

Submitted	02/25/2010
Plan Resubmitted	
Pending ISBE action	03/18/2010
ISBE Approved	03/18/2010

 District Information

1. District Information

District Name:	United CUSD 304	District Address:	101 N Holloway St
City/State/Zip:	Alexis, IL 61412 8923	RCDT Number:	270943040260000
Superintendent:	Jeffrey Whitsitt	Superintendent Email:	jwhitsitt@united.k12.il.us
District Phone:	3094823344	District Fax:	3094823236
TIP Contact Name:	Judith Eyler	TIP Contact Email:	jeyler@united.k12.il.us
TIP Contact Phone:	3097349411	TIP Contact Fax:	3097346090

2. Submission Type

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

3. Mid-course Correction

The plan was reviewed and evaluated on

Mid-course correction was needed? Yes 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.

The United School District believes in the importance of empowering all individuals to be creative, independent thinkers, equipped with the skills, strategies, and tools needed to become lifelong learners and productive citizens in the 21st century. In order to gain the knowledge and skills necessary for success in the world and workplace, technology will be seamlessly woven into the curriculum and every aspect of the district.

All students, district personnel, parents and community members **will have access to and training opportunities in the most current information and state-of-the-art technologies available that encompasses 1) Instructional Technology: the equipment and support, both instructional and technical to enable classroom use of technology, providing opportunities to access information, manipulate data, support classroom concepts, and creatively express ideas to others within our own community as well as others around the world using technology; 2) Information Technology: the equipment and support that enables the district to effectively perform day -today operations, such as data delivery systems; and 3) Telecommunications: the equipment and support allowing for best practices and communication between administration, faculty, students, parents, and the community**

As the district changes over time and encounters situations such as population shifts, funding availability, structural additions within buildings, or technological advances, the district will keep in mind the core ideals of the vision, and will make necessary changes to ensure its fulfillment.

The vision is based on the following community beliefs:

- All students can learn
- The economic future of our community, state, and country depends on an educated, technologically literate society
- Technology and **telecommunication** reaches beyond the four wall of the classroom, **bringing relevance and understanding to instruction** and is an effective tool in **fulfilling administrative duties**
- Technology is and will continue to be an integral component in the life of every individual
- Commitment and direction are required for a community to grow
- Universal, equitable access to technology is a must for all individuals. This means that as technology becomes more sophisticated over time, or population shifts/structural

changes are made within the district, efforts must be reviewed and necessary changes such as increased bandwidth, electrical capacity, etc. must be addressed

- Students and all members of the community must be afforded the knowledge and skills they need to compete in the workforce
- In order to best meet the needs of all community members, input is vital from all factions of the United community, with special emphasis pertaining to the local library, adult literacy projects, and other community events

Section I A. Data & Analysis – Report Card Data
Item 1– 2009 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	No	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this District making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this District making AYP in Mathematics?	No	2009-10 State Improvement Status	

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	78.7		Yes	77.5		Yes	94.8		98.5	
White	100.0	Yes	100.0	Yes	78.3		Yes	77.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic													
LEP													
Students with Disabilities	100.0	Yes	100.0	Yes	43.8	31.4	No	43.8	48.6	No	94.3		45.5
Economically Disadvantaged	100.0	Yes	100.0	Yes	68.1		Yes	68.8		Yes			

Four Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)				95.6	95.5	95.2	94.9	94.8
Truancy Rate (%)				1.5	0.7	0.2	0.1	1.0
Mobility Rate (%)				8.1	6.6	11.6	11.3	12.5
HS Graduation Rate, if applicable (%)				100.0	100.0	87.0	93.2	98.5
HS Dropout Rate, if applicable (%)				0.4	0.9	1.6	1.0	3.0
District Population (#)				624	605	605	971	936
Low Income (%)				22.3	28.9	26.8	24.2	2.1
Limited English Proficient (LEP) (%)				0.0	0.0	0.2	0.0	0.0
Students with Disabilities (%)				-	-	-	-	-
White, non-Hispanic (%)				96.6	97.2	97.0	96.3	95.9
Black, non-Hispanic (%)				0.6	0.5	0.3	1.1	0.3
Hispanic (%)				0.2	1.0	1.0	1.2	0.4
Asian/Pacific Islander (%)				0.2	0.0	0.2	0.2	0.5
Native American or Alaskan Native(%)				0.0	0.0	0.0	0.0	0.2
Multiracial/Ethnic (%)				2.4	1.3	1.5	1.1	2.6

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2005	96.6	0.6	0.2	0.2	0	2.4
	2006	97.2	0.5	1.0	0	0	1.3
	2007	97.0	0.3	1.0	0.2	0	1.5
	2008	96.3	1.1	1.2	0.2	0	1.1
	2009	95.9	0.3	0.4	0.5	0.2	2.6
	2010	95.6	0.2	0.2	0.8	0.3	2.8
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
DISTRICT	2005	0	22.3	97.2	95.6	8.1	9	1.5	0.4	100.0
	2006	0	28.9	95.9	95.5	6.6	4	0.7	0.9	100.0
	2007	0.2	26.8	97.3	95.2	11.6	1	0.2	1.6	87.0
	2008	0	24.2	96.0	94.9	11.3	1	0.1	1.0	93.2
	2009	0	2.1	97.7	94.8	12.5	9	1.0	3.0	98.5
	2010	0.2	35.9	98.1	94.8	8.5	4	0.4	1.5	98.4
STATE	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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

Section I A. Data & Analysis – Report Card Data
Item 6 – Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2005	624	36	48	45	44	48	66
	2006	605	43	32	50	37	43	47
	2007	605	39	39	32	45	38	47
	2008	971	84	84	64	77	70	75
	2009	936	75	83	84	55	76	64
	2010	919	62	72	82	63	59	53
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919	

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2005	46	15	39,433	78	22	15	12	2	0
	2006	44	15	40,505	80	20	14	13	2	0
	2007	44	17	43,064	77	23	16	11	0	0
	2008	69	18	45,167	70	30	15	12	0	0
	2009	70	19	46,657	70	30	14	12	0	0
	2010	68	19	48,494	71	29	14	12	0	0
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,502	13	63,296	42	57	18	18	0	1	

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	57.1	41.4	63.4	77.2	81.7	-	-	60.6	60.0	73.2	78.8	-	75.0	67.4	75.0	70.8	71.8
White	-	56.3	41.0	65.0	78.9	81.9	-	-	62.6	60.5	73.8	79.5	-	73.8	66.7	75.9	71.7	71.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	8.3	-	-	-	-	-	18.2	-
Low Income	-	25.0	29.4	45.0	67.6	81.8	-	-	52.6	60.0	56.3	67.9	-	64.2	35.7	70.0	72.4	53.3

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	80.9	82.4	73.2	79.7	-	-	66.7	79.2	79.5	80.3	-	77.1	84.6	83.8	86.1	90.7
White	-	-	80.5	82.4	73.0	78.3	-	-	67.6	78.2	79.5	80.4	-	79.6	84.6	83.8	86.1	90.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63.6	-
Low Income	-	-	75.1	77.3	52.4	68.9	-	-	64.7	77.8	66.7	64.7	-	-	-	75.0	81.8	76.0

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Reading grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	-	63.1	62.5	48.9	59.7	69.4
White	-	64.0	65.8	48.9	60.6	69.4
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	-	-	33.4	57.9	-

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	65.7	75.6	78.0	88.6	85.9	-	-	87.9	75.0	80.5	88.8	-	61.4	77.5	78.1	81.5	73.0
White	-	65.6	76.9	80.0	89.4	87.8	-	-	90.6	76.3	80.1	88.4	-	64.3	77.1	82.8	83.3	72.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	41.6	-	-	-	-	-	45.5	-
Low Income	-	62.6	76.5	75.0	79.4	90.9	-	-	79.0	65.0	75.0	82.1	-	57.1	64.3	80.0	75.9	60.0

