
District Information

District Name:	OLYMPIA CUSD 16	District Address:	903 E 800 NORTH RD
City/State/Zip:	STANFORD,IL,61774 9612	RCDT Number:	170640160260000
Superintendent:	BRAD K. HUTCHISON	Superintendent Email*:	brad.hutchison@olympia.org
District Phone:	3093796011	District Fax:	3093792328
TIP Contact Name*:	Scott Powers	TIP Contact Email*:	scott.powers@olympia.org
TIP Contact Phone*:	3093796011	TIP Contact Fax*:	3093792328

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.

Olympia CUSD #16 Technology Vision Statement: To provide a dynamic environment in which all learners interact, communicate, and discover.

1. All learners will have access to state of the art instructional systems including telecommunications, instructional technology and informational technology supported by an integrated infrastructure and an integrated instructional approach.

A. telecommunications - voice, video and data transport will be provided as the chief tools of communication and information.

B. instructional technology - technology will be used to support instructional methods, strategies, and techniques that in turn support learning

C. informational technology - technology will be used to process and distribute information digitally for cooperative and collaborative learning environments and experiences.

2. All learners will be provided opportunities to understand concepts, analyze information, and apply knowledge and skills.

3. All learners will be provided opportunities for development and training.

4. Systemic evaluation will be implemented, maintained and updated to address changes in funding, student population, and building construction and expansion as they occur in the future.

**Section I A. Data & Analysis — Report Card Data
Item 1— 2008 AYP Report**

Is this District making Adequate Yearly Progress (AYP)?					No			Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?					No		
Is this District making AYP in Reading?					No			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		62.5			62.5			90.0		75.0		
All	100.0	Yes	100.0	Yes	81.3		Yes	87.6		Yes	94.4	Yes	93.6	Yes	
White	100.0	Yes	100.0	Yes	81.3		Yes	87.7		Yes					
Black															
Hispanic															
Asian/Pacific Islander															
Native American															
Multiracial/Ethnic															
LEP															
Students with Disabilities	100.0	Yes	100.0	Yes	43.4	49.4	No	60.0		Yes					
Economically Disadvantaged	100.0	Yes	100.0	Yes	73.4		Yes	81.7		Yes					
1.															
2.															
3.															
4.															

**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	2007-2008
Attendance Rate (%)	94.2	93.3	93.8	94	94.3	95.1	94.4
Truancy Rate (%)	0.9	0.9	0.1	0.7	0.4	0.9	0.6
Mobility Rate (%)	11.5	11.7	12.6	10.8	9.8	7.9	8.7
HS Graduation Rate, if applicable (%)	82.2	72.4	87.5	91.1	92.3	90.3	93.6
HS Dropout Rate, if applicable (%)	4.7	3.7	2.8	1.1	1.4	2	1.8
District Population (#)	2331	2289	2231	2106	2084	2013	2022
Economically Disadvantaged (%)	19	19	20.4	18	23.9	23.6	29.2
Limited English Proficient (LEP) (%)	0	0	0	0	0.2	0	0
Students with Disabilities (%)							
White, non-Hispanic (%)	98.4	98.4	98.1	97.8	97.7	97	97.1
Black, non-Hispanic (%)	0.4	0.6	0.4	0.2	0.2	0.8	0.7
Hispanic (%)	0.8	0.7	1	0.9	1.3	1.5	1.5
Asian/Pacific Islander (%)	0.2	0.3	0.4	0.7	0.7	0.6	0.7
Native American or Alaskan Native(%)	0.2	0	0	0	0	0	0
Multiracial/Ethnic (%)				0.4	0	0	0

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian/ Pacific Islander (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	1999	99.5	0.2	0.2	0.0	0.0	
	2000	99.4	0.4	0.1	0.1	0.0	
	2001	99.0	0.6	0.3	0.1	0.0	
	2002	98.4	0.4	0.8	0.2	0.2	
	2003	98.4	0.6	0.7	0.3	0.0	
	2004	98.1	0.4	1.0	0.4	0.0	
	2005	97.8	0.2	0.9	0.7	0.0	0.4
	2006	97.7	0.2	1.3	0.7	0.0	0.0
	2007	97.0	0.8	1.5	0.6	0.0	0.0
	2008	97.1	0.7	1.5	0.7	0.0	0.0

	Year	White (%)	Black (%)	Hispanic (%)	Asian/Pacific Islander (%)	Native American (%)	Multi racial /Ethnic (%)
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
	2008	54.0	19.2	19.9	3.9	0.2	2.7

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	1999	0.0	17.2	100.0	94.4	11.0	15.0	0.6	4.4	80.9
	2000	0.0	16.6	88.2	94.8	10.9	18.0	0.8	3.6	84.0
	2001	0.1	17.5	87.3	94.3	9.6	34.0	1.5	4.9	86.3
	2002	0.0	19.0	98.1	94.2	11.5	21.0	0.9	4.7	82.2
	2003	0.0	19.0	98.3	93.3	11.7	20.0	0.9	3.7	72.4
	2004	0.0	20.4	98.7	93.8	12.6	3.0	0.1	2.8	87.5
	2005	0.0	18.0	97.3	94.0	10.8	14.0	0.7	1.1	91.1
	2006	0.2	23.9	99.2	94.3	9.8	8.0	0.4	1.4	92.3
	2007	0.0	23.6	99.0	95.1	7.9	17.0	0.9	2.0	90.3
	2008	0.0	29.2	93.4	94.4	8.7	12.0	0.6	1.8	93.6
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
	2008	7.5	41.1	96.8	93.3	14.9	49858.0	2.5	4.1	86.5

