

Initial Submission	02/28/2013
Plan Resubmitted	
ISBE Approved	

Contact Information

District Information

District Name:	RAMSEY CUSD 204	District Address:	716 W 6TH ST
City/State/Zip:	RAMSEY, IL, 62080 0010	RCDT Number:	030262040260000
Superintendent:	Melissa Ritter	Superintendent Email*:	mritter@fayette.k12.il.us
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District Technology Planning (DTP) Only

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

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

## District Data - Report Card Analysis



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

### Assessment Summary

The ISAT data from 2009-2012 shows that on average 69.1% of our students are meeting or exceeding in reading.

The ISAT data from 2009-2012 shows that on average 81.4% of our students are meeting or exceeding in mathematics.

The PSAE data from 2009-2012 shows that the average reading scores have declined from 54% in 2009 to 31% in 2012.

The PSAE data from 2009-2012 shows that the average math scores have declined from 54% in 2009 to 38% in 2012.

The 2012 results for 6th grade show only 51.6% meeting or exceeding in reading. This class was down from 66.6 percent meeting or exceeding in their 5th grade year.

The 2012 results for 4th grade show only 68.5% meeting or exceeding reading. This class was down from 8.8 percent meeting or exceeding in their 3rd grade year.

In reading scores from 2009 through 2012, low income students score an average of 21.5% lower than other students and IEP students score an average of 60.8% less than other students.

In math scores from 2009 through 2012, low income students score an average of 13.5% lower than other students and IEP students score an average of 45.3% less than other students.

### Group Data and Demographics

Where applicable, IEP scores are significantly lower than the low income average student's score. The average ISAT reading score for all students was 74% while IEP students scored an ISAT reading average of 24%. The average ISAT Math score for all students was 84% while IEP students scored 48%. Low income students averaged a 62% for reading and a 79% for Math on the ISAT test.

Only 31% of the Ramsey High School students who took the PSAE met or exceeded standards in Reading and only 38% met or exceeded standards in Mathematics. None of the IEP students who took the PSAE met or exceeded standards in either subject. 21% of the students tested had IEPs.

41% of Ramsey High School students who took the PSAE were low income students. Those students also scored significantly lower than overall with a 23% of students meeting or exceeding standards in both Reading and Mathematics.

The Ramsey School District has a student population in which 48% are low income and 20 percent have IEPs. The District's ability to impact these students and improve testing scores is made more difficult by a mobility rate which has increased to 28%.

### District Student Demographics

The student population is over 99% white. The percentage of low income and students with IEPs is consistently high. The mobility rate has increased significantly to 28%. Parental involvement remains at a high level.

### Educator Data

As it has been for several years, the teaching staff is 100% white and about 75% female.

The average number of years of experience is also consistent at 13.23 years which is slightly more than the state average.

The average teacher salary is \$46,647 which is \$20,000 less than the state average. 35% of Ramsey teachers have a master's degree.

Pupil-teacher ratios are reasonable at 17.1 for elementary and 11 for high school.

All classes are taught by highly qualified educators.



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

### **Strengths**

While not consistently making AYP, the Ramsey district has fairly consistent scores in mathematics. Reading is less consistent, but scores are slowly increasing on the elementary level. Parental involvement remains at a consistently high level.

### **Weaknesses**

The high school reading scores are a cause for concern with especially low scores for low income students and students with IEPs.

The achievement gap between non-IEP students and IEP students needs to be addressed.

Ramsey, Illinois has a significant low income population with 23.6% of families living below the poverty level. The unemployment rate is 9.8%. The income per capita in Ramsey is 38.4% less than the Illinois average. These factors contribute to a high percentage of low income students in Ramsey Schools. The school mobility rate is 28% compared to a state average of 13.1%.



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

Where applicable, IEP scores are significantly lower than the low income average student's score. Therefore, the district needs to increase the frequency of reading assessment which will allow for more timely intervention and implementation of strategies to improve reading ability for all students with a focus on students with disabilities and low income students.

The district is in the process of changing assessment software which could improve testing data and target student needs for intervention more accurately.

The district technology will need to remain up to date with reliable high speed internet access to support the increased assessment testing which will be required.