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	78.6	70.6	71.4	70.4	-	-	69.2	75.0	88.5	78.5	-	60.4	87.1	83.8	84.7	85.3
White	-	-	78.0	70.6	71.1	70.0	-	-	73.0	78.2	88.5	76.4	-	61.4	87.1	83.8	84.7	85.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45.5	-
Low Income	-	-	87.5	54.5	52.4	58.6	-	-	70.6	66.6	85.8	53.0	-	-	-	87.6	81.8	76.0

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	-	64.7	45.0	51.2	52.2	61.3
White	-	65.7	47.4	51.2	53.1	61.3
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	-	-	50.0	52.6	-

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

Section I A. Data & Analysis – Report Card Data

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

Summary:

MATH--

- In 2009, the district ISAT/PSAE math scores that were meeting/exceeding at each grade level were as follows:

-Grade 3: 86%

Grade 7: 79%

-Grade 4: 89%

Grade 8: 85%

-Grade 5: 73%

Grade 11: 61%

-Grade 6: 70%

- The 2009 report card revealed that students with disabilities did not meet AYP in math. **An increase of 48.6% was needed to make Safe Harbor**
- An examination of ISAT math scores over a five-year period (2005-2009) reveal an overall positive trend in scores in grades 3, 4, 5, 7, and 8. Grade 11's PSAE scores over a four-year period show a positive trend as well.

READING--

- In 2009, the district ISAT/PSAE reading scores that were meeting/exceeding at each grade level were as follows:

-Grade 3: 82%**Grade 7: 80%****-Grade 4: 79%****Grade 8: 91%****-Grade 5: 72%****Grade 11: 70%****-Grade 6: 80%**

- The 2009 report card revealed that students with disabilities did not meet AYP in reading. **An increase of 31.4% was needed to make Safe Harbor**
- An examination of ISAT reading scores over a five-year period (2005-2009) reveal an overall positive trend in scores in grades 3, 4, 7, and 8

Analysis:

- While student performance at most grade levels has increased in reading and math over a 5 year period, the trend is not high enough to continue to meet AYP or Safe Harbor based upon the goals set by NCLB
- **Some intervention strategies for students with disabilities in grades K-12 are currently in place, but more are needed to allow students with disabilities to meet NCLB goals**

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.

Key Factors:

- Response to Intervention (RtI) has not been fully integrated in the high school
- District training on differentiated instruction for all grade levels has been minimal
- Practice and training on analyzing data to provide for instructional decisions still at the initial stages
- RtI has been in place at the elementary schools for the past 3 years

-
- Smaller elementary schools have helped to provide opportunities to meet the needs of economically challenged students and those with IEPs
 - Curriculum alignment has been initiated at the K-6 levels

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.

District focus at all levels should include:

- Staff development for differentiated instruction and RtI
- Development of Curriculum Alignment across grades K-12
- The implementation of additional reading and math intervention strategies in grades K-12 to promote academic achievement

Section I B. Data & Analysis – Local Assessment Data

Description - Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the Action Plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

Local Assessments:

- * DIBELS--given to K-3 students Sept., Jan., and May 2007-2008 and 2008-2009
- * EXPLORE--given to 2007-2008 8th graders Feb.'08 and 2008-2009 8th graders Nov. '08
- * PLAN--given to 2009-2010 sophomores Oct. 2009

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

Data Summary:

DIBELS Tests

Benchmark Status on PFS

End of Kindergarten '07-'08-- 21.2 % Deficit 30.3% Emerging 48.5% Established	End of Kindergarten '08-'09-- 29 % Deficit 32.3% Emerging 38.7% Established
--	--

Benchmark Status on ORF

End of 1st Grade '07-'08-- 0 % At Risk 13% Some Risk 87% Low Risk	End of 1st Grade '08-'09-- 3.3 % At Risk 13.3% Some Risk 83.3% Low Risk
End of 2nd Grade '07-'08-- 14.3 % At Risk 14.3% Some Risk 71.4% Low Risk	End of 2nd Grade '08-'09-- 6.9 % At Risk 24.1% Some Risk 69% Low Risk
End of 3rd Grade '07-'08-- 10.2 % At Risk 46.9% Some Risk 42.9% Low Risk	End of 3rd Grade '08-'09-- 18.6 % At Risk 41.9% Some Risk 39.5% Low Risk

Analysis: As reading content and vocabulary levels increase in difficulty, a higher number of students fall into the *At Risk* category

EXPLORE Tests

'07-'08 reading scores fell into the following ranges--

- * 8% 25th percentile or below
- * 20% 26th-50th percentile

- * 29% 51st-75th percentile
- * 43% 76th percentile or above

'08-'09 reading scores fell into the following ranges--

- * 11% 25th percentile or below
- * 14% 26th-50th percentile
- * 45% 51st-75th percentile
- * 31% 76th percentile or above

Analysis: Overall downward shift in reading ability from '07-'08 to '08-'09 school years

PLAN Tests

'08-'09 reading scores fell into the following ranges--

- * 14% 25th percentile or below
- * 23% 26th-50th percentile
- * 21% 51st-75th percentile
- * 42% 76th percentile or above

Analysis: Over half of the students fall below the 75th percentile in reading

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.

Limited use of assessment results by faculty in regards to student performance
Computer lab time focus has not consistently included enriched reading content

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.

Reading scores in the United District will be expected to improve to meet AYP for NCLB for the next 3 years. Scores on the local reading assessments given in the fall will be analyzed by teachers and strategies will be developed using technology and other methods to improve Reading scores on the ISAT and PSAE assessments.

Section I C. Data & Analysis - Other Data
Item 1 - Attributes and Challenges of the District
and Community That Have Affected Student Learning

Description - Provide a description of other data collected during the development of this plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

Other Data Collected:

- *Parent Survey (10/06 *Next Steps* tool and **11/09** *Survey Monkey*)
- *Teacher Survey (12/06 *Next Steps* tool and **11/09** *Survey Monkey*)
- *Student Survey (2/06 *Next Steps* tool and **11/09** *Survey Monkey*)
- **Community Survey, *Survey Monkey* (11/09)**
- Stakeholders' posting on District's TIP Moodle Site (**12/09-2/09**)
- Warren County demographics taken from <http://www.warrencountyil.com/demographics.php> , which was gathered from the U.S. Census Bureau on **Feb.2009**

* Note: The questions that were posed to parents, teachers, and students in 2006 were placed in the *Survey Monkey* surveys, allowing for reliable data comparisons

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

Summary of Parent Surveys, 2006 and 2009:

Note: 2006 data is in red

- 91% (92%) of parents who responded have a computer at home
- 84% (81%) have Internet access at home
- 63% (50%)commented that their student uses technology at home to complete assignments
- 83% (63%) responded that the United District #304 is communicating with parents via technology

Summary of Teacher Surveys, 2006 and 2009:

Note: 2006 data is in red

- 45% (51%) of the teachers still feel more comfortable using technology for professional rather than for classroom learning projects
- Basic technology usage by teachers is high (E-mail and word processing, 98% , Internet tools use and generation of worksheets 92%, track attendance 86%, print progress reports 78%, desktop presentations 70%)
- Innovation and integration of technology is low (spreadsheet use 32%, graphic organizers 30%, database creation/manipulation 23%, desktop publishing 19%, distance learning 6%, multimedia 19% and simulations 10%)
- 34% (32%) of student technology use goes beyond the literacy levels
- 90% (91%) of teachers responded that technology was always available
- 37% of teachers feel they have the ability to design/access lessons supported by technology resources for students; an additional 17% indicated they are capable of teaching others how to do the same
- 89% (85%) of the teachers commented that when students do use technology, they mostly work independently
- 61% (70%) of the teachers stated that some of the student technology use does supports collaborative projects within the classroom
- 90% (50%) of teachers have classroom web pages

Summary of Student Surveys, 2006 and 2009:

Note: 2006 data is in red

- 62% (60%) of students classify themselves as confident technology users, with an additional 19% believing they are capable of teaching others
- 79% (82%) of students indicate that when they use technology at school they mostly work alone
- 80% (83%) of the students indicated they use the Internet weekly
- 46% (20%) of the students responded that they use technology to develop/post to web pages and create multimedia presentations

Summary of Community Surveys, 2009 and Warren County Demographics website:

- 100% of community members indicated that they have a home computer
- 93% of community members indicated they use a computer at work
- 6% of community members who responded own a business in or around the district
- 93% of community members indicated that technology is critical to the learning experience of students
- 50% of community members indicated that they are not receiving regular communication on student technology use in the schools
- Median household income is \$36,224

Analysis:***Attributes relating to findings–***

The United teachers are comfortable utilizing technology for their basic professional needs. A high percentage of teachers use email, allowing for increased opportunities for parent communication beyond the more traditional means (phone calls; comments on progress reports, etc.). Technology tools are readily available for both students and teachers within the district. The number of teacher-created/maintained web pages has increased, allowing for greater opportunities of online enrichment/instruction beyond the regular school day. ***Students are comfortable and confident in their technology use. More students are developing/posting to web pages an creating multimedia presentations than was indicated in three years ago.*** A high percentage of homes have computers with Internet access, and parents are communicating electronically with the district. There has been an increase in the number of parents who are communicating with the district via technology since the last survey.

Challenges relating to the findings–

The majority of the students in the district are ready for technology to be utilized and integrated on a higher level than most of the teachers feel confident in doing. Time continues to be the enemy, as teachers feel they are pulled to the max in so many directions. ***Currently the majority of the student work is completed independently, which fails to encourage collaborative and innovative work. The majority of the technology use is Internet research and word processing, which does not always provide for an enriching and quality reading environment (copy/paste as opposed to reading for meaning).*** The median household income for Warren County residents is about \$10,000 less than the Illinois average. While a high percentage of homes have computers with Internet access, our district is mainly rural, with many families having to pay high prices for their Internet. This may become an issue if our economy continues to struggle and jobs become more and more scarce. While information is available to parents and the community via the district's web pages and faculty Moodle pages, ***it is believed that these pages are not being utilized by parents and community members to the fullest. An indication of this is in the low number of parents and community members who completed the online surveys which were linked to the district site.***

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.

Key Factors:

- Many teachers in the district still do not see the impact technology can have on student learning
- Teachers are not mandated to integrate technology into the curriculum
- While technology training has been offered, it is on a limited basis and are often poorly attended due to teacher time constraints
- Community's/Parent's low use of the district's web pages and faculty Moodle pages prevents strong relationships from being developed between the district and parent/community
- Technology use currently is focused more on the gathering of information rather than reading for meaning and drawing conclusions from what has been read

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.

Teachers need to begin to understand the importance of integrating technology into reading, math and other subjects beyond using it as an 'information retrieval' tool. Strategies for using technology to improve meaningful reading instruction need to be developed. Students need to use technology and telecommunication in more collaborative, engaging activities. Ways to educate parents and the community on the amount of information that is accessible via the district web pages need to be developed.

Section I C. Data & Analysis - Other Data
Item 2 - Educator Qualifications and Professional
Growth and Development Data

Description - Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

- *Teacher Survey (12/06 *Next Steps* tool and 11/09 *Survey Monkey*)
- United 304 Report Card (2006 and 2009)
- Moodle Workshop Attendance Sheets (2008-2009)

* Note: The questions that were posed to parents, teachers, and students in 2006 were placed in the *Survey Monkey* surveys, allowing for reliable data comparisons

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

Summary of Data:

Note: 2006 data is in red

- 19 (16) years of average educator experience in the district (62% have over 15 years of experience)
- 30% (20%) of educators have a Master's Degree or higher
- 70% (52%) of the teachers surveyed state that the technology training offered at the district level has been adequate
- 72% (59%) indicate they learn about technology through workshop attendance with 53% (72%) of the workshops being offered in-house
- 30% (26%) responded that they are learning about technology through college coursework

- 39% (61%) of teachers state that they have received 30 hours or less of technology training over the past 5 year period, with
- In regards to the amount of hours of teacher training in designing/accessing the curriculum using technology, 59% (63%) have had less than 10 hours, 22% (16%) 10-30 hours, and 20% (22%) 31-71+ hours
- 95% of district teachers attended 16 hours of Moodle training workshops offered through Western Illinois University that were held at the high school during the 2008-2009 school year

Analysis:

The district offers several technology trainings per year, including such workshops as *Skyward Grade book*, *An Introduction to Moodle*, *An Introduction to Learn360*, and an *Introduction to Pinnacle Studio 11*--programs that are available/being utilized by the district. Past workshops on technology basics (word processing, email, presentations) have been offered multiple times. Survey responses indicate that the teachers' comfort level is high on these basics (see Data Summary, Item 1). In an effort to make the training readily available to teachers, most workshops are offered at each building, giving teachers 4 different dates to attend the training. Even with all of this, however, attendance is low, with less than 50% of the teachers opting to attend training. Additionally, the number of teachers who receive technology training outside of the district workshops is low in number, less than 30%. Efforts have been made to encourage teachers to attend technology training (i.e., stipends, CPDU credit, prizes, etc.) to no avail. Bottom line is that time is more important than any reward, and teachers don't have the time to invest in anything offered beyond the regular school day.

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 majority of educators in the district are comprised of an older makeup who have not 'grown up' with technology and are not completely comfortable using it
- Teachers do not understand what is defined as "using technology to design/access the curriculum", as evidenced by their survey response on this question compared to the actual training they participated in during the 2008-2009 school year
- Time is a valuable commodity, and teachers are overtaxed with the requirements placed upon them by the state/federally mandated programs in addition to their regular school load. There are not enough hours in a day to 'get it all done', have a personal life, **and** spend time learning 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 educator qualifications and professional growth and development.

Look for ways to offer technology training including reading and other subject area software and assessment trainings during School Improvement Days, Teacher Institute Days and/or In-Service Days. Mandate a number of technology training hours to be required by each teacher.

Section I C. Data & Analysis - Other Data
Item 3 - Parent/Community Involvement Data

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

Description - Provide a description of data concerning parent/community involvement collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

- *Parent Survey (10/06 *Next Steps* tool and 11/09 *Survey Monkey*)
- Community Survey (11/09 *Survey Monkey*)
- Stakeholders 2009--Included in the Stakeholder group are representatives from P.A.S.S., the local adult literacy provider, and the head librarian of the Warren County library

* Note: The questions that were posed to parents, teachers, and students in 2006 were placed in the *Survey Monkey* surveys, allowing for reliable data comparisons

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

Summary of Data:

- 61% (71%) of *teachers* surveyed indicated they *used technology to communicate with parents*
- 83% (63%) responded that the *United District #304 is communicating with parents via technology*
- 54% of *parents* stated that the teachers are *communicating with them via e-mail*
- 92% of *parents* surveyed indicated they *use the district web site as a means of district communication*
- 73% of *parents* indicated they *have participated in school fund raising activities*, and 58% have *served as classroom helpers*
- 40% of the community members who responded to the survey were aware of the district's technology vision
- 93% of community members believe that technology is critical to the learning experience of students
- 38% of *community members* responded that *they receive regular communication on technology's use in today's schools*
- 43% of *community members* surveyed *regularly participate in volunteering in the schools*
- 89% of parents and 67% of community members stated they would support additional funding for technology learning

Analysis: In 2008-2009, the district implemented Skyward Family Access, which enables parents to check their students grades and assignments. This could account for the

decrease in **parent-teacher communication** from the previous survey, as parents can find the information they need regarding their student online. The community survey did not receive a high number of participants, which may be indicative of a need to get the word out in regards to the district's web page for community members for **greater community communication**. Both surveys demonstrate **parent/community involvement** with the schools. There is evidence that parents and community members understand the importance of technology through their indication to support additional funding for technology learning

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.