**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	2408.0						
	2000	2409.0						
	2001	2391.0	177.0	186.0	186.0	182.0	188.0	166.0
	2002	2331.0	158.0	157.0	191.0	182.0	179.0	183.0
	2003	2289.0	170.0	158.0	157.0	189.0	187.0	172.0
	2004	2231.0	163.0	162.0	148.0	188.0	195.0	170.0
	2005	2106.0	144.0	145.0	165.0	157.0	182.0	157.0
	2006	2084.0	143.0	141.0	150.0	145.0	156.0	161.0
	2007	2013.0	135.0	143.0	135.0	170.0	144.0	171.0
2008	2022.0							
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						
2008	2074167.0							

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

	Year	Total Teacher FTE (N)	Average Teacher Experience (Years)	Average Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (High School)	Teachers w/ Emergency / Provisional Credentials (%)	Classes not taught by Highly Qualified Teachers (%)
D I S T R I C T	1999	162.0	14.2	36571.0	70.2	29.8	17.2	17.3		
	2000	167.0	13.2	36723.0	70.5	29.5	16.7	17.1		
	2001	168.0	13.5	38928.0	72.8	27.2	16.4	17.5		
	2002	171.0	14.0	40631.0	72.0	28.0	15.8	17.0	0.0	0.0
	2003	171.0	14.7	42515.0	69.5	30.5	15.8	16.0	0.6	0.0
	2004	156.0	15.6	44531.0	65.8	34.2	17.5	16.0	0.0	0.0
	2005	120.0	16.3	46318.0	67.8	32.2	22.4	18.9	0.8	0.0
	2006	121.0	15.7	46867.0	69.8	30.2	21.1	20.8	0.0	0.0
	2007	125.0	15.0	45794.0	69.2	30.8	20.1	18.8	0.1	0.0
	2008	131.0	14.4	47872.0	68.5	31.5	20.2	15.0	0.0	0.0

	Year	Total Teacher FTE (N)	Average Teacher Experience (Years)	Average Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (High School)	Teachers w/ Emergency / Provisional Credentials (%)	Classes not taught by Highly Qualified Teachers (%)
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
2008	131488.0	12.4	60871.0	46.7	53.2	18.3	18.0	0.7	0.7	

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

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2005-2008												
Groups	GR3 Reading				GR5 Reading				GR8 Reading			
	2004-2005	2005-2006	2006-2007	2007-2008	2004-2005	2005-2006	2006-2007	2007-2008	2004-2005	2005-2006	2006-2007	2007-2008
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	47.5	47.5	55.0	62.5	47.5	47.5	55.0	62.5
All	83.0	76.8	90.7	82.5	75.8	83.9	86.5	83.6	83.5	83.2	84.6	82.5
White	83.6	77.4	90.5	82.8	75.8	84.8	86.1	84.2	83.1	83.3	85.0	82.8
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	46.6	31.8	65.2	63.6	35.5	42.3	42.8	47.3	41.3	37.0	25.0	63.6
Economically Disadvantaged	82.5	62.8	88.6	79.1	64.8	79.5	75.7	77.5	61.2	73.7	72.5	79.1
ISAT - % Meets + Exceeds for Reading all Grades 2007-2008												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2005-2008												
AYP Benchmark % Meets + Exceeds	55.0	62.5	55.0	62.5	55.0	62.5	55.0	62.5	55.0	62.5	55.0	62.5
All	90.7	82.5	81.4	87.2	86.5	83.6	86.1	85.2	86.8	85.9	84.6	83.2
White	90.5	82.8	82.7	86.9	86.1	84.2	86.9	84.9	86.5	86.1	85.0	82.8
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	65.2	63.6	41.7	54.6	42.8	47.3	43.5	39.1	43.4	36.3	25.0	32.1
Economically Disadvantaged	88.6	79.1	73.9	77.1	75.7	77.5	75.6	82.6	82.1	76.7	72.5	66.0
PSAE - % Meets + Exceeds Reading grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008			
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0		62.5			
All	56.0		61.5		66.2		56.3		63.2			
White	55.3		61.9		66.0		56.8		63.1			
Black	-		-		-		-		-			
Hispanic	-		-		-		-		-			
Asian/Pacific Islander	-		-		-		-		-			
Native American	-		-		-		-		-			
Multiracial/Ethnic	-		-		-		-		-			
LEP	-		-		-		-		-			
Students with Disabilities	17.4		5.0		22.7		14.3		23.8			
Economically Disadvantaged	36.8		57.1		33.4		28.6		50.0			

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

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2005-2008												
Groups	GR3 Mathematics				GR5 Mathematics				GR8 Mathematics			
	2004-2005	2005-2006	2006-2007	2007-2008	2004-2005	2005-2006	2006-2007	2007-2008	2004-2005	2005-2006	2006-2007	2007-2008
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	47.5	47.5	55.0	62.5	47.5	47.5	55.0	62.5
All	93.6	90.6	96.9	97.3	93.0	94.0	91.8	90.9	69.8	88.4	88.1	97.3
White	93.5	90.2	96.8	97.2	92.8	93.8	92.4	92.0	69.5	88.6	87.8	97.2
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2005-2008												
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	76.7	63.6	82.6	90.9	71.0	65.3	66.7	66.7	10.3	44.4	37.6	90.9
Economically Disadvantaged	90.0	86.1	97.1	95.5	91.9	87.1	83.8	85.1	41.7	76.3	77.5	95.5
ISAT - % Meets + Exceeds for Mathematics all Grades 2007-2008												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
AYP Benchmark % Meets + Exceeds	55.0	62.5	55.0	62.5	55.0	62.5	55.0	62.5	55.0	62.5	55.0	62.5
All	96.9	97.3	88.5	97.0	91.8	90.9	94.0	94.4	91.8	88.6	88.1	87.7
White	96.8	97.2	88.7	96.9	92.4	92.0	93.8	95.0	91.7	88.2	87.8	87.5
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	82.6	90.9	66.6	81.8	66.7	66.7	65.2	78.3	60.0	40.9	37.6	53.6
Economically Disadvantaged	97.1	95.5	84.8	91.4	83.8	85.1	87.8	91.3	84.6	81.4	77.5	78.0
PSAE - % Meets + Exceeds Mathematics grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008			
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0		62.5			
All	63.8		55.9		69.8		57.9		64.4			
White	63.3		56.9		69.6		58.4		64.4			
Black	-		-		-		-		-			
Hispanic	-		-		-		-		-			
Asian/Pacific Islander	-		-		-		-		-			
Native American	-		-		-		-		-			
Multiracial/Ethnic	-		-		-		-		-			
LEP	-		-		-		-		-			
Students with Disabilities	21.7		0.0		18.2		4.5		9.5			
Economically Disadvantaged	42.1		57.1		40.0		31.0		47.0			