The goals of the Technology Plan will be aligned with the goals of the School Improvement Plan and the Title One Plan to facilitate more effective overall improvement in instruction and more efficient use of resources with a common goal of higher student achievement.

District Data – Local Assessments



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

**Local Assessment Data**

**Math**

In Star Math assessments grades 1-4 have a Grade Equivalent Score average that is right at grade level.  
 In Star Math assessments, grades 5-7 have a Grade Equivalent Score average that is slightly below their grade level.  
 In Star Math assessments, grade 8 has a Grade Equivalent Score average that is 1.6 percentage points above the 8th grade level.  
 47.2 % of all students in all grade levels scored below 50% of the percentile rank which compares them with students at other schools.  
 In the Explore test which was given to 8th grade students, 43% of the students got fewer than 50% of the questions correct.

**Reading**

In Star Reading, grades 1-4 are reading at or above their grade level as compared to the Grade Equivalent score.  
 In Star Reading, grades 5-8 are reading slightly below their grade level (within one percentage point) as compared to the Grade Equivalent score.  
 In Star Reading, 51.3 percent of students are reading at a level below the 50th percentile rank which compares them with students at other schools.  
 In the Explore test which was given to 8th grade students, 56% of the students got fewer than 50% of the questions correct.

**Dibels**

Dibels tests were administered to first, third, and fifth grade students.

	1st	3rd	5th
<b>Percentage of students above benchmark</b>	<b>67%</b>	<b>61%</b>	<b>49%</b>

**District Budget Information**

Technology Budget 2010 - \$41,510  
 Technology Budget 2011 - \$54,071  
 Technology Budget 2012 - \$46,131  
 Total District Budget 2012 - \$6,027,552

**Curriculum and Instruction**

72% of students use computers an average of 3 hours per week and 56% of students consider themselves proficient to teach others technology.

Computers are used for research, word processing, online educational programs such as Raz Kids or Spelling City, Accelerated Reader, and educational games.

65% of teachers have over 4 years experience in using technology in their classroom. Over 90% of teachers use a computer on a daily basis. The amount of time spent by teachers and their classes in the computer labs has doubled over the past three years.

### **Professional Development**

Over 90% of Ramsey teachers are competent to use email, word processing, and digital cameras for school work.

20% of the teachers have been trained and are using iPads for educational purposes.

Teachers were trained and have access to the Common Goal software for curriculum mapping and lesson plans.

### **Parent/Community Involvement**

When surveyed, 88% of parents said that they have internet access on a regular basis at home and 85% have visited the school website at least once.

88 parents currently have access to School Insight student management where they can view their students grades, attendance, and fees.

The school website has had 155,159 visits in the past year. The school uses Blackboard Connect software to contact all parents in the event of announcements or alerts.



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

### **Assessment Data**

In Star Reading and Math, students in grades 1 through 4 have test scores that show a grade level average score that is at or above grade level.

Star testing shows a decline in student performance on the tests after 4th grade. The high number of IEP students and the high mobility rate has an impact on student performance.

### **District Budget**

The district budget for technology has stayed fairly level in recent years. In 2010, the district received an ARRA EETT grant which enabled upgrading computers and adding mobile labs.

### **Curriculum and Instruction and Professional Development**

The data shows an increased usage of technology and increased competency with computers by both teachers and students.


Student assessment will become more dependent on the use of computers which will require up to date equipment. Teachers will require support and training on the new testing and on using computers for curriculum mapping and lesson plans.

Ramsay School has difficulty retaining highly qualified teachers.

### **Parent/Community Involvement**

Many parents are using the school website and parent portal for access to school and student information through internet and email.

The challenge faced by the school is to increase the number of parents who are using email to connect with the school. The low income students and students with disabilities that would most benefit from increased parent involvement are more likely to lack internet access for easier and more frequent communication.

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

### **Assessment Data**

The district recognizes a need for more effective local assessment that would include more complete data. The educational uses of the computers also needs to be more closely tied to assessment for more targeted reporting.

### **District Budget**

The school board and administration are aware of the importance of technology and supportive of maintaining or increasing the current level of technology throughout the district. As the computers that were purchased with the EETT funds get older, the district will need a plan to maintain the current level of available technology resources.