Key Factors:

- Parents and community members are interested and involved in school-related issues
- Parents and community members indicate they support additional funding for technology learning
- Reading software can be costly, but there are web-based resources available at no cost
- Parents are communicating with the district through a variety of means
- The community are not be utilizing the district's technology resources to communicate with the schools

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 district needs to look at ways to make the community aware of the district web site, and the various school-related information that is located on it. They also need to look into software and online web sites that will encourage technology use at home in regards learning, specifically reading skills, and that have parent communication features built-in.

Section I D. Data & Analysis – Technology Deployment Data

Please complete the Technology Inventory Spreadsheet so it can be included in this plan (click on “Technology Inventory” to open the spreadsheet). When finished, please complete the following information:

Description- Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of the Action Plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

Data Collected:

- District Technology Inventory

- Parent Survey (11/09 *Survey Monkey*)
- Teacher Survey (11/09 *Survey Monkey*)
- Student Survey (11/09 *Survey Monkey*)
- Community Survey (11/09 *Survey Monkey*)
- Computer Lab sign-up sheets for Junior High and High School, '08-'09 school year
- Computer Lab schedules for North and West Elementary, '08-'09 school year
- Stakeholders' posting on District's TIP Moodle Site (12/09-2/09)

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

Data Summary:

District Technology Inventory indicates the following:

- Instructional buildings all have the equipment needed for high speed Internet access
- The majority of the computers in the district are 5 years old or newer
- The student-computer ratio for the district is listed at 2:1
- All classrooms have 100+ mg Ethernet access
- 2 of the 4 instructional buildings also have wireless capabilities

Parent Survey indicates the following:

- 89% believe that their student's access to technology is currently adequate
- 89% state they would support additional funding for technology learning

Teacher Survey indicates the following:

- 91% stated that a computer for their professional work is always available
- 68% stated that when they have trouble with technology assistance is available in real time, while 29% indicated assistance is generally available with some time lag

Student Survey indicates the following:

- 13% indicated they did not have a computer with Internet access available to them at home
- 78% shared they used the Internet at least weekly for research

Community Survey indicates the following:

- 93% believe that technology is critical to the learning experience of students
- 67% indicated they would support additional funding for technology use for learning

Computer Lab Sign-up Sheets indicate an increase in lab use at the junior high and high school buildings compared to previous years

Infrastructure Design Summary: The hardware in each building is current, with the exception of some older Macs which are still being used in the elementary to allow students to access older but effective software programs. District servers run Novell SuSe Linux Enterprise for Servers, and are connected via VPN. All classrooms have one or more drops available to allow the all computers to be connected to high speed Internet access. The high school building and one elementary building have wireless access. Switches are mostly 1 Gb speed. Content filtering is in place on all computers in the district.

Software Inventory Summary: The majority of the computers in the district are running Windows XP as the Operating System. The older Macs spoken of above are using a variety of older Mac OS versions. The district owns the corporate edition of Symantec Antivirus, and the server continually sends the latest updates out to all the machines in the district. While there has been a move towards web-based programs, a variety of software titles are owned by the district. Licenses are owned on some of the software, and the district stays within the licensing guidelines in regards to their use.

Hardware Inventory Summary: Every classroom has two or more computers that are networked to printers located throughout the building. The district owns 7 Smartboards, and 30 projectors. Each building has at least one computer lab that is available for student an faculty use. A wide variety of peripherals is also available for use.

Telecommunications Equipment and Services Summary: All buildings have phone lines available for use in the offices. Several classrooms have telephone access as well. Fax machines are available at all buildings. Routers are Linux machines that hand out DHCP.

Internet Access Summary: The district has wireless Internet through EduNet for three of the buildings and MediaComm cable Internet for the North Elementary building in Alexis. Currently the Internet bandwidth supplied by EduNet is shared by the high school, junior high, and one elementary building.

Analysis:

The district is on a 4 year rotational building plan with regards to technology. This method ensures that the oldest technology in the district is 5 years old. An exception to this is with the West Elementary, where students and teachers as still using some fairly old Macs to utilize software programs to enhance student learning. These older Macs are included in the total computer count, which make the student to computer ration much higher than it actually is in regards to students having access to current working

machines with Internet access.

The district has a deployment plan in place, with older computers being installed with a Linux OS and offered to parents and the community at a low cost. Computers not sold, or equipment not in usable condition are recycled through local computer recycling programs.

While technology is readily available and adequate for student use, the fact that most of the buildings' computers are still in a lab setting, coupled with the number of labs inhibits effective integration of technology into the curriculum. The buildings are set up with the tools to allow for high speed Internet access, but the amount of bandwidth allocated to each building has begun to be painfully insufficient for use by students and teachers. Both parents and the community indicate they understand the importance of technology in learning today, and would support additional funding for technology.

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.

Key Factors:

- Computer Lab setting hinders strong effective technology integration into reading and other curricular areas
- Bandwidth issues at the Junior High and West Elementary buildings are presenting some real issues with technology use
- Wireless access at the Junior High and West Elementary buildings would improve technology use with Internet access anywhere in the building

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.

Conclusions:

The district needs to look at ways to increase the amount of bandwidth to the Junior High and West Elementary to ensure that the technology in those buildings is conducive to enhancing reading and other curricular subjects. The district also needs to begin to investigate ways to make 1:1 technology available to students in the classroom setting.

District Technology Inventory - District Information

Number	
981	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).
3	Number of K-12 special education self-contained classroom students
85	Number of Teachers (FTE - this does not include teacher aides)
5	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
5	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
5	Subtotal
5	Total number of instructional school buildings
0	Total number of non-instructional buildings
2	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
2	Subtotal
0	Total number of instructional school buildings
2	Total number of non-instructional buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	54
	Dedicated Cable	15
	DSL	0
	Wireless	39
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	5
	Dedicated Cable	1
	DSL	0
	Wireless	3
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	0
	100+ mb Ethernet	3
	Dedicated Cable	1
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	9
	Dedicated Cable	2
	DSL	0
	Wireless	4
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	10
	Dedicated Cable	1
	DSL	0
	Wireless	4
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	3
	Dedicated Cable	1
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	51	0	51	0	0	0	0	0	0	51	0	51
	2-5 years	26	14	40	0	0	0	0	0	0	26	14	40

	5+ years	38	92	130	0	0	0	0	0	0	38	92	130
	SubTotal	115	106	221	0	0	0	0	0	0	115	106	221
Dedicated Computer Lab	Under 2 years	54	0	54	0	0	0	0	0	0	54	0	54
	2-5 years	64	28	92	0	0	0	0	0	0	64	28	92
	5+ years	8	1	9	0	0	0	0	0	0	8	1	9
	SubTotal	126	29	155	0	0	0	0	0	0	126	29	155
Media Center/Library	Under 2 years	5	0	5	0	0	0	0	0	0	5	0	5
	2-5 years	13	0	13	0	0	0	0	0	0	13	0	13
	5+ years	2	1	3	0	0	0	0	0	0	2	1	3
	SubTotal	20	1	21	0	0	0	0	0	0	20	1	21
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	6	0	6	0	0	0	0	0	0	6	0	6
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	8	0	8	0	0	0	0	0	0	8	0	8
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	6	0	6	0	0	0	0	0	0	6	0	6
	SubTotal	6	0	6	0	0	0	0	0	0	6	0	6
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	5	0	5	0	0	0	0	0	0	5	0	5
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	0	1	1	0	0	0	0	0	0	0	1	1
	SubTotal	7	1	8	0	0	0	0	0	0	7	1	8
<i>Dedicated Computer Lab</i>	Under 2 years	5	0	5	0	0	0	0	0	0	5	0	5
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	2	7	9	0	0	0	0	0	0	2	7	9
	SubTotal	7	7	14	0	0	0	0	0	0	7	7	14
<i>Media Center/Library</i>	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	2-5 years	1	1	2	0	0	0	0	0	0	1	1	2
	5+ years	0	1	1	0	0	0	0	0	0	0	1	1
	SubTotal	2	2	4	0	0	0	0	0	0	2	2	4
<i>Mobile Computer Lab</i>	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
<i>Administrative Offices</i>	Under 2 years	5	0	5	0	0	0	0	0	0	5	0	5
	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	7	0	7	0	0	0	0	0	0	7	0	7
<i>Teacher Offices</i>	Under 2 years	81	0	81	0	0	0	0	0	0	81	0	81
	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	81	0	81	0	0	0	0	0	0	81	0	81