Section I A. Data & Analysis — Report Card Data

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

SUMMARY

The Report Card Data shows that student test performance has been consistently above the state average.

The district scores show a general trend of improvement over time.

Math scores are higher than reading scores.

Reading scores have shown a greater increase than math.

Subgroups show an increase in reading and math but a greater increase in reading.

Subgroups (students with disabilities and economically disadvantaged) score lower than the total population.

PSAE scores are lower than ISAT scores and only 2.2% above AYP in math for 06-07 and 1.3% above AYP in reading.

ANALYSIS
Reading

The trend in reading scores shows an increase for grades 3, 5 and 8 over a four year period. Grade 3 increased from 81.2 % meets and exceeds in 03-04 to 90.7% in 06-07. Grade 5 increased from 68.8 % meets and exceeds in 03-04 to 86.5% in 06-07. Grade 8 increased from 69.1 % meets and exceeds in 03-04 to 84.6% in 06-07. Although students with disabilities score below the total for each grade this subgroup has also shown an increase as follows: 3rd grade, 03-04, 55.9% to 06-07, 65.2%; 5th grade, 03-04, 29.6% to 06-07, 42.8%; 8th grade, 03-04, 19.4% to 06-07, 25%. The same pattern holds true for the economically disadvantaged subgroup: 3rd grade, 03-04, 75.6 to 06-07, 88.6; 5th grade, 03-04, 48.1% to 06-07, 75.7%; 8th grade, 03-04, 69.4% to 06-07, 72.5%. PSAE scores have stayed flat from a 56% in 03-04 to 56.3% in 06-07. Both students with disabilities and economically disadvantaged show a decrease in scores from 17.4% to 14.3% and 36.8% to 28.6% respectively.

Math

Despite the increase in reading scores, math scores are still higher but have shown less of an increase (3rd grade, 03-04, 93.1% to 96.9% in 06-07; 5th grade 88.9% to 91.8%, 8th grade 62.6% to 88.1%). PSAE math scores are slightly higher than the PSAE reading scores but are lower than ISAT scores and show a fluctuation over the 4 years. (03-04, 63.8% meets/exceeds; 04-05, 55.9% meets/exceeds; 05-06, 69.8% meets/exceeds; 06-07, 57.9% meets/exceeds) Both subgroups had a decrease in scores from 2003 to 2007.

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

Student performance on assessments must continue to show improvement. Technology must be employed to support the trend of rising 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.*

The need for continual improvement is no more important than in the core areas of Math and Reading; scores must continue to show improvement in the district.

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 goals 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.*

Community characteristics based upon census data: Olympia CUSD #16 is located in five counties, McLean, Tazewell, DeWitt, Logan, Woodruff, in central Illinois in the triangle created by Interstates 155, 55 and 74. Peoria is located 30 miles to the Northwest and Bloomington/Normal 20 miles to the East. Eight communities comprise the district with the smallest having a population of 697 and the largest 2436 according to U.S. Census Bureau American Fact Finder. Total population for all eight communities within the 377 square mile district boundary is 11,306. Although the community is based in agriculture, most community members work in the neighboring larger communities. Almost 100% of the community is White Non-Hispanic.

The community has many attributes. Parents support their schools through involvement in parent organizations and the booster clubs. Proud and hard working best describes community members. The school district and a local hospital complex are the largest employers in the district. Each community has community-based businesses, some having more than others. There are several cooperative arrangements between the school district and communities involving sports facilities and buildings.

NextSteps Tool 16, Technology Budget Analysis (February, 2008)

NextSteps Tool 27B, Teacher Survey (February, 2008)

NextSteps Tool 27A, Principal Survey (February, 2008)

NextSteps Tool 11, Libraries (February, 2008)

Student Technology survey adapted from NextSteps Tools 8 & 27C (February, 2008)

Reservation/sign out logs for computer lab usage

What are we doing with technology INTEGRATION? Put in name of survey tool - Nextsteps student survey and date administered; teacher survey & date administered.

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

The geographic spread of the district presents challenges, some of which are addressed with technology which serves as a bridge for communication.

NextSteps Tool 16, Technology Budget Analysis (February, 2008): There is a commitment to technology funding: it is sustainable. While multiple groups are involved in the tech budget decision-making process, there is room for more from groups outside district personnel. Allocation of tech funds is balanced across multiple areas including personnel, staff development, infrastructure, etc.

NextSteps Tool 27B, Teacher Survey (February, 2008): 95% of teachers identify themselves as confident users of technology or an even higher skill level (Can help others). Teacher ratings of student technology usage during instruction indicate varied uses but often more on a monthly basis rather than daily/weekly.

