between the education of today and the success of tomorrow. Modern telecommunications, instructional technology and information technology will be utilized to ensure students of all ages will become productive members of society. Looking into the future, stakeholders must continually expand and support necessary resources to ensure a quality technological environment that will lead to student and district achievement.

**Section I A. Data & Analysis — Report Card Data
Item 1— 2007 AYP Report**

Is this District making Adequate Yearly Progress (AYP)?					Yes			Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?					No	
Is this District making AYP in Reading?					Yes			Is this District making AYP in Mathematics?					Yes	
2007-08 Federal Improvement Status								2007-08 State Improvement Status						
	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	79.3		Yes	89.7		Yes	95.9	Yes	100.0	Yes
White	100.0	Yes	100.0	Yes	78.9		Yes	89.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	82.1		Yes	94.6		Yes				
Four Conditions Are Required For Making Adequate Yearly Progress														

<p>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. %, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.</p> <p>2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***</p> <p>3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</p> <p>4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.</p>	<p>*** Safe Harbor Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups 45 or more.</p> <p>Another way to make AYP is through the 'safe harbor' calculation, which applies to student subgroups only. A school has made 'safe harbor' if for any subgroup it can reduce the performance gap (the difference between the percentage meets & exceeds from the prior year and 100%) by 10%.</p> <p>For example, what does a school achieving 20% meets & exceeds for a subgroup last year need to achieve this year in order to make safe harbor? Step ONE: $(100 - 20) = 80\%$ (performance gap) Step TWO: $(10\% * 80) = 8\%$ Step THREE: $20\% + 8\% = 28\%$ Safe Harbor Target = 28%</p> <p>In this case, a school that makes at least 28% meets & exceeds is making AYP under 'safe harbor' even if it did not achieve the mandated 47.5%. 'Safe harbor', in other words, gives credit for improvement.</p>
<p>* Includes only students enrolled as of 5/01/2006. ** Safe Harbor Targets of 55.0% 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.</p>	

**Section I A. Data & Analysis — Report Card Data
Item 2 —2007 AMAO Report**

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

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Attendance rate (%)	94.7	94.3	94.8	94.9	95.1	95.9
Truancy rate (%)	0.7	1	2.5	0.3	0.6	0.3
Mobility rate (%)	13.7	19.6	17.3	8.2	15.3	10.3
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	77.8	100	78.4	85.3	90.3	100
HS dropout rate, if applicable (%)	3.8	4.7	4.1	1.8	2.6	0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
District Population (#)	417	394	367	355	360	326
Economically disadvantaged (%)	31.2	31.7	35.7	27.6	41.9	52.1

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Limited English proficient (LEP) (%)	0	0	0	0	0.3	0.3
Students with disabilities (%)						
White, non-Hispanic (%)	98.3	98.7	97	97.7	97.5	97.5
Black, non-Hispanic (%)	0.5	0.8	1.1	0	0.8	0.3
Hispanic (%)	1.2	0.5	1.4	1.1	1.1	1.5
Native American or Alaskan Native (%)	0	0	0	0	0	0
Asian/Pacific Islander (%)	0	0	0.5	0.6	0.6	0.6

**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	1999	99.6	0.0	0.4	0.0	0.0	
	2000	100.0	0.0	0.0	0.0	0.0	
	2001	99.8	0.0	0.2	0.0	0.0	
	2002	98.3	0.5	1.2	0.0	0.0	
	2003	98.7	0.8	0.5	0.0	0.0	
	2004	97.0	1.1	1.4	0.5	0.0	
	2005	97.7	0.0	1.1	0.6	0.0	0.6
	2006	97.5	0.8	1.1	0.6	0.0	0.0
	2007	97.5	0.3	1.5	0.6	0.0	0.0
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	
	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

**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	1999	0.0	26.8	79.2	95.2	18.5	4.0	0.9	1.3	97.6
	2000	0.0	36.7	93.2	94.9	15.6	7.0	1.7	2.1	89.3
	2001	0.0	28.2	99.0	94.7	23.1	1.0	0.2	5.2	93.3
	2002	0.0	31.2	95.8	94.7	13.7	3.0	0.7	3.8	77.8
	2003	0.0	31.7	95.9	94.3	19.6	4.0	1.0	4.7	100.0
	2004	0.0	35.7	92.8	94.8	17.3	9.0	2.5	4.1	78.4
	2005	0.0	27.6	96.9	94.9	8.2	1.0	0.3	1.8	85.3
	2006	0.3	41.9	89.4	95.1	15.3	2.0	0.6	2.6	90.3
	2007	0.3	52.1	91.2	95.9	10.3	1.0	0.3	0.0	100.0
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332.0	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109.0	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056.0	2.5	3.5	85.9

**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	1999	455.0						
	2000	425.0						
	2001	447.0	34.0	37.0	28.0	35.0	38.0	36.0
	2002	417.0	24.0	34.0	36.0	22.0	33.0	46.0
	2003	394.0	25.0	25.0	35.0	29.0	21.0	37.0
	2004	367.0	27.0	26.0	28.0	37.0	31.0	34.0
	2005	355.0	19.0	27.0	24.0	32.0	36.0	31.0
	2006	360.0	35.0	19.0	29.0	27.0	32.0	21.0
	2007	326.0	21.0	31.0	16.0	26.0	23.0	27.0