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

District Technology Inventory - Computer Inventory(Tablet Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

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

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	3	1	4	0	0	0	0	0	0	3	1	4
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	1	4	0	0	0	0	0	0	3	1	4
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	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	191
	Windows 2000 (any version)	0
	Windows 98	1
	Windows 95	2
	Older	0
	Other PC	0
	Subtotal	194
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	132
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	132
Media Center/Library	Windows Vista	0
	Windows XP (any version)	23
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	23
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	12
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	12
Teacher Offices	Windows Vista	0
	Windows XP (any version)	8
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	8
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	0
Macintosh		
Instructional Classroom	MAC System 10.x	52
	MAC System 9.x	47
	MAC System 8.x	32
	MAC System 7.x	2
	Other MAC	0
	Subtotal	133
Dedicated Computer Lab	MAC System 10.x	35
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	35
Media Center/Library	MAC System 10.x	1
	MAC System 9.x	0
	MAC System 8.x	1
	MAC System 7.x	0
	Other MAC	0
	Subtotal	2

Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Older	0
	Subtotal	0
Other Operating Systems (including Linux)		
Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab	Linux	3
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0

Teacher Offices	0
Other Locations	0

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	42
	Wireless Access Points	17
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	4
	Switches	8
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	4
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	2
	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	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	3
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	0
	Switches	5
	Wireless Access Points	0
	Firewall	0
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	0

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	20	4	24
Stand-alone Printers/Multifunctional Units	53	9	62
Stand Alone Scanners	5	1	6
Digital Cameras	19	0	19
Camcorders/Movie Cameras	12	0	12
Satellite Dishes	1	0	1
Televisions	74	0	74
Video Microscopes	3	0	3

LCD Panels/Projection Devices	30	0	30
Fax Machines	0	5	5
Graphing Calculators	41	0	41
PDA's	0	1	1
Assistive/Adaptive Devices/Student Response Devices	1	0	1
GPS Devices/Geocaching	4	0	4
Science Probeware	16	0	16
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	9	0	9
Whiteboard Peripherals (clickers, note capturing devices)	2	0	2
Document Cameras	1	0	1
MP3/ Electronic Readers, Kindles, etc.	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	4	10	14
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	0	0
	Number		
Classrooms with telephones	12		

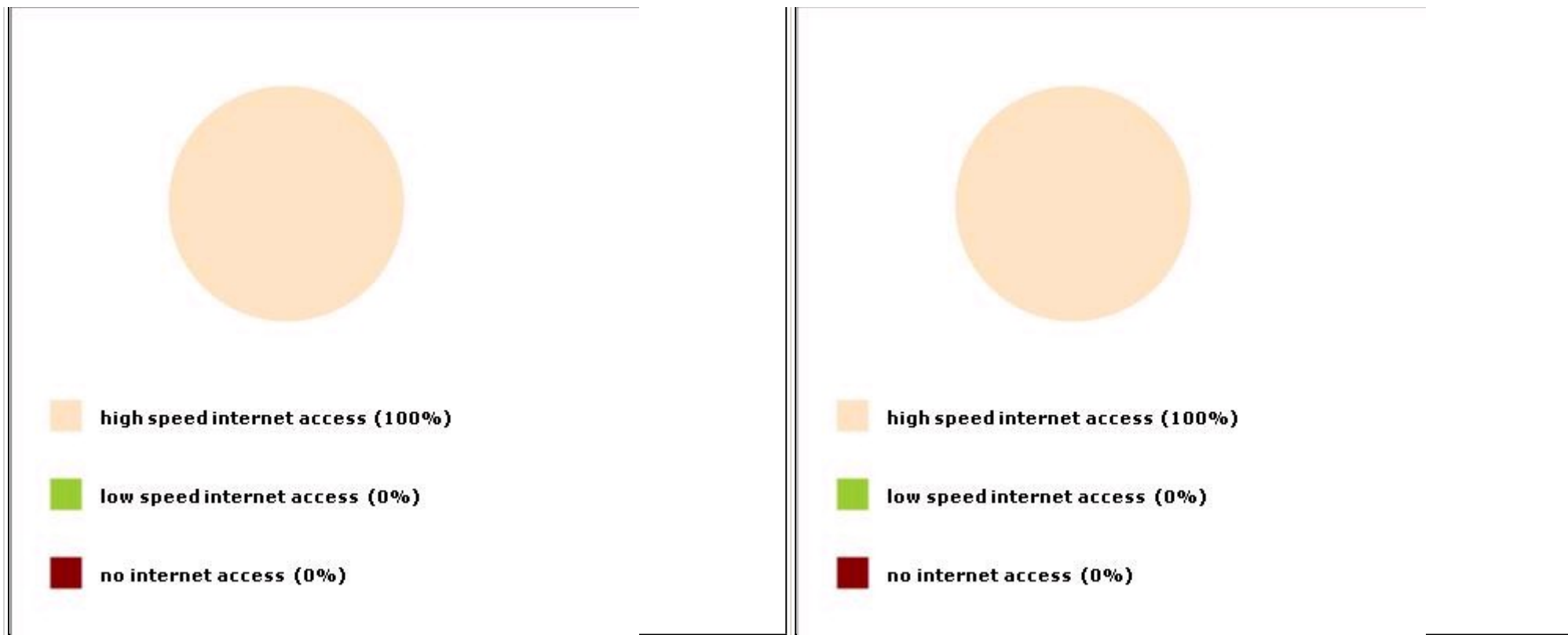
District Technology Inventory - Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	19
Internet Services for Distance Learning	69
Phone line/v-tel systems	0
Other	0

Section I D Data & Analysis – District Technology Inventory Report

District Information:

District Information:					
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators
981		3	85		5
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
5	0	0	2	0	0
Instructional School Building Internet Access (Chart) :			Non-Instructional Buildings Internet Access (Chart) :		



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	115	106	126	29	20	1	0	0	8	0	6	0	0	0
Laptops	7	1	7	7	2	2	0	0	7	0	81	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	3	1	0	0	0	0	0	0	0	0	3	0
	122	107	136	37	22	3	0	0	15	0	87	0	3	0

Total Computers in Each Location	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac
	229	173	25	0	15	87	3
Students per Computer						1.85	

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	115	106	126	29	20	1	0	0	8	0	6	0	0	0
Laptops	7	1	7	7	2	2	0	0	7	0	81	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	3	1	0	0	0	0	0	0	0	0	3	0
	122	107	136	37	22	3	0	0	15	0	87	0	3	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	229		173		25		0		15		87		3	
Students per Computer with High Speed Access											1.85			

Computers with Low Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	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		Combined		Combined		Combined		Combined		Combined		Combined	

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

Computers with No Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
Computers	PC	Mac							PC	Mac	PC	Mac		
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer with No Internet Access											0			

Computer Ages:

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
110	97	0	151	5	0	150	12	0

Internet Access:

Number of Rooms	Type
0	10 mb Ethernet

84	100+ mb Ethernet
21	Dedicated Cable
0	DSL
54	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
0	Total Number of Computers with Windows Vista	88	Total Number of Computers with MAC System 10.x
366	Total Number of Computers with Windows XP (any version)	47	Total Number of Computers with MAC System 9.x
0	Total Number of Computers with Windows 2000 (any version)	33	Total Number of Computers with MAC System 8.x
1	Total Number of Computers with Windows 98	2	Total Number of Computers with MAC System 7.x
2	Total Number of Computers with Windows 95	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Older		
0	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
24	Number of Networked Printers/Multifunctional Units	1	Number of PDAs
62	Number of Stand-alone Printers/Multifunctional Units	1	Number of Assistive/Adaptive Devices/Student Response Devices
6	Number of Stand Alone Scanners	4	Number of GPS Devices/Geocaching
19	Number of Digital Cameras	16	Number of Science Probeware

12	Number of Camcorders/Movie Cameras	9	Number of Electronic Whiteboards
1	Number of Satellite Dishes	2	Number of Whiteboard Peripherals (clickers, note capturing devices)
74	Number of Televisions	1	Number of Document Cameras
3	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
30	Number of LCD Panels/Projection Devices		
5	Number of Fax Machines		
41	Number of Graphing Calculators		

Distance Learning

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

Section I E. Data & Analysis – Meta Analysis

S.M.A.R.T. Goal(s) - Drawing on the above conclusions, define your S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Tangible) goal(s) in the box below. These goals will be addressed in your strategies and activities in Section II.