NextSteps Tool 27A, Principal Survey (February, 2008): 75% of district principals identify themselves as confident or stronger with technology. While each reported daily use of technology for a variety of tasks, there is room for development within some areas.

NextSteps Tool 11, Libraries (February, 2008): There is a close relationship between the library media centers and technology. In general, use of technology in the library media centers is flexible; time can be scheduled but a certain amount of "on demand" use is accommodated. The library media centers serve as focal points for the development of information literacy, especially in grades 6-12.

Student Technology survey adapted from NextSteps Tools 8 & 27C (February, 2008): The majority of students consider themselves confident users of technology. With few exceptions, students use technology during instructional activities regularly but not necessarily daily. Student self-ratings on skills with various tools are high for the most common tools (web searching, word processing, etc.) and frequency of use for those tools is also high. There is room for growth in both the range of skills and frequency of use of technology tools in instructional activities.

Lab usage logs: The static and mobile computer labs report daily usage across the district; though not at capacity yet, the trend has been a steady increase in use across the district.

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

The district geography creates a need for technology as a link to our separate rural communities. There is a commitment of funds to sustain and grow technology implementation for instruction. District personnel and students express a good level of confidence with technology use which results in a continual growing need for greater access to technology tools. The staff needs continual opportunities to develop integration skills and methods to improve instruction while students need opportunities to broaden the range of skills and increase frequency of integrated use of 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 attributes and challenges of the district and community that have affected student learning.*

Technology is an integral part of instruction at Olympia and the confidence in its use in both students and staff fosters a continually expanding need for more. Olympia needs to exert care that the management and guidance of that growth has positive impact upon 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.*

NextSteps Tool 27B, Teacher Survey (February, 2008)

Olympia Academy - professional development workshops and trainings, including technology, are offered in each semester and feedback is collected

Analysis of lesson plans

Building walkthroughs

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

2007 State Report Card on district - The average number of years in teaching is 15.0 years. 69.2% of the teaching staff has a bachelor's degree, 30.8% have a master's or higher, and 100% of classes are taught by highly qualified teachers. Comparing the results of the Teacher survey to data collected for previous technology plans, we can see teacher confidence has grown with tech skills and methods. Basic skills are virtually a given and every building has faculty that pioneer uses of technology regularly. Additionally, technology integration receives more attention. Student products and the activities of students in classrooms and labs during visits to buildings give evidence of an impact on instruction by technology but not a pervasive presence. Feedback from principals on lesson plans supports the premise of a gradually growing integration. The technology-focused professional development sessions offered each semester are typically well attended and participant feedback indicates a continual appetite for more sessions and more information about integration of the technology tools in instruction.

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

The frequency of use of engaging methods of instruction has not increased at the same pace as teacher confidence indicating that they know more about how to use the technology tools than about how to integrate them frequently across the curriculum. Teachers express a desire for more information about technology use especially about its integration into instruction.

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

The district staff needs continuing professional development in technology to stay current with a focus upon integration activities that will expand the amount and frequency of lessons that utilize engaging methods that will support improved learning and raise student achievement levels.

**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.

Olympia.org district website

Skyward Data Management including Educator Access, Family Access and Employee Access

SchoolReach Instant Parent Contact

Toll free number, Cisco IP telephony system and WAN

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

The heart of communication with parent and the community is the district website, www.olympia.org. The site gets thousands of hits per month. Great effort is made to keep the site current; the home page is changed 2-3 times per week with fresh information about events and activities in the Olympia schools. The expectation that the latest information will be found on the website has been cultivated and parents have provided frequent feedback indicating they rely upon the site to track school activities. Additionally, email addresses for faculty and staff provided on the website allow another route for easy communication with Olympia.

Skyward data management programs are web accessible and used consistently by the parent population and the faculty and staff. With a username and password to Family Access, both parents and students can access attendance, food service, and especially grade information wherever he/she has Internet access. Logs indicate this is utilized on a regular basis. Additionally, teachers may use Educator Access through the web to enter data and manage grades.

The SchoolReach Instant Parent Contact service was obtained in August, 2007, and is employed to distribute telephone communication to parents and appropriate community members during critical times. For example, when severe weather causes a cancellation, with a single phone call the district superintendent can distribute a recorded message to the home or cell phone numbers of all the parents. Feedback on this new service has been overwhelmingly positive.

Because the district includes 8 rural communities spread across over 300 square miles, a toll free telephone number is provided to parents and community members. The IP telephone system and WAN make it possible to dial that one toll free number and navigate to any of the individual district buildings.

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

All the provided systems are only valuable if the parents and community members can take advantage of them. They must be easy to use and offer useful options. Keeping the resources fresh and up-to-date is a constant challenge. Skyward Family Access allows a student in grades 6-12 to monitor his/her own progress.

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

The technology resources that we rely upon for communication have become fixtures for our parents and community members; parental involvement is fostered and is a significant component supporting student achievement. Additionally, the students that can monitor their own grade information have a valuable tool for improving performance.

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.*

Schematic of Network

District Technology Inventory

Tech Support Summary

Re-deployment/Replacement Policy

AUP/CIPA

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

The Infrastructure design includes a central Network Operations Center (NOC) within the high school/middle school complex linked by fiber optic cable to an external radio building next to the WAN tower in communication with two elementary buildings each through a 100 MB microwave broadcast and to one elementary through a 45 MB wireless radio connection. Internet connectivity comes into the district through an 8 MB fiber optic line into one elementary building and shared across the WAN. Computers within buildings are connected to the LAN through a network of switches feeding back to a network room and out to the WAN. Where distance demands, the buildings have a fiber backbone connecting switches. All content is filtered to block sites that do not meet the Internet policy.