Almost all of student assessment is being done on computers. This increased reliance on computers for assessment increases the need for up to date computers with reliable fast internet access.

With reduced funding from the state, it will be difficult to maintain the current budget level for technology.

### **Curriculum and Instruction**

Computer use by students for educational purposes has increased steadily over the last 3 years. Elementary school students have a scheduled time in the desktop computer lab while in the junior high area, a mobile lab is used daily.

Teachers are much more competent in using computers and almost all use a computer daily for attendance, email, and grades.

The district faces challenges in implementing the Common Core standards which will require changes in current educational strategies.

### **Professional Development**

Many teachers are increasingly competent in using computers and in including student use of computers in their lesson plans. The teachers have had training on the Common Core standards, using Teacher Ease software grades, curriculum mapping and lesson plans, iPad use in education, and the use of Discovery Education as an assessment tool.

The challenges that are faced by the district is to follow through and fully implement the above changes. Teachers will need further training and support to successfully use these tools.

The district needs to explore strategies to retain more experienced teachers or put professional development in place to assist less experienced teachers with proven, research-based instructional strategies for lower performing students.

### **Parent/Community Involvement**

The district needs to adjust its methods of parental contact to incorporate more email contact, more availability of student information, and increased web based two way communication. It would also be beneficial to create strategies improve communication with families of low income students who are less likely to have internet access.



District Information

Number	Item
470	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
40	Number of Teachers (FTE - this does not include teacher aides)
3	Number of Administrators
3	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
3	SubTotal
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
0	SubTotal
3	Total number of instructional school buildings
0	Total number of non-instructional buildings
100	Percentage of instructional school buildings with high speed internet access
0	Percentage of instructional school buildings with low speed internet access
0	Percentage of instructional school buildings with no internet access
0	Percentage of non-instructional school buildings with high speed internet access

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

**Internet Access**

Locations	Type of Internet Access							
	Total Number of Administrative Offices	10 mb Ethernet	100+ mb Ethernet	Dedicated Cable	DSL	Wireless	Other (Dial-up modem, etc.)	None (no internet access)
Instructional Classroom	0	0	40	0	0	0	0	0
Dedicated Computer Lab	0	0	3	0	0	0	0	0
Media Center/Library	0	0	2	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	4	0	0
Administrative Offices	0	0	3	0	0	0	0	0
Teacher Offices	0	0	2	0	0	0	0	0
Other Locations	0	0	0	0	0	0	0	0
Totals	0	0	50	0	0	4	0	0

**Computer Inventory**

Desktop Computers

Desktop Computers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	7	0	7	0	0	0	0	0	0	7	0	7
	2-5 years	66	0	66	0	0	0	0	0	0	66	0	66
	5+ years	34	0	34	0	0	0	0	0	0	34	0	34
	SubTotal	107	0	107	0	0	0	0	0	0	107	0	107
Dedicated Computer Lab	Under 2 years	20	0	20	0	0	0	0	0	0	20	0	20
	2-5 years	46	0	46	0	0	0	0	0	0	46	0	46
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	66	0	66	0	0	0	0	0	0	66	0	66
Media Center/Library	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	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2
Mobile Computer Lab	Under 2 years	0	30	30	0	0	0	0	0	0	0	30	30
	2-5 years	58	0	58	0	0	0	0	0	0	58	0	58
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	58	30	88	0	0	0	0	0	0	58	30	88
Administrative Offices	Under 2 years	3	0	3	0	0	0	0	0	0	3	0	3
	2-5 years	7	0	7	0	0	0	0	0	0	7	0	7
	5+ years	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	11	0	11	0	0	0	0	0	0	11	0	11
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Laptop/Tablet/Netbook Computers

Laptop/Tablet/Netbook Computers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop/Tablet/Netbook Computers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	30	30	0	0	0	0	0	0	0	30	30
	2-5 years	66	0	66	0	0	0	0	0	0	66	0	66
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	66	30	96	0	0	0	0	0	0	66	30	96
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

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

Handheld Devices

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

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

Servers

Servers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers (will populate automatically)		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	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	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