Technology will be used to enhance learning in such a way that ISAT/PSAE reading scores in grades 1-12 will show a yearly 8% increase so that the current lowest meets/exceeds percentage of 70% will reach 94% by the year 2013.

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

Phase I Goal 1 Title:

Improving Reading of K-12 Students Through Technology Integration

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:

Improving Reading of K-12 Students Through Technology Integration

Strategy 1

K-12 students will be provided with online activities to help in increasing achievement in student reading.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will be given time and access to the Study Island web site to support reading instruction. (See tech. deployment for cost)	08/23/2010	06/03/2011	0	0			0	0	0	0	0	0
2 Students will be shown by teachers how to access a variety of web sites that will aid in the reinforcement of their reading skills	08/23/2010	06/03/2011	0	0			0	0	0	0	0	0
3 Students in grades K-6 will use Accelerated Reader and STAR reader to supplement their reading lessons (See tech deployment section for cost)	08/23/2010	06/03/2011	0	0			0	0	0	0	0	0

Strategy 2												
All K-12 students will utilize the Internet safely as they access sites that will boost their reading skills												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 All Students will practice netiquette, smart searching, and safe practices online as shown by their teachers, when accessing reading and other content area web sites	08/23/2010	06/03/2011	0	0			0	0	0	0	0	0

Strategy 3												
K-12 students will participate in RtI strategies to boost their academics												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 K-12 students will participate in teacher implemented RtI strategies as needed	08/18/2010	06/03/2011	0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:												
Improving Reading of K-12 Students Through Technology Integration												
Strategy 1												
Teachers will be trained on using technology tools that will aid in the improvement of reading skills for K-12 students and will allow for seamless integration of technology into curriculum and instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Teachers will be trained in-house on how to introduce Study Island to support reading instruction	08/23/2010	03/16/2011	0	0			0	0	0	0	0	0

2	Teachers will receive training on how to assess students' reading skills using AIMSweb	09/06/2010	12/17/2010	0	0			0	0	0	0	0	0
3	Teachers will develop and create RtI strategies during In-Service/SIP days held during the year	08/19/2010	06/03/2011	0	0			0	0	0	0	0	0
4	All Teachers, Administrators, Librarians (i.e. all staff) will be trained on how to use technology tools that have been introduced to the district in ways that will allow for their seamless integration into the curriculum and instruction	08/19/2010	06/03/2011	300	300			0	0	0	0	0	0

Strategy 2													
Teachers will be shown safe practices and effective search methods to model and instruct their students													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1	Teachers will participate in discussions, online forums, and access web sites that demonstrate safe Internet practices	08/23/2010	06/03/2011	300	300			0	0	0	0	0	0

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

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

Phase I Goal 1 Title:

Improving Reading of K-12 Students Through Technology Integration

Strategy 1

Parents will be made aware of the Study Island web site, which offers online instruction in reading, that their students can access from home and the local library.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Show parents Study Island web site at Parent Orientation	09/14/2010	09/14/2010	0	0			0	0	0	0	0	0
2 A district All-call will be put out using ALERT NOW to inform parents of the availability of Study Island for their students	09/30/2010	09/30/2010	0	0			0	0	0	0	0	0
3 Information concerning Study Island will be placed on the District Web Site	08/23/2010	06/03/2011	0	0			0	0	0	0	0	0

Strategy 2

Parents and the community will be kept informed of the various technology-related activities that the district is providing for all K-12 students.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The Storm Tracker monthly newspaper will be mailed out to all members of the United community, informing them of what is going on at school in relation to technology.	08/23/2010	05/27/2011	1,000	1,000			0	0	0	0	0	0

Strategy 3												
K-12 projects and activities will be initiated by the teachers that encourage parent and community involvement.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Junior High social studies teachers will create video documentaries of area World War II veterans, as part of the Illinois Online World War II Project.	08/23/2010	05/27/2011	0	0			0	0	0	0	0	0
2 Area community members will visit the classrooms to discuss their workplace during the Kindergarten Careers unit	09/13/2010	09/17/2010	0	0			0	0	0	0	0	0
3 Financial Aid Workshops will be offered to parents to aid them in completing the FAFSA	02/16/2011	02/16/2011	0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
Improving Reading of K-12 Students Through Technology Integration												
Strategy 1												
Ensure that a wide range of technology tools are available, with necessary policies, procedures, and resources to support the needs of all students and district personnel, specifically in relation to reading.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Building technology coordinators will provide students and teachers with links to web sites that reinforce reading skills	08/23/2010	06/03/2011	0	0	0	D	0	0	0	0	0	0
2 Maintain telecommunication services (local, long distance, etc.) to support learning and day-to-day operations.	08/23/2010	06/03/2011	22,864	8,004	14,860	R	0	0	0	0	0	0
3 Maintain T1 capabilities (LAN line and/or wireless) for												

Internet Access to classrooms, labs, and offices to support daily school operations	08/23/2010	06/03/2011	3,899	900	2,999	R	0	0	0	0	0	0
4 Maintain technical support to effectively and efficiently support technology and resources	08/23/2010	06/03/2011	8,100	8,100	0	D	0	0	0	0	0	0
5 Students will be provided with safe technology tools, as the district board will read/approve AUP that are placed in the student handbook	07/01/2010	06/30/2011	0	0	0	D	0	0	0	0	0	0
6 Technology upgrades will be completed on the West Elementary building	07/01/2010	08/19/2011	50,000	50,000	0	D	0	0	0	0	0	0
7			0	0	0	D	0	0	0	0	0	0

Strategy 2												
Support district objectives in the area of reading												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Renew annual subscriptions to Study Island to support reading instruction in K-12	08/23/2010	06/03/2011	4,757	4,757	0	D	0	0	0	0	0	0
2 Renew annual subscriptions to Accelerated Reader to support reading instruction in K-12	08/23/2010	06/03/2011	1,711	1,711	0	D	0	0	0	0	0	0
3 Renew annual subscriptions to AIMSweb to support the assessment of reading instruction in K-12	08/23/2010	06/03/2011	1,977	1,977	0	D	0	0	0	0	0	0

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

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

Phase II Goal 1 Title:

Improving Reading of K-12 Students Through Technology Integration

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:

Improving Reading of K-12 Students Through Technology Integration

Strategy 1

K-12 students will continue to be provided with online activities to help in increasing achievement in student reading

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will continue to be given time and access to the Study Island web site (see tech deployment for cost)	07/01/2011	06/08/2012	0	0			0	0	0	0	0	0
2 Students will continue to be shown by teachers how to access a variety of web sites that will aid in the reinforcement of their reading skills	07/01/2011	06/08/2012	0	0			0	0	0	0	0	0
3 At-risk students will have access to a Kindle to check out for additional reading support	09/16/2011	06/08/2012	0	0			0	0	0	0	0	0
4 Students in grades K-6 will continue to use Accelerated Reader and STAR reader to supplement their reading lessons (See tech deployment section for cost)	07/01/2011	06/08/2012	0	0			0	0	0	0	0	0