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S T A T E	1999	1962026.0						
	2000	1983991.0						
	2001	2007170.0	164791.0	161546.0	162001.0	151270.0	148194.0	123816.0
	2002	2029821.0						
	2003	2044539.0						
	2004	2060048.0						
	2005	2062912.0						
	2006	2075277.0	136123.0	139619.0	146935.0	153566.0	154856.0	
2007	2077856.0							

**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 (High School)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	1999	40.0	10.4	27887.0	65.6	34.4	16.1	9.1		
	2000	42.0	11.1	29842.0	62.7	37.3	13.4	8.5		
	2001	40.0	12.8	31777.0	57.4	42.6	14.0	11.0		
	2002	37.0	14.4	34740.0	57.2	42.8	13.7	12.7	0.0	0.0
	2003	36.0	14.0	36092.0	58.8	41.2	13.6	12.0	2.7	4.0
	2004	35.0	15.2	38724.0	57.6	42.4	12.9	10.6	0.0	0.0
	2005	31.0	16.2	39454.0	55.5	44.5	15.1	9.1	0.0	0.0
	2006	32.0	15.3	40173.0	62.5	37.5	14.3	9.8	3.1	0.0
2007	30.0	15.4	41492.0	66.5	33.5	14.0	9.8	3.3	0.0	
S T A T E	1999	119718.0	15.0	45337.0	53.1	46.7	19.6	18.1		
	2000	122671.0	14.8	45766.0	53.2	46.6	19.3	18.1		
	2001	125735.0	14.5	47929.0	53.8	46.0	19.1	18.0		
	2002	126544.0	14.2	49702.0	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129068.0	13.9	51672.0	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125702.0	13.8	54446.0	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128079.0	13.6	55558.0	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127010.0	13.0	56685.0	49.3	50.6	19.1	18.9	1.6	1.4
2007	127010.0	12.9	58275.0	47.6	52.3	18.8	18.8	1.5	3.2	

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

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007												
Groups	GR3 Reading				GR5 Reading				GR8 Reading			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	91	87.6	75	63.2	89.3	79.2	75	68.8	75	89.2	80.6	95.8
White	91	85.7	74.3	61.1	89.3	79.2	75	64.3	75	89.2	82.8	95.8
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	86.6	0	91.6	60	0	0	75.1	76.9	72.2	100
ISAT - % Meets + Exceeds for Reading all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	75	63.2	70	87.9	75	68.8	74	70.9	73.1	85.2	80.6	95.8
White	74.3	61.1	72.2	87.9	75	64.3	77	70.9	73.1	85.2	82.8	95.8
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	86.6	0	0	100	0	0	64.3	64.3	61.6	83.3	72.2	100
PSAE - % Meets + Exceeds Reading grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All	64.5		60		58.3		0					
White	64.5		60		58.3		0					

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007				
Black	0	0	0	0
Hispanic	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Native American	0	0	0	0
Multiracial/Ethnic	0	0	0	0
LEP	0	0	0	0
Students with Disabilities	0	0	0	0
Economically Disadvantaged	0	0	0	0

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

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
Groups	GR3 Mathematics				GR5 Mathematics				GR8 Mathematics			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	90.9	100.1	86.1	89.5	92.9	91.6	82.2	81.3	40.7	64.9	67.8	95.8
White	90.9	100	88.6	88.9	92.9	91.6	82.2	78.6	40.7	64.9	69	95.8
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	80	0	83.3	80	0	0	50	46.2	55.5	100
ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	86.1	89.5	90	93.9	82.2	81.3	85.2	83.9	88.4	100	67.8	95.8
White	88.6	88.9	88.9	93.9	82.2	78.6	88.4	83.9	88.4	100	69	95.8
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	80	0	0	100	0	0	71.4	85.7	77	100	55.5	100
PSAE - % Meets + Exceeds Mathematics grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All	48.4		50		54.2		0					
White	48.4		50		54.2		0					
Black	0		0		0		0					
Hispanic	0		0		0		0					
Asian/Pacific Islander	0		0		0		0					
Native American	0		0		0		0					
Multiracial/Ethnic	0		0		0		0					
LEP	0		0		0		0					
Students with Disabilities	0		0		0		0					
Economically Disadvantaged	0		0		0		0					

Section I A. Data & Analysis — Report Card Data

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

Reading scores for elementary students have dropped. Looking at the Report Card Data, the 5th grade reading scores in 2006 had 25% below standards and in 2007, the number below standards had risen to 31%. The 3rd grade reading scores below standards rose from 25% in 2006 to 32% in 2007. The number of students not meeting standards in Math have decreased. The number of 5th grade students not meeting standards has decreased from 24% in 2001 to 10% in 2007. The number of 3rd grade students not meeting standards has decreased from 36% in 2001 to 19% in 2007. We must continue to improve the math scores or to get them higher. Also, writing scores are good for 3rd through 8th grade, but the high schools scores are not good. Science scores are outstanding.

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 objectives and strategies in this plan.