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

Operating Systems

Locations	PC					
	Windows 7	Windows Vista	Windows XP (any version)	Windows 2000 (any version)	Windows 95/98	Other PC
Instructional Classroom	73	1	28	0	0	0
Dedicated Computer Lab	60	0	0	0	0	0
Media Center/Library	2	0	0	0	0	0
Mobile Computer Lab	48	0	20	0	0	0
Administrative Offices	12	0	0	0	0	0
Teacher Offices	2	0	0	0	0	0
Other Locations/Off-site	0	0	0	0	0	0
Totals	197	1	48	0	0	0

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

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

Other Operating Systems (Including Linux)		
Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab	IPad Operating system	30
Administrative Offices	Linux Email Server	1
Teacher Offices		0
Other Locations		0
	<b>Subtotal</b>	31

Operating Systems - Totals			
	Administrative	Other	Total
Windows:			
Windows 7	14	0	197
Windows Vista	0	0	1
Windows XP (any version)	0	0	48
Windows 2000 (any version)	0	0	0
Windows 95/98	0	0	0
Other PC	0	0	0



Subtotal	14	0	246
Macintosh:			
MAC System 10.x	0	0	0
MAC System 9.x	0	0	0
MAC System 8.x	0	0	0
MAC System 7.x	0	0	0
Other MAC	0	0	0
Subtotal	0	0	0
Other Operating Systems:			
SubTotal	1	0	1
Total	15	0	247

Network Equipment

Locations	Type of Equipment							
	Hubs	Routers	Switches	Wireless Access Points	Firewall	Spam Filter	Content Filter	Intrusion Detector
Instructional Classroom	22	0	0	10	0	0	0	0
Dedicated Computer Lab	1	0	1	2	0	0	0	0
Media Center/Library	2	0	0	1	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0	0	0
Administrative Offices	3	0	1	1	0	0	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	0	1	1	0	1	0	1	1
Totals	28	1	3	14	1	0	1	1

Licensed Software

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

Other Technologies

	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	19	1	20
Stand-alone Printers/Multifunctional Units	21	2	23
Stand Alone Scanners	2	0	2
Digital Cameras	2	0	2

Camcorders/Movie Cameras	6	0	6
Satellite Dishes	0	0	0
Televisions	4	0	4
Video Microscopes	0	0	0
LCD Panels/Projection Devices	0	0	0
Fax Machines	0	3	3
Graphing Calculators	28	0	28
PDAs	0	0	0
Assistive/Adaptive Devices/Student Response Devices	48	0	48
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Electronic Whiteboards	0	0	0
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	5	0	5
MP3/ Electronic Readers, Kindles, etc.	4	0	4


Telecommunications

	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	7	3	10
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	5	3	8
Internet connected VOIP(Voice over IP)	0	0	0

Distance Learning

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

Analysis

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

**Infrastructure/Internet Access**


The Internet connection begins in the high school with a 5 Mbps Metro Ethernet connection and is connected to 3 instructional buildings by a network of switches and mostly CAT5 cable. All classrooms have 1 computer primarily for teacher use, along with 2-6 student computers. Students in the elementary school have access to a desktop lab and 3 mobile labs with Windows and Vista computers. They also have access to a cart with 30 iPads. High school students have access to 2 desktop labs and one mobile lab with Windows 7 computers. Each school has a small 10 laptop lab in the special education classroom with Windows XP used for reading improvement.

**Hardware**

2 servers are located in the technology office. The servers are 4 and 6 years old. There are 247 computers in the district of which 197 are Windows 7 computers. There are both centralized printers and in room printers. All teachers and staff have access to printing.


**Software**

All Windows computers have Microsoft Office. Accelerated Reader is used school wide. Lanschool monitors student use and Sophos is used for an antivirus program.

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

The availability of the computer labs has dramatically increased computer usage in the school. Teacher's can easily sign up to use the lab. The student computers are monitored with Lanschool, which allows the teacher to monitor all students from a single computer.

The students are becoming comfortable using a computer or iPad starting in kindergarten. This enables the student to have more confidence in computer use as they use computers for increasingly difficult tasks. With most testing being computer based, this should help improve student achievement.

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

Because of the ARRA EETT grant that we received in 2010, the district has more computers and newer computers than was possible in the past. With the older computers, more time was spent in repairs. The goal of our technology planning will be to maintain at least the current level of technology that exists in the district.