Strategy 2												
All K-12 students will utilize the Internet safely as they access sites that will boost their reading skills												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 All Students will continue to practice netiquette, smart searching, and safe practices online as shown by their teachers, when accessing reading and other content area web sites	07/01/2011	06/08/2012	0	0			0	0	0	0	0	0

Strategy 3												
K-12 students will participate in RtI strategies to boost their academics												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 K-12 students will continue to participate in teacher implemented RtI strategies as needed	08/18/2011	06/08/2012	0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:												
Improving Reading of K-12 Students Through Technology Integration												
Strategy 1												
Teachers will be trained on using technology tools that will aid in the improvement of reading skills for K-12 students and will allow for seamless integration of technology into curriculum and instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Teachers will be trained in-house on how to analyze Study Island data to provide for differentiated	08/18/2011	08/19/2011	0	0			0	0	0	0	0	0

instruction for K-12 students													
2 Teachers will continue to receive training on Study Island, to supplement reading instruction, as needed. New teachers will be mentored by more experienced faculty	08/18/2011	06/08/2012	0	0			0	0	0	0	0	0	0
3 Teachers will continue to receive training on AIMSweb, and other strategies that will aid in student achievement in reading	08/18/2011	06/08/2012	0	0			0	0	0	0	0	0	0
4 Teachers, administrators, and librarians will be trained in-house on how to use Kindles	08/18/2011	08/19/2011	0	0			0	0	0	0	0	0	0
5 Teachers will continue to develop RtI strategies during In-Service/SIP days held during the school year	08/18/2011	06/08/2012	0	0			0	0	0	0	0	0	0
6 All Teachers, Administrators, Librarians (i.e. all staff) will continue to be trained on how to use technology tools that have been introduced to the district in ways that will allow for their seamless integration into the curriculum and instruction	08/18/2011	06/08/2012	375	375			0	0	0	0	0	0	0

Strategy 2													
Teachers will be shown safe practices and effective search methods to model and instruct their students													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Teachers will continue to participate in discussions, online forums, and access web sites that demonstrate safe Internet practices. Experienced teachers will mentor new teachers to ensure that safe/best practices occur online.	08/18/2011	06/08/2012	375	375			0	0	0	0	0	0	

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

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

Phase II Goal 1 Title:												
Improving Reading of K-12 Students Through Technology Integration												
Strategy 1												
Parents will be made aware of the Study Island web site, which offers online instruction in reading, that their students can access from home and the local library.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 All parents will be reminded of the Study Island web site at Parent Orientation	09/13/2011	09/13/2011	0	0			0	0	0	0	0	0
2 Information concerning Study Island and other sites that strengthen reading will be placed on the District Web Site	08/18/2011	06/08/2012	0	0			0	0	0	0	0	0

Strategy 2												
Parents and the community will be kept informed of the various technology-related activities that the district is providing for all K-12 students.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1The Storm Tracker monthly newspaper will be mailed out to all members of the United community, informing them of the Kindles and how they and other technologies support student achievement	09/01/2011	05/25/2012	1,000	1,000			0	0	0	0	0	0

Strategy 3												
K-12 projects and activities will be initiated by the teachers that encourage parent and community involvement												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Junior High social studies teachers will continue to create video documentaries of area World War II veterans, as part of the Illinois Online World War II Project	09/05/2011	05/25/2012	0	0			0	0	0	0	0	0
2Area community members will visit the classrooms to discuss their workplace during the Kindergarten Careers unit	09/12/2011	09/16/2011	0	0			0	0	0	0	0	0
3Financial Aid Workshops will be offered to parents to aid them in completing the FAFSA	02/22/2012	02/22/2012	0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:												
Improving Reading of K-12 Students Through Technology Integration												
Strategy 1												
Ensure that a wide range of technology tools are available, with necessary policies, procedures, and resources to support the needs of all students and district personnel, specifically in relation to reading												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Building technology coordinators will continue to provide students and teachers with links to web sites that reinforce reading skills	08/18/2011	06/08/2012	0	0	0	D	0	0	0	0	0	0
2 Maintain telecommunication services (local, long distance, etc.) to support learning and day-to-day operations	07/01/2011	06/29/2012	24,007	8,404	15,603	R	0	0	0	0	0	0
3 Maintain T1 capabilities (LAN line and/or wireless) for Internet Access to classrooms, labs, and offices to support daily school operations	07/01/2011	06/29/2012	4,094	945	3,149	R	0	0	0	0	0	0
4 Maintain technical support to effectively and efficiently support technology and resources	07/01/2011	06/29/2012	8,100	8,100	0	D	0	0	0	0	0	0
5 Students will continue to be provided with safe technology tools, as the district board will read/approve AUP that are placed in the student handbook	08/18/2011	06/08/2012	0	0	0	D	0	0	0	0	0	0
6 Technology upgrades will be completed at the Junior High School building	07/01/2011	06/08/2012	50,000	50,000	0	D	0	0	0	0	0	0

Strategy 2												
Support district objectives in the area of reading												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Renew annual subscriptions to Study Island to support reading instruction in K-12	07/01/2011	06/29/2012	4,995	4,995	0	D	0	0	0	0	0	0
25 additional Kindles will be purchased at each building for high risk students to check out for access to books 24/7	07/01/2011	06/29/2012	5,000	5,000	0	D	0	0	0	0	0	0
3 Renew annual subscriptions to Acelerated Reader to support reading instruction in K-12	07/01/2011	06/29/2012	1,896	1,896	0	D	0	0	0	0	0	0
4 Renew annual subscriptions to AIMSweb to support the assessment of reading instruction in K-12	07/01/2011	06/29/2012	0	0	0	D	0	0	0	0	0	0

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

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

Phase III Goal 1 Title:
Improving Reading of K-12 Students Through Technology Integration

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:

Improving Reading of K-12 Students Through Technology Integration

Strategy 1

K-12 students will continue to be provided with online activities to help in increasing achievement in student reading

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will continue to be given time and access to the Study Island web site to support reading instruction (see tech deployment for cost)	07/02/2012	06/28/2013	0	0			0	0	0	0	0	0
2 Students will continue to be shown by teachers how to access a variety of web sites that will aid in the reinforcement of their reading skills	08/17/2012	06/07/2013	0	0			0	0	0	0	0	0
3 Students in grades K-6 will continue to use Accelerated Reader and STAR reader to supplement their reading lessons (See tech deployment section for cost)	08/17/2012	06/07/2013	0	0			0	0	0	0	0	0
4 At-risk students will have access to a Kindle to check out for additional reading support	08/17/2012	06/07/2013	0	0			0	0	0	0	0	0

Strategy 2

All K-12 students will utilize the Internet safely as they access sites that will boost their reading skills

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 All students will continue to practice netiquette, smart searching, and safe practices online as shown by their teachers, when accessing reading and other content area web sites	08/17/2012	06/07/2013	0	0			0	0	0	0	0	0

Strategy 3												
K-12 students will participate in RtI strategies to boost their academics												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 K-12 students will participate in teacher implemented RtI strategies as needed	08/16/2012	06/07/2013	0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:												
Improving Reading of K-12 Students Through Technology Integration												
Strategy 1												
Teachers will continue to be trained on any newly implemented technology tools that will aid in the improvement of reading skills for K-12 students and will allow for seamless integration of technology into curriculum and instruction												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Teachers will continue to receive training on Study Island, as needed. New teachers will be mentored by more experienced faculty	08/16/2012	08/17/2012	0	0			0	0	0	0	0	0
2 Teachers will continue to receive training as needed on AIMSweb, and other strategies that will aid in student achievement in reading	08/16/2012	08/17/2012	0	0			0	0	0	0	0	0
3 New teachers, administrators, and librarians will be trained in-house on how to use Kindles	08/16/2012	06/07/2013	0	0			0	0	0	0	0	0
4 Teachers will continue to develop RtI strategies during In-Service/SIP days held during the school year	08/16/2012	06/07/2013	0	0			0	0	0	0	0	0
5 All Teachers, Administrators, Librarians (i.e. all staff) will continue to be trained on how to use												

technology tools that have been introduced to the district in ways that will allow for their seamless integration into the curriculum and instruction	08/16/2012	06/07/2013	450	450			0	0	0	0	0	0
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Strategy 2												
Teachers will be shown safe practices and effective search methods to model and instruct their students												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Teachers will continue to participate in discussions, online forums, and access web sites that demonstrate safe Internet practices. Experienced teachers will mentor new teachers to ensure that safe/best practices occur online.	08/16/2012	06/07/2013	450	450			0	0	0	0	0	0