The district utilizes two providers - Verizon and Frontier Communications - for telephone service for voice and fax lines and another provider for long distance service. As mentioned, Internet connectivity comes to the district via a fiber line provided by Mediacom Cable.

The district has over 1000 computers, mostly PC's. All PCs have been updated to Windows XP. The school utilizes predominantly Microsoft platforms for workstations and servers including WinXP and Windows Server 2003. Microsoft Office is available district wide and an Adobe Suite is available throughout the middle/high school; many other programs are installed and used at the discretion of the individual site administrator. United Streaming is another service provided districtwide for educational videos and information. Skyward software is used for the storage and management of school data. Each year a sum is set aside specifically for acquisition of new hardware and this serves to rotate the computers available for student and staff use.

We currently have a CIPA compliant Internet policy.

Currently the tech support for the school is provided by the Technology department made up of a Technology Director, one full time Tech Support Specialist, one part-time Asst. Tech Support Specialist, and a "Library Tech" aide at each of the 5 instructional buildings. A network consultant is retained for higher level technical assistance, much of which is accomplished remotely.

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

The number of staff hired to focus upon technology benefits the district, but acquiring, installing, maintaining, and redeploying a network of this size within a budget is a constant challenge. Time is a continual issue; there is a shortage of it for addressing the multiple and varied tasks that must be accomplished each day/week/year.

While the WAN is critical to connect the schools spread across the large geographic district, it presents its own unique challenges as well. Instant communication with the network consultant is not always available leading to delays in troubleshooting network issues.

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

The district has a good foundation of support for technology. Though often stretched thin, the tech staff, along with the help of the network consultant, has a good record of keeping the network infrastructure and desktop hardware/software up and running. This allows students, staff, parents and community members to utilize web-based and other computer-based resources in and out of school to improve instruction, learning, and student achievement.

District Information

Number	Item
1621	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).
332	Number of K-12 special education self-contained classroom students
139	Number of Teachers (FTE - this does not include teacher aides)
10	Number of Administrators
4	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
1	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	0
	100+ mg Ethernet	104
	Dedicated Cable	0
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	8
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	5
	Dedicated Cable	0
	DSL	0
	Wireless	2
	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	6
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	10
	Dedicated Cable	0
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	6
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

Location	Type	Number of Rooms
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	133	0	133	133	0	133	0	0	0	0	0	0
	2-5 years	673	0	673	673	0	673	0	0	0	0	0	0
	5+ years	20	5	25	20	5	25	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	6	6	0	6	6	0	0	0	0	0	0
	2-5 years	200	25	225	200	25	225	0	0	0	0	0	0
	5+ years	30	0	30	30	0	30	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	36	0	36	36	0	36	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	7	0	7	7	0	7	0	0	0	0	0	0
	2-5 years	16	0	16	16	0	16	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	8	0	8	8	0	8	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	6	0	6	6	0	6	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

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	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	1	0	1	1	0	1	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	30	0	30	30	0	30	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	64	0	64	64	0	64	0	0	0	0	0	0
	2-5 years	45	0	45	45	0	45	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	2	0	2	2	0	2	0	0	0	0	0	0
	2-5 years	2	0	2	2	0	2	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	2	0	2	2	0	2	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

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
	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	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	10	0	10	10	0	10	0	0	0	0	0	0
	5+ years	7	0	7	7	0	7	0	0	0	0	0	0

Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	828
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	230
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Media Center/Library	Windows Vista	0
	Windows XP (any version)	66
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	109
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	27
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Teacher Offices	Windows Vista	0
	Windows XP (any version)	8
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Other Locations	Windows Vista	0
	Windows XP (any version)	8
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0

Olympia CUSD 16

	Other PC	0
Macintosh		
Location	Operating System	Number
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	5
	MAC System 7.x	0
	Other MAC	0
Dedicated Computer Lab	MAC System 10.x	31
	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	3
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	5
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	4
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	1
	Switches	8
	Wireless Access Points	1
	Firewall	0

Location	Equipment	Number
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	2
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	6
	Switches	16
	Wireless Access Points	0
	Firewall	1
	Spam Filter	0
	Content Filter	1
	Intrusion Detector	1

Licensed Software

	Software Type
Yes	Networking
Yes	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.)
Yes	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	31	7	38
Stand-alone Printers	0	0	0
Scanners	6	2	8
Digital Cameras	16	5	21
Camcorders/Movie Cameras	5	0	5
Satellite Dishes	1	0	1
Televisions	20	0	20
Video Microscopes	1	0	1
LCD Panels/Projection Devices	31	1	32
Fax Machines	0	8	8
Graphing Calculators	0	0	0
PDA's	2	6	8
Assistive/Adaptive Devices	4	0	4
GPS Devices	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	9	0	9
Whiteboard Capture Devices	0	0	0
Document Cameras	7	0	7
MP3 Players	0	1	1

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	12	12
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	114		