The current components of technology deployment will be utilized to build upon current levels of student achievement and learning with the focus being on improving instructional practices to support instructional technology based on best practices that have been shown to increase student achievement.


**Telecommunications** to provide access to the most current infrastructure for the use of voice, data transport services, and video for our students and staff.

**Instructional technology** by engaging students in inquiry-based lessons integrating technology for student use and teacher instruction.


**Informational technology** by offering training and support to the staff in creating inquiry-based lessons, and the integration of digital and other forms of media.

Action Plan - Goals, Strategies, and Activities  
Summary

FY 2014

Goal Number	Title
1	 To increase the percentage of students meeting and exceeding state performance standards each year with a goal of the District meeting AYP standards by 2016.

FY 2015

Goal Number	Title
1	 To increase the percentage of students meeting and exceeding state performance standards in reading and math each year with a goal of the District meeting AYP standards by 2016.

FY 2016

Goal Number	Title
1	 To increase the percentage of students meeting and exceeding state performance standards each year with a goal of the District meeting AYP standards by 2016.

Action Plan - Goals, Strategies, and Activities  
FY 2014

**FY 2014 Goal Title:**

To increase the percentage of students meeting and exceeding state performance standards each year with a goal of the District meeting AYP standards by 2016.

Action Plan- Instruction  
FY 2014

**FY 2014 Goal Title:**

To increase the percentage of students meeting and exceeding state performance standards each year with a goal of the District meeting AYP standards by 2016.

**Strategy 1**

Curriculum and instructional practices will integrate technology to increase knowledge and improve reading and writing skills.

Activity 1	Start Date	End Date	Timeline
Using the Accelerated Reader software grades 1 through 11 will read books and take quizzes based on their current reading level.	08/21/2013	05/23/2014	05/23/2014
Activity 2	Start Date	End Date	Timeline
Students in grades 1-5 will participate in guided reading groups with readers of similar levels to promote enjoyment of reading and improve skills.	08/21/2013	05/23/2014	05/23/2014

**Strategy 2**

Students will be individually assessed using software based on current standards and then provided instruction based on their level of understanding.

Activity 1	Start Date	End Date	Timeline
Discovery Education assessments will be used to determine instruction strategies needed for each individual student.	08/21/2013	05/23/2014	05/23/2014

Activity 2	Start Date	End Date	Timeline
Student assessment will be monitored and continuously adjusted to increase effectiveness of intervention.	08/21/2013	05/23/2014	05/23/2014

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Professional Development  
FY 2014

**FY 2014 Goal Title:**

To increase the percentage of students meeting and exceeding state performance standards each year with a goal of the District meeting AYP standards by 2016.

Strategy 1			
Curriculum and instructional practices will integrate technology to increase knowledge and improve reading and writing skills.			
Activity 1	Start Date	End Date	Timeline
Teachers will participate in ROE sponsored workshops that incorporate Common Core Standards, best practices and integration ideas.	08/21/2013	05/23/2014	05/23/2014
Activity 2	Start Date	End Date	Timeline
Teachers will use free on-line professional resources, such as Readingrocket.org and Edutopia.org to investigate engagement activities, best practices and the Common Core Standards and share information with other teachers and staff.	08/21/2013	05/23/2014	05/23/2014



**Strategy 2**

Students will be individually assessed using software based on current standards and then provided instruction based on their level of understanding.

Activity 1	Start Date	End Date	Timeline
Teachers will have access to Discovery Education curricular resources and implementation techniques.	08/21/2013	05/23/2014	05/23/2014

**Strategy 3**

Activity 1	Start Date	End Date	Timeline

Action Plan- Technology Deployment Data  
FY 2014

**FY 2014 Goal Title:**

To increase the percentage of students meeting and exceeding state performance standards each year with a goal of the District meeting AYP standards by 2016.

**Strategy 1**

District will purchase and maintain necessary technologies, software, and telecommunications services needed to support instruction, safety, enrichment, and communication for all stakeholders.