There are no incentive programs in place to encourage elementary students to read. This could cause reading scores to continue to decline. Emphasis on integration of technology in Math classes have contributed to the increase of math scores. Placing emphasis on math scores may have caused a decline in reading scores. Absence of cross-curricular writing at the high school level and the gap between the high school student's social writing (Instant messaging, text messaging) and required school writing could lead to lower test scores.

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.*

Based on the given data
Continue to integrate technology in Math classes
Address reading scores at the elementary level
Address writing scores at the high school level.

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, when 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.*

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

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 objectives and strategies in this 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 student achievement.*

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 State Department of Education, the Universal Services Administrative Company, and the local community upon request.*

Nextstep Tool 8 Student Survey February 2008
Nextstep Tool 27C Student Quick Survey February 2008
Nextstep Tool 7 Teacher Survey February 2008
2000 US Census
Analysis of lesson plans February 2008

Informal interviews with teachers 2007-2008 School Year
2007 District Report Card

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

Using the high school level data from the student survey, 72% report using technology in Math, 60% in Social Studies, 53% in Science, and 44% in Foreign Language. The majority of the students feel very confident in their technology skills and abilities, 35% feeling they can teach others. Majority of the students state they work individually with technology and categorized their use under the following: Research & investigate information for school projects, explore and learn topics of my choice; enjoy free time on the computer when class work is finished; write stories, essays, and reports using a word processor. 92% of students report having a computer in the home with 83% having Internet access. 37% of the high school students state they have a laptop they could bring to school if allowed to do so. Teacher Survey supports the area of curriculum the students stated technology is used in. They also support the statement of students working individually with technology. The majority of teachers encourage students to instruct beyond teachers and textbooks. Teachers also stated that the majority of students conduct online research and or investigations, prepare writing assignments, and participate in collaborative projects within the classroom. Some teachers report using electronic reference tools, developing skills in accessing, processing and communicating electronically, creating alternate research papers, use sound graphics, etc. to increase information and persuasion of audience, finding up to date resource information not available at school, and applying content learning to real life authentic situations monthly.

Through analysis of lesson plans, many teachers are using Smartboard technologies in innovative ways. Teachers are also incorporating individual and group projects that require technology use and electronic presentations. During informal interviews, elementary and junior high teachers have voiced a request for some type of reading incentive program such as "Accelerated Reader."

According to the census, the communities that feed into the Oakland CUSD #5 are right near the poverty line. The mobility rate has been fluctuating between 19.6% and 8.2%.

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 objectives and strategies in this plan.*

Emphasis on improvement of math scores lead to an increase in the use of technology in math. This was a previous district goal. Teachers are utilizing technology in lesson plans which allows students to interact with technology.

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.*

Maintain and improve integration of available technology resources into the curriculum to increase student achievement.

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, when 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.

NextStep Tool7 Teacher Survey February 2008
2007 District Report Card
Informal Interviews 2007-2008 School Year
Analysis of Professional Development Offerings 2006-2007 School Year

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

According to the District Report Card, the district's average years of teaching experience is above the state average. The teacher surveys indicate a majority of teachers have spent 30 hours or less on technical training and designing and assessing curriculum using technology in the last 5 years. When asked what type of training was needed right now, most teachers thought that they need training in the area of designing learning projects using technology. The majority of teachers felt they experienced a significant change in instructional strategies using technology. Teachers have seen several ways their teaching has changed including: decrease lecturing and other whole class activities, increase teacher time to work w/ individual or small groups, increase time for students to work individually with topics of their choice, increase time for students to work in groups, provide more challenging and complex tasks, and increase hands on or mind problem solving. Teachers also expressed a need for training in several areas including adaptive technology, digitizing, and simulations.

Through informal interviews, it was found that the administration did not believe that "senior" teachers are as adapt at using available technology. They also believe that teachers have a hard time taking what is learned and integrating it into lessons.

The district has offered professional development workshops to teachers. Webpage design, Moodle, and Smartboard training are all examples of workshops offered. Attendance and follow-through has been low. Teachers are able to attend workshops and conferences outside the district, which some take advantage of.

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 objectives and strategies in this plan.

Specific professional development and time have not been offered that would allow teachers to connect newly learned technology to lesson plans.

Due to the mature age of our teaching staff, workshop attendance and follow through are not good.

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.

Professional development needs to be offered that would motivate and empower teachers to connect newly learned technology to lesson plans.

Time should be made available for teachers to create lesson plans that integrates technology.

An incentive plan should be created that would motivate teachers to integrate technology into lesson plans.

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, when 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.

NextStep Tool 12 Parent/Community Survey February 2008
Informal Interviews 2007-2008 School Year
2007 District Report Card
District Website Counter

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

A few teachers currently use the software program Moodle for students and parents to access classroom information from home. The school's webpage is also available for parental/community communication. The building is open for various organizations throughout the community and for exercise programs in the winter.

Phones are available for staff to communicate with parents, guardians, and community members.

The district mobility rate fluctuates between 19.6 and 8.2. The low income rate is 52.1% which is higher than the state average of 40.9%.

Through the parent/community survey, the parents/guardians expressed an interest in technology training through the school district which is currently not offered.