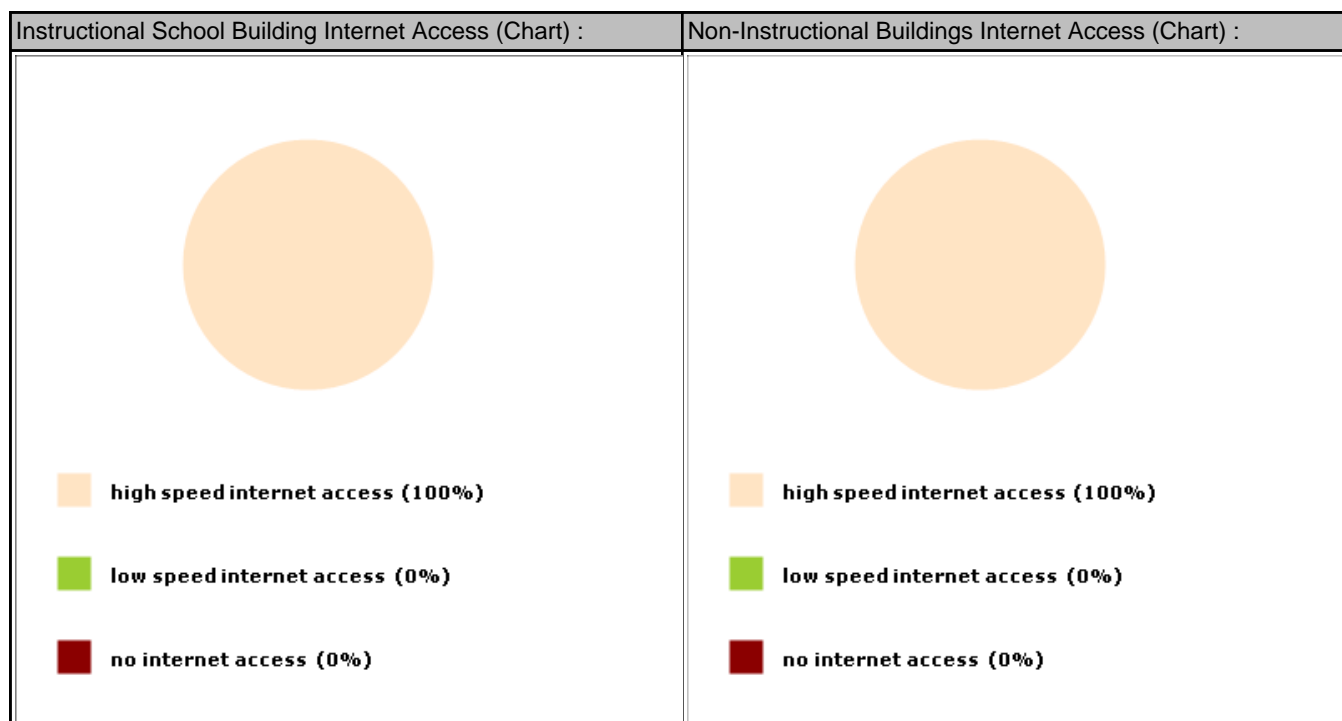
Distance Learning

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
1621	332	139	10

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
4	0	0	1	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	826	5	230	31	36	0	0	0	23	0	8	0	6	0
Desktops	826	5	230	31	36	0	0	0	23	0	8	0	6	0
Laptops	2	0	0	0	30	0	109	0	4	0	0	0	2	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	18	0
	828	5	230	31	66	0	109	0	27	0	8	0	26	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	
	833		261		66		109		27		8		26	
Students per Computer													1.47	

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	826	5	230	31	36	0	0	0	23	0	8	0	6	0
Desktops	826	5	230	31	36	0	0	0	23	0	8	0	6	0
Laptops	2	0	0	0	30	0	109	0	4	0	0	0	2	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	18	0
	828	5	230	31	66	0	109	0	27	0	8	0	26	0

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	
	833		261		66		109		27		8		26	
Students per Computer													1.47	

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
152	69	0	958	78	0	55	0	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
133	100+ mg Ethernet
0	Dedicated Cable
0	DSL
13	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Number of Rooms	Type
0	Windows Vista
1276	Windows XP (any version)
0	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
31	MAC System 10.x
0	MAC System 9.x
5	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
38	Number of Networked Printers
0	Number of Stand-alone Printers
8	Number of Scanners
21	Number of Digital Cameras
5	Number of Camcorders/Movie Cameras
1	Number of Satellite Dishes
20	Number of Televisions
1	Number of Video Microscopes
32	Number of LCD Panels/Projection Devices
8	Number of Fax Machines
0	Number of Graphing Calculators
8	Number of PDAs
4	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
0	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)
9	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
7	Number of Document Cameras
1	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.

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

Goal 1 for Phase I : 2008-2009												
To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.												
Section II B. Action Plan — Curriculum and Instruction												
Strategy1												
Increase math scores on state tests.												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Utilize web- based PSAE prep program to strengthen math curriculum	01/12/2009	04/18/2008	4000	4000			0	0	0	0	0	0

Use web-based program suite (Accel. Math, etc.) to strengthen math curriculum	08/25/2008	05/22/2009	7300	7300			0	0	0	0	0	0
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Strategy2

Increase reading scores on state tests.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Utilize web- based PSAE prep program to strengthen reading curriculum	01/12/2009	04/18/2008	4000	4000			0	0	0	0	0	0
Use web-based program suite (Accel. Reader, etc.) to strengthen reading curriculum	08/25/2008	05/22/2009	7300	7300			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

Goal 1 for Phase I : 2008-2009

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

Section II C. Action Plan — Professional Development

Strategy1

Teacher training

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 training to H.S. teachers on the use web based PSAE prep program	01/12/2009	01/13/2009	0	0			0	0	0	0	0	0
Provide training to grade 3-8 teachers to maximize effects of web-based math and reading suite	08/18/2008	09/26/2008	0	0			0	0	0	0	0	0

Strategy2

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												
			0	0			0	0	0	0	0	0
Goal 1 for Phase I : 2008-2009												
To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.												
Section II D. Action Plan — Parental/Community Involvement (such as adult literacy providers, public library services and district emergency crisis planning)												
Strategy1												
Extend communication capabilities to parents and community												
			0	0			0	0	0	0	0	0
Utilize district web site to explain "how to" use available communication tools (SchoolReach, automated phone system, etc.) and enable users to engage in better communication with the district.	08/04/2008	06/05/2009	0	0			0	0	0	0	0	0
Strategy2												
			0	0			0	0	0	0	0	0
Strategy3												
			0	0			0	0	0	0	0	0

Goal 1 for Phase I : 2008-2009

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

Section II E. Action Plan — Technology Deployment

Strategy1

Maintain Internet connectivity to support communication between students, parents, and the district.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will keep the fiberoptic line active for IP voice and data communication.	07/01/2008	06/30/2009	21600	10152	11448	D	0	0	0	0	0	0

Strategy2

Maintain other telecommunications services for communication.