Activity 1	Start Date	End Date	Timeline
The district will provide sufficient computers in a appropriate learning environment.	08/21/2013	05/23/2014	05/23/2014

Activity 2	Start Date	End Date	Timeline
The district will provide fast reliable internet access.	08/21/2013	05/23/2014	05/23/2014
Activity 3	Start Date	End Date	Timeline
The district will use informational technology and telecommunications services to communicate and support parents and the community members to address learning needs and maintain a safe learning environment for all.	08/23/2013	05/23/2014	05/23/2014

Strategy 2			
Students will be individually assessed using software based on current standards and then provided instruction based on their level of understanding.			
Activity 1	Start Date	End Date	Timeline
The district will provide and maintain wired/wireless Internet access and computers for student and teacher use.	08/23/2013	05/23/2014	05/23/2014

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Goals, Strategies, and Activities  
FY 2015

**FY 2015 Goal Title:**

To increase the percentage of students meeting and exceeding state performance standards in reading and math each year with a goal of the District meeting AYP standards by 2016.

Action Plan- Instruction  
FY 2015

**FY 2015 Goal Title:**

To increase the percentage of students meeting and exceeding state performance standards in reading and math each year with a goal of the District meeting AYP standards by 2016.

**Strategy 1**

Curriculum and instructional practices will integrate technology to increase knowledge and improve reading and writing skills

Activity 1	Start Date	End Date	Timeline
Using the Accelerated Reader software grades 1 through 11 will read books and take quizzes based on their current reading level.	08/22/2014	05/22/2015	05/22/2015
Activity 2	Start Date	End Date	Timeline
Students in grades 1-5 will participate in guided reading groups with readers of similar levels to promote enjoyment of reading and improve skills.	08/22/2014	05/22/2015	05/22/2015

**Strategy 2**

Students will be individually assessed using software based on current standards and then provided instruction based on their level of understanding.

Activity 1	Start Date	End Date	Timeline
Discovery Education assessments will be used to determine instruction strategies needed for each individual student	08/22/2014	05/22/2015	05/22/2015

Activity 2	Start Date	End Date	Timeline
Student assessment will be monitored and continuously adjusted to increase effectiveness of intervention.	08/22/2014	05/22/2015	05/22/2015

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Professional Development  
FY 2015

**FY 2015 Goal Title:**  
To increase the percentage of students meeting and exceeding state performance standards in reading and math each year with a goal of the District meeting AYP standards by 2016.

Strategy 1			
Curriculum and instructional practices will integrate technology to increase knowledge and improve reading and writing skills			
Activity 1	Start Date	End Date	Timeline
Teachers will participate in ROE sponsored workshops that incorporate Common Core Standards, best practices and integration ideas.	08/22/2014	05/22/2015	05/22/2015
Activity 2	Start Date	End Date	Timeline
Students in grades 1-5 will participate in guided reading groups with readers of similar levels to promote enjoyment of reading and improve skills.	08/22/2014	05/22/2015	05/22/2015

Strategy 2			
Activity 1	Start Date	End Date	Timeline

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan- Technology Deployment Data  
FY 2015

**FY 2015 Goal Title:**  
To increase the percentage of students meeting and exceeding state performance standards in reading and math each year with a goal of the District meeting AYP standards by 2016.

Strategy 1			
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The district will provide and maintain wired/wireless Internet access and computers for student and teacher use.	08/22/2014	05/22/2015	05/22/2015

**Strategy 2**

Students will be individually assessed using software based on current standards and then provided instruction based on their level of understanding.

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The district will provide and maintain wired/wireless Internet access and computers for student and teacher use.	08/22/2014	05/22/2015	05/22/2015

Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Goals, Strategies, and Activities  
FY 2016

**FY 2016 Goal Title:**

To increase the percentage of students meeting and exceeding state performance standards each year with a goal of the District meeting AYP standards by 2016.

Action Plan- Instruction  
FY 2016

**FY 2016 Goal Title:**

To increase the percentage of students meeting and exceeding state performance standards each year with a goal of the District meeting AYP standards by 2016.

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Strategy 3			
Activity 1	Start Date	End Date	Timeline

Action Plan - Professional Development  
FY 2016

**FY 2016 Goal Title:**  
To increase the percentage of students meeting and exceeding state performance standards each year with a goal of the District meeting AYP standards by 2016.