According to the website counter, the district website has been up and running since August of 2004. Since that date, 60,171 unique visitors have viewed the website. There have been 198,535 visits including reloads.

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 objectives and strategies in this plan.

With a high mobility rate and high low income rate, many parents do not feel comfortable with any contact with the school. Parents need technology training.

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

The school district should continue working on increasing parent and community involvement with the school district.

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 Action Plan. This is a list of tools and, when 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.

Hardware and software inventory Fall 2007
 Infrastructure design Updated Fall 2007
 NextSteps Survey Fall 2007

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

(What we have) **Infrastructure Design Summary**~For right now, a solid infrastructure is in place for the district. The two buildings are connected via fiber. All classrooms have four or more drops available for use and allow all computers to be connected for high speed internet access. Content filtering is in place on all computers in the district. **Analysis**~It is a constant struggle to try to keep up with the ever growing need for a growing infrastructure. Growing need is a wireless network that would allow staff and students to utilize personal computer equipment, freeing up available computers so an entire class can utilize a lab.

Software Inventory Summary~All computers in the district uses the Windows Operating System and have Microsoft Office and Symantec Antivirus on them. Various other software titles are available according to need. All software in the district is properly licensed. **Hardware Inventory Summary**~Every classroom has two or more computers and at least one printer. Most computers are at least five years old. Several computers were donated through a local business. There are 10 Smartboards in the district and three labs available for teachers and students to utilize. Various other equipment is available for use also. **Analysis**~The district continues to gain new technology and utilize it in the classroom. But, many computers in the district are outdated and need replaced. Another problem is that the resource for the donated computers will be gone in a year.

Telecommunications Equipment and Services Summary~The elementary building has phone lines available for use in the office and two classrooms. The high school has phone lines available in the office and in every classroom. A phone is also available in the gym. The athletic director also utilizes a cell phone for safety reasons after school hours. **Analysis**~Needs are being met at this time by the telecommunications being offered in the schools.

Internet Access Summary~1 T-1 line is available for both buildings in the district. Illinois Century Network is the internet provider for the district. There is a possibility that the district will be moving to a web based student management system which will utilize more bandwidth. **Analysis**~Media available from the Internet is growing; therefore, the bandwidth use is growing. Bandwidth use will be at a maximum and may need to be upgraded.

(Needs/Gaps) Continue to evaluate wireless network possibility; Continue to evaluate bandwidth; Increase time scheduled for technology support staff to work; Develop and implement a deployment and redeployment policy

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 objectives and strategies in this plan.

The lack of money and losing the donated computer provider is causing or will cause the average age of our computers to increase. The conflicting tech support schedule increases the time that students and teachers have to wait for something to be fixed. Phone and cell lines are adequate for use at this time.

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.

Telecommunication capabilities and Internet bandwidth need to be maintained and expanded when needed
 Adjust schedule of technology support staff to allow more time for work
 Create a deployment and redeployment policy
 Implement a wireless network when and if deemed possible

District Information

Number	Item
317	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
0	Number of K-12 special education self-contained classroom students
32	Number of Teachers (FTE - this does not include teacher aides)
3	Number of Administrators
2	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
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

Internet Access

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	30
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	3
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	1
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0

OAKLAND CUSD 5

20 May 2008, 16:22:41 EST

Technology Integration Plan

Page 16 of 43

Location	Type	Number of Rooms
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	8
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	2
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

Computer Inventory

Desktop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	86	0	86	86	0	86	0	0	0	0	0	0
	5+ years	25	0	25	25	0	25	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	16	0	16	16	0	16	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	46	0	46	46	0	46	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	2	0	2	2	0	2	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
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	3	0	3	3	0	3	0	0	0	0	0	0
	5+ years	7	0	7	7	0	7	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	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	1	0	1	1	0	1	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	2	0	2	2	0	2	0	0	0	0	0	0

Computer Inventory

Laptop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	1	0	1	1	0	1	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	1	0	1	1	0	1	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
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

OAKLAND CUSD 5

Laptop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	5+ years	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
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
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

Computer Inventory

Tablet computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
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
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
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
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
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

Computer Inventory

Servers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
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
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
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
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
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	7	0	7	7	0	7	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	111
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	62
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Media Center/Library	Windows Vista	0

OAKLAND CUSD 5

20 May 2008, 16:22:41 EST

Technology Integration Plan

Page 20 of 43

	Windows XP (any version)	2
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	10
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Teacher Offices	Windows Vista	0
	Windows XP (any version)	2
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Other Locations	Windows Vista	0
	Windows XP (any version)	2
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Macintosh		
Location	Operating System	Number
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
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
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
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
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
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
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
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

Network Equipment

Location	Equipment	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0

OAKLAND CUSD 5

20 May 2008, 16:22:41 EST

Technology Integration Plan

Page 22 of 43

Location	Equipment	Number
	Routers	0
	Switches	9
	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	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	0
	Switches	4
	Wireless Access Points	1

Location	Equipment	Number
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	0