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 local and long distance telecommunications services (voice and fax) for communication.	07/01/2008	06/30/2009	28252	13362	14890	D	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	D	0	0	0	0	0	0

Goal 1 for Phase II : 2009-2010

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Increase math scores on state tests

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Utilize web-based PSAE prep program to strengthen math curriculum	01/11/2010	04/19/2010	4100	4100			0	0	0	0	0	0
Use web-based program suite (Accel Math, etc.) to strengthen math curriculum	08/24/2009	05/28/2010	7400	7400			0	0	0	0	0	0

Strategy2

Increase reading scores on state tests

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Utilize web-based PSAE prep program to strengthen reading curriculum	01/11/2010	04/19/2010	4100	4100			0	0	0	0	0	0
Use web-based program suite (Accel. Reader, etc.) to strengthen reading curriculum	08/24/2009	05/28/2010	7400	7400			0	0	0	0	0	0

Strategy3

Increase integrated instruction

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Within Olympia Academy professional development schedule provide sessions on integrated instruction referenced to focus on literacy and adapting uses K-6, adapting and transforming uses 7-12.	10/01/2009	03/05/2010	3000	3000			0	0	0	0	0	0

Goal 1 for Phase II : 2009-2010

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

Section II C. Action Plan — Professional Development

Strategy1

Teacher training

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 training to H.S. teachers on the use of web based PSAE prep program	01/11/2010	02/12/2008	0	0			0	0	0	0	0	0
Provide training to grade 3-8 teachers to maximize effects of web-based math and reading suite	08/17/2009	08/21/2009	0	0			0	0	0	0	0	0
Provide training to all staff on NETS Standards for Teachers/Administrators	08/17/2009	04/30/2010	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

Goal 1 for Phase II : 2009-2010

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

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

Strategy1

Extend communication capabilities to parents and 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
Utilize district web site to explain "how to" use available communication tools (SchoolReach, automated phone system, etc.) and enable users to engage in better communication with the district.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0

Strategy2

Promote classroom-home connections

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 training and assistance to teachers to create TeacherPages on district website	08/17/2009	04/09/2010	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

Goal 1 for Phase II : 2009-2010

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

Section II E. Action Plan — Technology Deployment

Strategy1

Maintain Internet connectivity to support communication between students, parents, and the district.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will keep the fiberoptic line active for IP voice and data communication.	07/01/2009	06/30/2010	22000	10500	11500	D	0	0	0	0	0	0

Strategy2

Maintain other telecommunications services for communication.

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 local and long distance telecommunications services (voice and fax) for communication.	07/01/2009	06/30/2010	28500	13500	15000	D	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	D	0	0	0	0	0	0

Goal 1 for Phase III : 2010-2011

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Increase math scores on state tests

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Utilize web-based PSAE prep program	01/10/2011	04/20/2011	0	0			0	0	0	0	0	0
Use web-based prgram suite to strengthen math curriculum 3-8	08/23/2010	05/27/2011	0	0			0	0	0	0	0	0

Strategy2

Increase reading scores on state tests

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Utilize web-based PSAE prep program	01/10/2011	04/20/2011	0	0			0	0	0	0	0	0
Use web-based prgram suite to strengthen reading curriculum 3-8	08/23/2010	05/27/2011	0	0			0	0	0	0	0	0

Strategy3

Increase integrated instruction

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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Within Olympia Academy professional development schedule provide sessions on integrated instruction referenced to focus on literacy, adapting and transforming uses K-6, adapting and transforming uses 7-12.	10/04/2010	03/04/2011	0	0			0	0	0	0	0	0
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Goal 1 for Phase III : 2010-2011

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

Section II C. Action Plan — Professional Development

Strategy1

Teacher training

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 training to all staff on NETS Standards for Teachers/Administrators	08/16/2010	08/20/2010	0	0			0	0	0	0	0	0
			0	0			0	0	0	0	0	0

Strategy2

Develop cross-curricular use of district technology tools

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 workshops demonstrating how to integrate district technology tools (Ex. SOLO) in math and reading curriculum.	10/04/2010	03/04/2011	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

Goal 1 for Phase III : 2010-2011

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

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

Strategy1

Extend communication capabilities to parents and 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
Utilize district web site to explain "how to" use available communication tools (SchoolReach, automated phone system, etc.) and enable users to engage in better communication with the district.	08/23/2010	06/03/2011	0	0			0	0	0	0	0	0

Strategy2

Promote student achievement

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Use tech tools (SchoolReach, district website) to develop parental awareness and involvement prior to and during state testing periods.	02/01/2011	04/29/2011	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

Goal 1 for Phase III : 2010-2011

To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.