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Activity 2	Start Date	End Date	Timeline
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**Strategy 3**

Activity 1	Start Date	End Date	Timeline

Action Plan- Technology Deployment Data  
FY 2016

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Students will be individually assessed using software based on current standards and then provided instruction based on their level of understanding.	08/21/2015	05/20/2016	05/20/2016

**Strategy 3**

Activity 1	Start Date	End Date	Timeline

Action Plan - Monitoring and Evaluation  
FY 2014

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

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

Ramsey CUSD #204 Technology Committee will continue to review, analyze, and plan for the effective use of technologies in the classrooms throughout the district. Trends in meeting student achievement objectives as defined by challenging state academic standards (ISAT, PSAE) will be monitored along with trends in funding, student population, professional development, and technology deployment. The data and trends from the monitoring will be tracked, collected, analyzed, and taken into consideration during the annual review of this plan. The district will ensure that adjustments will be made as needed to this plan to compensate for those and any other factors which might affect the efficiency and implementation of the vision and objectives of this plan.

**2. Monitoring Process**

FY 2014	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Local testing and ISAT and PSAE scores	Increase in student test scores.	Quarterly and Annually	Superintendent and teachers
Professional Development	Teacher surveys, Workshop attendance	Increase in the number of teachers attending reading and technology workshops. Increase the number of lessons taught by teachers that effectively use technology to reinforce reading strategies.	Annually	Superintendent
Technology Data	Inventories and Tech survey	Review purchases and effective use	Annually	Superintendent and Technology Staff

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

Date Approved	Policy # [6 characters]
10/18/2012	6.235

Action Plan - Monitoring and Evaluation  
FY 2015

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

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**2. Monitoring Process**

FY 2015	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Local testing and ISAT and PSAE scores	Increase in student test scores	Quarterly / Annually	Superintendent and teachers
Professional Development	Workshop attendance, teacher survey and evaluations	Increase in the number of teachers attending reading and technology workshops. Increase the number of lessons taught by teachers that effectively use technology to reinforce reading strategies.	Annually	Superintendent
Technology Data	Tech Inventory and Tech survey	Review purchases and effective use	Annually	Superintendent and Technology Staff

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

Date Approved	Policy # [6 characters]
10/18/2012	6.235

Action Plan - Monitoring and Evaluation  
FY 2016

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**2. Monitoring Process**

FY 2016	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Local testing and ISAT and PSAE scores	Increase in student test scores	Quarterly / Annually	Superintendent and teachers
Professional Development	Workshop attendance, teacher survey and evaluations	Increase in the number of teachers attending reading and technology workshops. Increase the number of lessons taught by teachers that effectively use technology to reinforce reading strategies.	Annually	Superintendent
Technology Data	Inventory and tech survey	Review purchases and effective use	Annually	Superintendent and Technology Staff

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

Date Approved	Policy # [6 characters]
10/18/2012	6.235

ISBE Approval

District Name: Ramsey CUSD 204

RCDT #: 030262040260000

Original Submission

ISBE Approval Date:

School Years Covered by Plan:

Plan Expiration Date:

2014 2015 2016

Section Used for Mid-Course Correction Only

Mid-Course Correction (MCC)

Date of Annual Review Leading to MCC:

Approval Date of MCC:

Preliminary Information

All required identifying district information is complete.

Comments:

Requirements

Meets Does Not Meet

District Data

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

Requirements

Meets Does Not Meet

Comments:

Action Plan

Overall Review of Action Plan

- Goals
- Strategies and Activities
- Budget

Requirements

Meets Does Not Meet

**Comments:**

Instruction Strategies and Activities

jn Meets    jn Does Not Meet

**Comments:**

Professional Development Strategies and Activities

jn Meets    jn Does Not Meet

**Comments:**

Technology Deployment Strategies and Activities

jn Meets    jn Does Not Meet

**Comments:**

**Monitoring and Evaluation**

**Requirements**

- Monitoring Description
- Monitoring Process
- Internet Safety Policy

jn Meets    jn Does Not Meet

**Comments:**

**ISBE Review**

jn Approved    jn Revisions Needed    jn Not Approved

**Comments:**