Licensed Software

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

Inventory of Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	9	0	9
Stand-alone Printers	38	4	42
Scanners	4	0	4
Digital Cameras	4	0	4
Camcorders/Movie Cameras	3	0	3
Satellite Dishes	0	0	0
Televisions	10	0	10
Video Microscopes	1	0	1
LCD Panels/Projection Devices	12	0	12
Fax Machines	3	0	3
Graphing Calculators	20	0	20
PDA's	0	0	0
Assistive/Adaptive Devices	0	0	0
GPS Devices	3	0	3
Science Probeware	2	0	2
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	10	0	10
Whiteboard Capture Devices	0	0	0
Document Cameras	1	0	1

Technology Type	Instructional	Administrative	Total
MP3 Players	0	0	0

Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	0	5	5
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
Classrooms with Telephones			
	Number		
Classrooms with telephones	14		

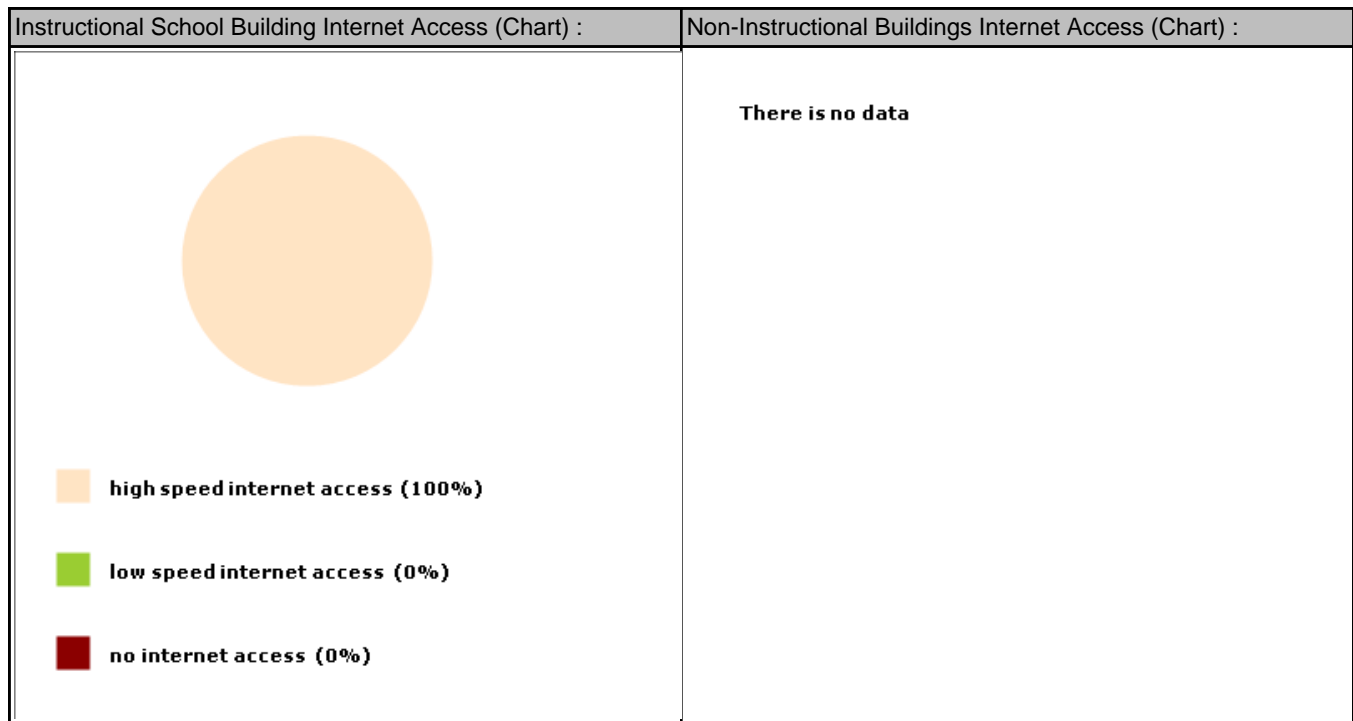
Distance Learning

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			
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
317	0	32	3

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
2	0	0	0	0	0



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/ Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers	111	0	62	0	2	0	0	0	10	0	2	0	2	0
Desktops	111	0	62	0	2	0	0	0	10	0	2	0	2	0
Laptops	1	0	1	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	7	0
	112	0	63	0	2	0	0	0	10	0	2	0	9	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	
	112		63		2		0		10		2		9	
Students per Computer													1.6	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/ Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers	111	0	62	0	2	0	0	0	10	0	2	0	2	0
Desktops	111	0	62	0	2	0	0	0	10	0	2	0	2	0
Laptops	1	0	1	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	7	0
	112	0	63	0	2	0	0	0	10	0	2	0	9	0

OAKLAND CUSD 5

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
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	
	112		63		2		0		10		2		9	
Students per Computer													1.6	

Computers with Low Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
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													0	

Computers with No Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
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													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
16	0	0	90	0	0	83	2	0

Internet Access	
Number of Rooms	Type
44	10 mg Ethernet
0	100+ mg Ethernet
0	Dedicated Cable
0	DSL
0	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Number of Rooms	Type
0	Windows Vista
189	Windows XP (any version)
0	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
0	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
9	Number of Networked Printers
42	Number of Stand-alone Printers
4	Number of Scanners
4	Number of Digital Cameras
3	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
10	Number of Televisions
1	Number of Video Microscopes
12	Number of LCD Panels/Projection Devices
3	Number of Fax Machines
20	Number of Graphing Calculators
0	Number of PDAs
0	Number of Assistive/Adaptive Devices
3	Number of GPS Devices
2	Number of Science Probeware

Other Technologies	
Total	Type
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
10	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
1	Number of Document Cameras
0	Number of MP3 Players

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

Increase ISAT scores by from 62.5% to 85% through increased access and opportunities for technology for all learners that results in safe and engaged learning environments.