Section II E. Action Plan — Technology Deployment

Strategy1

Maintain Internet connectivity to support communication between students, parents, and the district.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will keep the fiberoptic line active for IP voice and data communication.	07/01/2010	06/30/2011	22000	10500	11500	D	0	0	0	0	0	0
Strategy2												
Maintain other telecommunications services for communication.												
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 local and long distance telecommunications services (voice and fax) for communication.	07/01/2010	06/30/2011	29500	14000	15500	D	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	D	0	0	0	0	0	0

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

There will be an annual review of the technology plan to determine the overall achievement of technology goals. This review will include the consideration of multiple sources of data including: 1) a selection of NextSteps tools to assess a) integration into curriculum and instruction, b) ability of teachers to teach using technology, and 2) reports from other district technology tools (tech troubleticket program, Skyward data management, etc.) and 3) District Report card data. The findings of the review will be reported to the Board of Education and to the community through various media.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT, PSAE	Results of ISAT and PSAE math and reading scores	Annual	Superintendent Brad Hutchison and building principals
PD Strategy	Attendance sign-in sheets, participant feedback forms	Feedback form scores	Annual	Tech. Dir. Scott Powers
P/C Strategy	Use of district website (hits); email feedback from users	Increased visits to website; feedback messages	Quarterly	Tech. Dir. Scott Powers
Tech D Strategy	Network monitoring software	Network uptime	Ongoing	Tech. Dir. Scott Powers

Section II F. Action Plan - Monitoring Process Phase II

There will be an annual review of the technology plan to determine the overall achievement of technology goals. This review will include the consideration of multiple sources of data including: 1) a selection of NextSteps tools to assess a) integration into curriculum and instruction, b) ability of teachers to teach using technology, and 2) reports from other district technology tools (tech troubleshoot program, Skyward data management, etc.). and 3) District Report card data. The findings of the review will be reported to the Board of Education and to the community through various media.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1 & 2) ISAT, PSAE 3) Participant feedback form and NextSteps Teacher Survey	1 & 2) ISAT & PSAE math and reading scores 3) Comments and survey results	1 & 2) Annual 3) Ongoing	1 & 2) Supt. Brad Hutchison 3) Tech. Dir. Scott Powers
PD Strategy	Participant feedback; NextSteps Survey tools	Feedback comments; survey results	Annual; ongoing	Tech. Dir. Scott Powers
P/C Strategy	Website hits; email feedback; district website	Increased traffic on website; feedback comments; increasing number of TeacherPages posted	Quarterly; ongoing	Tech. Dir. Scott Powers
Tech D Strategy	Network monitoring software	Network uptime	Ongoing	Tech. Dir. Scott Powers

Section II F. Action Plan - Monitoring Process Phase III

There will be an annual review of the technology plan to determine the overall achievement of technology goals. This review will include the consideration of multiple sources of data including: 1) a selection of NextSteps tools to assess a) integration into curriculum and instruction, b) ability of teachers to teach using technology, and 2) reports from other district technology tools (tech troubleshoot program, Skyward data management, etc.). and 3) District Report card data. The findings of the review will be reported to the Board of Education and to the community through various media.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1 & 2) ISAT, PSAE 3) Participant feedback form and NextSteps Teacher Survey	1 & 2) ISAT & PSAE math and reading scores 3) Comments and survey results	1 & 2) Annual 3) Ongoing	1 & 2) Supt. Brad Hutchison 3) Tech. Dir. Scott Powers
PD Strategy	Participant feedback; NextSteps Survey tools; network monitoring tools	Feedback comments; survey results; increased use of district technology tools	Annual; ongoing	Tech. Dir. Scott Powers
P/C Strategy	Website hits; email feedback; district website	Increased traffic on website; feedback comments	Quarterly; ongoing	Tech. Dir. Scott Powers
Tech D Strategy	Network monitoring software	Network uptime	Ongoing	Tech. Dir. Scott Powers

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
To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.	72452	46114	26338	0	0	0	0	0	0
Total Budget for Phase I - 2008-2009	72452	46114	26338	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
To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.	76500	50000	26500	0	0	0	0	0	0
Total Budget for Phase II - 2009-2010	76500	50000	26500	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
To leverage technology in support of efforts to increase student achievement by 3% on the state's ISAT and PSAE scores in math and reading each year.	51500	24500	27000	0	0	0	0	0	0
Total Budget for Phase III - 2010-2011	51500	24500	27000	0	0	0	0	0	0
Total Budget for Phases I, II, and III - 2008 - 2011	200452	120614	79838	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.*

Technology planning is an ongoing process in the Olympia CUSD #16 District. The current plan was formed with the strong foundation provided by the previous plan. Revisions have been made to respond to needed changes as revealed during a variety of data gathering efforts with members of all stakeholder groups including but not limited to surveys, formal and informal meetings, email and telephone communications, and one on one conversations.

Significant relationships between the district and the nearby and wider community include the inter-library system, the Bloomington Area Vocational Center, Heartland Community College, various fraternal and social organizations, the Minier Community Bank and other local businesses just to mention a few.

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.*

The Olympia School District is CIPA compliant and filters Internet traffic for content.

Board Policy 6:235 addresses access by minors to inappropriate matter on the internet, the safety and security of minors when using electronic communications, unauthorized access and other unlawful activities by minors online, unauthorized disclosure, use, and dissemination of personal information regarding minors, and restriction of access for minors to materials harmful to them. The policy was originally adopted November 8, 1999.

Peer Review Feedback Form

District Name: Olympia CUSD 16	RCDT #: 170640160260000
Original Submission: Yes	Approval Date: 05/21/2008
School Years Covered by Plan:	Plan Expiration Date: 06/30/2012
2009-2010:Yes 2010-2011:Yes 2011-2012:Yes	
Section Used for Mid-Course Correction Only	
Mid-Course Correction(MCC): No	Date Peer Reviewed: 04/01/2008
Date of Annual Review Leading to MCC:	Approval Date of MCC:
ISBE Review	
Revisions Needed	
Comments:	
4/10/08 mj Based on the recommendation made by a panel of reviewers, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments regarding necessary action above and contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan.	
5/21/2008 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as resubmitted.	