Goal 1 for Phase I : 2008-2009
Increase ISAT scores by 7.5% (62.5% to 70%) through increased access and opportunities for technology for all learners that results in safe and engaged learning environments.

Section II B. Action Plan — Curriculum and Instruction

Strategy1												
Students will utilize multimedia available												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will utilize Unitedstreaming in their learning activities	07/01/2008	06/30/2009	1700	1700			0	0	0	0	0	0

OAKLAND CUSD 5

Students will utilize Smartboards in their learning activities	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Students will utilize Moodle in their learning activities	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0

Strategy2

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Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Strategy3

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Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

Staff will be trained on multimedia available.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Staff will be trained on Unitedstreaming	07/01/2008	06/30/2009	100	100			0	0	0	0	0	0
Staff will be trained on Smartboards	07/01/2008	06/30/2009	500	500			0	0	0	0	0	0
Staff will be trained on Moodle	07/01/2008	06/30/2009	100	100			0	0	0	0	0	0

Strategy2

Staff will be trained on how to increase integration of technology across the curriculum

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Staff will be trained on how to develop lesson plans that incorporate technology	07/01/2008	06/30/2009	500	500			0	0	0	0	0	0
Staff will explore reading motivation software possibilities	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Staff will explore curriculum specific simulation software possibilities	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			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)**

Strategy1

District will maintain a safe and healthy learning environment.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Phones will be used as needed for communication.	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0

Strategy2

Increase parental/guardian involvement and knowledge of technology in the school.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Provide a quarterly article to the local newspaper highlighting technology use in the classroom.	07/01/2008	06/30/2009	25	25			0	0	0	0	0	0
Explore Developing opportunities for community members to take technology classes.	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Provide open computer lab hours for community members.	07/01/2008	06/30/2009	100	100			0	0	0	0	0	0
Increase use of website including Moodle	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy1

Access will be provided to safe online resources and a safe environment for the district and learning community.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain T1 Line and Basic and Long Distance Phone Service.	07/01/2008	06/30/2009	14318.76	4295.63	10023.13	D	0	0	0	0	0	0
Maintain Cellular Phone Service	07/01/2008	06/30/2009	742.8	245.12	497.68	D	0	0	0	0	0	0

Strategy2

Increase the efficiency of the technology department.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Develop an official deployment/redeployment plan	07/01/2008	06/30/2009	25	25	0	D	0	0	0	0	0	0

Strategy3

Maintain and upgrade hardware and software.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Continually monitor hardware and software needs.	07/01/2008	06/30/2009	100	100	0	D	0	0	0	0	0	0
Purchase hardware and software as needed	07/01/2008	06/30/2009	5000	5000	0	D	0	0	0	0	0	0
Explore possibility of leasing computers	07/01/2008	06/30/2009	100	100	0	D	0	0	0	0	0	0

Goal 1 for Phase II : 2009-2010

Increase ISAT scores by 7.5% (70% to 77.5%) through increased access and opportunities for technology for all learners that results in safe and engaged learning environments.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Students will utilize multimedia available

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
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Increase student use of Unitedstreaming in their learning activities	07/01/2009	06/30/2010	1700	1700			0	0	0	0	0	0
Increase student use of Smartboards in their learning activities	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0
Increase student use of Moodle in their learning activities	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0

Strategy2

Increase integration of technology across the curriculum

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will have access to a reading motivation program	07/01/2009	06/30/2010	15000	15000			0	0	0	0	0	0
Increase the number of students with access to curriculum related simulations	07/01/2009	06/30/2010	1000	1000			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

Staff will be trained on multimedia available.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Staff will be trained on new uses of Unitedstreaming	07/01/2009	06/30/2010	100	100			0	0	0	0	0	0
Staff will be trained on new uses of the Smartboard	07/01/2009	06/30/2010	500	500			0	0	0	0	0	0
Staff will be trained on new uses of Moodle	07/01/2009	06/30/2010	100	100			0	0	0	0	0	0

Strategy2

Staff will be trained on how to increase integration of technology across the curriculum

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other

OAKLAND CUSD 5

Staff will be trained on new ways to develop lesson plans that incorporate new technology	07/01/2009	06/30/2010	500	500			0	0	0	0	0	0
Staff will learn how to utilize reading motivation software	07/01/2009	06/30/2010	1000	1000			0	0	0	0	0	0
Staff will learn how to utilize curriculum specific simulation software	07/01/2009	06/30/2010	250	250			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			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)**

Strategy1

District will maintain a safe and healthy learning environment.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Phones will be used as needed for communication.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0

Strategy2

Increase parental/guardian involvement and knowledge of technology in the school.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Continue to provide quarterly newsletter to local newspaper	07/01/2009	06/30/2010	25	25			0	0	0	0	0	0
Provide technology classes to community.	07/01/2009	06/30/2010	500	500			0	0	0	0	0	0
Provide open computer lab hours to community members	07/01/2009	06/30/2010	100	100			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy1

Access will be provided to online and safety resources for the district and learning community.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain T1 Line and Basic and Long Distance Phone Service.	07/01/2009	06/30/2010	14300	4300	10000	D	0	0	0	0	0	0
Maintain Cellular Phone Service	07/01/2009	06/30/2010	745	245	500	D	0	0	0	0	0	0

Strategy2

Increase the efficiency of the technology department.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Implement official deployment/redeployment policy	07/01/2009	06/30/2010	0	0	0	D	0	0	0	0	0	0

Strategy3

Continue to maintain and upgrade hardware and software needs.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Continually monitor hardware and software needs.	07/01/2009	06/30/2010	25	25	0	D	0	0	0	0	0	0
Purchase hardware and software as needed.	07/01/2009	06/30/2010	5000	5000	0	D	0	0	0	0	0	0
Implement wireless network	07/01/2009	06/30/2010	2500	2500	0	D	0	0	0	0	0	0

Goal 1 for Phase III : 2010-2011

Increase ISAT scores by 7.5% (77.5% to 85%) through increased access and opportunities for technology for all learners that results in safe and engaged learning environments.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Students will utilize multimedia available

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
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Increase student use of Unitedstreaming in their learning activities	07/01/2010	06/30/2011	1700	1700			0	0	0	0	0	0
Increase student use of Smartboards in their learning activities	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
Increase student use of Moodle in their learning activities	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

Strategy2

Increase integration of technology across the curriculum

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Increase the number of students that have access to a reading motivation program	07/01/2010	06/30/2011	1000	1000			0	0	0	0	0	0
Increase the number of students with access to curriculum related simulations	07/01/2010	06/30/2011	1000	1000			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

Staff will be trained on multimedia available

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
New staff will be trained on any long standing multimedia available in district	07/01/2010	06/30/2011	500	500			0	0	0	0	0	0
All staff will be trained on any new multimedia available	07/01/2010	06/30/2011	500	500			0	0	0	0	0	0

Strategy2

Staff will be trained on how to increase the integration of technology across the curriculum

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other

OAKLAND CUSD 5

New staff will be trained on how to develop lesson plans that incorporate technology	07/01/2010	06/30/2011	500	500			0	0	0	0	0	0
Increase the number of staff that utilize reading motivation software	07/01/2010	06/30/2011	1000	1000			0	0	0	0	0	0
Increase number of staff that utilize curriculum specific simulation software	07/01/2010	06/30/2011	250	250			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			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)**

Strategy1

District will maintain a safe and healthy learning environment.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Phones will be used as needed for communication.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

Strategy2

Increase parental/guardian involvement and knowledge of technology in the school.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Continue to provide quarterly newsletter to local newspaper	07/01/2010	06/30/2011	25	25			0	0	0	0	0	0
Increase the number of technology classes provided to the community	07/01/2010	06/30/2011	500	500			0	0	0	0	0	0
Increase attendance at provided open computer lab hours to community members	07/01/2010	06/30/2011	250	250			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy1

Access will be provided to safe online resources and a safe environment for the district and learning community.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain T1 Line and Basic and Long Distance Phone Service.	07/01/2010	06/30/2011	14300	4300	10000	D	0	0	0	0	0	0
Maintain Cellular Phone Service	07/01/2010	06/30/2011	745	245	500	D	0	0	0	0	0	0

Strategy2

Increase the efficiency of the technology department.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Reevaluate and change tech deployment plan if needed	07/01/2010	06/30/2011	25	25	0	D	0	0	0	0	0	0

Strategy3

Continue to maintain and upgrade hardware and software needs.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Continually monitor hardware and software needs	07/01/2010	06/30/2011	25	25	0	D	0	0	0	0	0	0
Purchase hardware and software as needed	07/01/2010	06/30/2011	5000	5000	0	D	0	0	0	0	0	0

Section II - Action Plan

Phase I F. Action Plan - Monitoring Prompt

District personnel will use varied instruments to ensure that faculty and staff are capable of using and integrating technology to increase student achievement to meet academic standards. The people responsible for the collection of data will analyze and present it to the administration.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Student Survey; Syllabus Review	Increased use and report of use of technology across the curriculum	Once a year	Rhonda West Nancy Eskew
PD Strategy	Attendance Reports; Teacher Survey	Increased attendance at provided workshops; Report of increased use of technology in lesson plans	Once a year	Mandy Hanner Nancy Eskew

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
P/C Strategy	Parent Survey Website Counter	Increased report of communication; Increased use of website	Once a year	Mandy Hanner Rhonda West
Tech D Strategy	Phone Bills; Usage Reports; Teacher Survey	Increased and continued use of phones; Increased/stable bandwidth use; 80% of those surveyed satisfied with tech response	Once a year	Mandy Hanner Rhonda West

Section II - Action Plan
Phase II F. Action Plan - Monitoring Prompt

District personnel will use varied instruments to ensure that faculty and staff are capable of using and integrating technology to increase student achievement to meet academic standards. The people responsible for the collection of data will analyze and present it to the administration.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Student Survey; Syllabus Review	Increased use and report of use of technology across the curriculum	Once a year	Rhonda West Patty Stark
PD Strategy	Attendance Reports; Teacher Survey	Increased attendance at provided workshops; Report of increased use of technology in lesson plans	Once a year	Mandy Hanner Patty Stark
P/C Strategy	Parent Survey; Website Counter	Increased report of communication; Increased use of website	Once a year	Mandy Hanner Rhonda West
Tech D Strategy	Phone Bills; Usage Reports; Teacher Survey	Increased and continued use of phones; Increased/stable bandwidth use; 80% of those surveyed satisfied with tech response	Once a year	Mandy Hanner Rhonda West

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

District personnel will use varied instruments to ensure that faculty and staff are capable of using and integrating technology to increase student achievement to meet academic standards. The people responsible for the collection of data will analyze and present it to the administration.

Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible	
C & I Strategy	Student Survey; Syllabus Review	Increased use and report of use of technology across the curriculum	Once a year	Rhonda West Patty Stark
PD Strategy	Attendance Reports Teacher Survey	Increased attendance at provided workshops; Report of increased use of technology in lesson plans	Once a year	Mandy Hanner Patty Stark
P/C Strategy	Parent Survey; Website Counter	Increased report of communication; Increased use of website	Once a year	Mandy Hanner Rhonda West
Tech D Strategy	Phone Bills; Usage Reports; Teacher Survey	Increased and continued use of phones; Increased/stable bandwidth use; 80% of those surveyed satisfied with tech response	Once a year	Mandy Hanner Rhonda West

Section II G. Action Plan — Budget Summary

Phase I-II-III -Budget Summary									
Phase I 2008 -2009	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
Increase ISAT scores by 7.5% (62.5% to 70%) through increased access and opportunities for technology for all learners that results in safe and engaged learning environments.	23310	12790	10520	0	0	0	0	0	0
Total Budget for Phase I - 2008-2009	23310	12790	10520	0	0	0	0	0	0
Phase II 2009 -2010	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other

Increase ISAT scores by 7.5% (70% to 77.5%) through increased access and opportunities for technology for all learners that results in safe and engaged learning environments.	43345	32845	10500	0	0	0	0	0	0
Total Budget for Phase II - 2009-2010	43345	32845	10500	0	0	0	0	0	0
Phase III 2010 -2011	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
Increase ISAT scores by 7.5% (77.5% to 85%) through increased access and opportunities for technology for all learners that results in safe and engaged learning environments.	27320	16820	10500	0	0	0	0	0	0
Total Budget for Phase III - 2010-2011	27320	16820	10500	0	0	0	0	0	0
Total Budget for Phases I, II, and III - 2008-2011	93975	62455	31520	0	0	0	0	0	0

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.

Parents, students, staff, administrators, and community members were consulted in various ways in the development of the Oakland CUSD #5 Technology Plan. Informal interviews and observations were conducted. All parents, students, staff, administrators, and community members were also asked to complete and return surveys. From these interviews, observations, and surveys, extensive data was collected.

The first article in the "Country Crossroads" will deal with the technology plan. It will communicate to all interested parties how the school district plans to integrate technology into the curriculum being provided to the children of the community. The article will also invite comments about the school's use of technology. The plan was sent to the local librarian for input and was presented to the Oakland School Board.

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.*

Oakland CUSD #5 has an acceptable use policy that is CIPA compliant. The acceptable use policy was reevaluated and readopted at the November 2007 School Board Meeting. Oakland CUSD #5 also uses filters on the network to ensure students are safeguarded against anything obscene, pornographic, or harmful. The AUP also ensure the safety and security of minors when use direct electronic communications. Email and chat rooms are not allowed by students through the school network.

Peer Review Feedback Form

District Name: OAKLAND CUSD 5	RCDT #: 110150050260000
Original Submission: Yes	Approval Date: 04/14/2008
School Years Covered by Plan:	Plan Expiration Date: 06/30/2011
2008-2009:Yes 2009-2010:Yes 2010-2011:Yes	
Section Used for Mid-Course Correction Only	
Mid-Course Correction(MCC): No	Date Peer Reviewed: 04/08/2008
Date of Annual Review Leading to MCC:	Approval Date of MCC:
Preliminary Information	Requirements
All Required Identifying District Information is Complete. Vision Statement is Included and Meets Requirements.	Meets
Comments:	
Section I: Data and Analysis	Requirements
Data Collection & Information 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)	Meets
Comments:	
Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan A.1 Goals A.2 Strategies and Activities A.3 Budget	Meets
Comments:	
	Requirements
Part B. Curriculum Integration Strategies and Activities	Meets
Comments:	
	Requirements
Part C. Professional Development Strategies and Activities	Meets
Comments:	
	Requirements
Part D. Parent/Community Involvement	Meets
Comments:	

	Requirements
Part E. Technology Deployment	Meets
Comments:	
	Requirements
Part F. Monitoring	Meets
Comments:	
Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
Comments:	
ISBE Review	
Approved	
Comments:	
4/14/08 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.	