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

Section II D. Action Plan – Parental/Community Involvement

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

Phase III Goal 1 Title:
Improving Reading of K-12 Students Through Technology Integration
Strategy 1
Parents will be made aware of the Study Island web site and other reading sites that students can access from home and the local library

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 All parents will be reminded of the Study Island and other helpful reading web sites at Parent Orientation	09/11/2012	09/11/2012	0	0			0	0	0	0	0	0
2 Information concerning Study Island and other sites that strengthen reading will remain on the District Web Site	08/17/2012	06/07/2013	0	0			0	0	0	0	0	0

Strategy 2												
Parents and the community will be kept informed of the various technology-related activities that the district is providing for all K-12 students												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The Storm Tracker monthly newspaper will be mailed out to all members of the United community, informing them of the Kindles and how they and other technologies support student achievement	09/01/2011	05/30/2013	1,100	1,100			0	0	0	0	0	0

Strategy 3												
K-12 projects and activities will be initiated by the teachers that encourage parent and community involvement												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Area community members will visit the classrooms to discuss their workplace during the Kindergarten Careers unit	09/17/2012	09/21/2012	0	0			0	0	0	0	0	0
2 Financial Aid Workshops will be offered to parents to aid them in completing the FAFSA	02/20/2013	02/20/2013	0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
Improving Reading of K-12 Students Through Technology Integration												
Strategy 1												
Ensure that a wide range of technology tools are available, with necessary policies, procedures, and resources to support the needs of all students and district personnel, specifically in relation to reading												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Building technology coordinators will continue to provide students and teachers with links to web sites that reinforce reading skills	08/16/2012	06/07/2013	0	0	0	D	0	0	0	0	0	0
2 Maintain telecommunication services (local, long distance, etc.) to support learning and day-to-day operations	07/02/2012	06/28/2013	25,150	8,804	16,346	R	0	0	0	0	0	0
3 Maintain T1 capabilities (LAN line and/or wireless) for Internet Access to classrooms, labs, and offices to support daily school operations	07/02/2012	06/28/2013	4,288	990	3,298	R	0	0	0	0	0	0
4 Maintain technical support to effectively and efficiently support technology and resources	07/02/2012	06/28/2013	8,100	8,100	0	D	0	0	0	0	0	0
5 Students will be provided with safe technology tools, as the district board will read/approve AUP that are placed in the student handbook	07/02/2012	06/28/2013	0	0	0	D	0	0	0	0	0	0
6 Technology upgrades will be completed at the North Elementary	07/02/2012	06/28/2013	50,000	50,000	0	D	0	0	0	0	0	0

Strategy 2												
Support district objectives in the area of reading												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Renew annual subscription to Study Island to support reading instruction in K-12	07/02/2012	06/28/2013	5,232	5,232	0	D	0	0	0	0	0	0
2 Renew annual subscription to Accelerated Reader to support reading instruction in K-12	07/02/2012	06/28/2013	1,882	1,882	0	D	0	0	0	0	0	0
3 Renew annual subscription to AIMSweb to support the assessment reading instruction in K-12	07/02/2012	06/28/2013	2,175	2,175	0	D	0	0	0	0	0	0
4 5 additional Kindles will be purchased at each building for high risk students to check out for access to books 24/7	07/02/2012	06/28/2013	5,000	5,000	0	D	0	0	0	0	0	0

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

Section II F. Action Plan - Monitoring Process
Phase I

The United district has a monitoring plan in place for future technology implementation measures that compensate or adjust to changing conditions which might occur beyond the life of the plan. These include, but are not limited to: Moodle forums on the administrator's Moodle page, where teachers, parents and students can voice their needs/concerns; **monthly technology coordinators' meetings to evaluate the process and any changes that need to be made, and input at monthly faculty meetings.** The district will assess the effectiveness of hardware, software and other telecommunication services that will be needed to improve education in the following ways:

- monitoring lab usage through sign-up sheets
- track student online access to reading activities through Moodle Reports and Study Island data

- continually assess students' academic achievement through AIMSweb
- Internet usage will be monitored via web tools that track bandwidth usage and number of hits/day
- ISAT/PSAE scores

The District will also perform an annual evaluation that will allow for mid-course correction in response to new developments and opportunities as they arise.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1. Study Island Tracking Data 2. AIMSweb asse-List of names and dates as to when training occurred -Login records of Study island, AIMSweb, and Moodle assessment data 3. Moodle Reports 4. ISAT/PSAE	1. Teacher and Administrator reports of use 2. Administratorreports 3. Moodle reports 4. ISAT/PSAT scores	Monthly	-Jeff Whitsitt, superintendent -Amy Schmitz, HS principal -Kris Nelson, JH Principal -Pat Coate, W. Elementary Principal -Sue Wilson, N. Elementary Principal
PD Strategy	1. List of names and dates as to when training occurred 2. Login records of Study island, AIMSweb, and Moodle	2. Reports on these items which are emailed to the superintendent	Monthly	-Jeff Whitsitt, superintendent
P/C Strategy	1. Moodle Reports 2. Parent sign in sheets 3. Names of Veterans an community members who participate in school activities	1. Moodle participation reports 2. Increased number of parent involvement 3. Increase in number of veterans documented from one year to the next	Yearly	-Rachel Macek, Technology Aide -Judy Eyler, Technology Coordinator
Tech D Strategy	1. Copies of bills 2. Copies of E-Rate forms 470 and 471 3. Copy of Board Minutes	1. & 3. An increase in teacher use of technology in instruction will be noted on teacher evaluations 2. Increased sign-up of lab use by teachers	Yearly	-building principals

Section II F. Action Plan - Monitoring Process
Phase II

The United district has a monitoring plan in place for future technology implementation measures that continues to compensate or adjust to changing conditions which might occur beyond the life of the plan. These include, but are not limited to: Moodle forums on the adminstrator's Moodle page, where teachers, parents and students can voice their needs/concerns; monthly technology coordinators' meetings to evaluate the process and any changes that need to be made, and input at monthly faculty meetings. The district will assess the effectiveness of hardware, software and other telecommunication services that will be needed to improve education in the following ways:

- monitoring lab usage through sign-up sheets
- track student online access to reading activities through Moodle Reports and Study Island data
- continually assess students' academic achievement through AIMSweb
- Internet usage will be monitored via web tools that track bandwidth usage and number of hits/day

The District will also perform an annual evaluation that will allow for mid-course correction in response to new developments and opportunities as they arise.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1. Study Island Tracking Data 2. AIMSweb assessment data 3. Moodle Reports 4. ISAT/PSAE 5. Checkout List of Kindles	1. An increase in usage and achievement scores for Study Island will be seen 2. Student assessments will increase on AIMSweb data 3. Moodle data from Moodle reports 4. ISAT/PSAE scores will increase 5. An increase in Kindle checkouts will be seen	Monthly	-Jeff Whitsitt, Superintendent -Amy Schmitz, HS Principal -Kris Nelson, JH Principal -Pat Coate, W. Elem. Principal - Sue Wilson, N. Elem. Principal
PD Strategy	1. List of names and dates as to when training occurred 2. Login records of Study island, AIMSweb, and Moodle	2. Teachers access data from Study Island and Moodle	Monthly	-Jeff Whitsitt, Superintendent
P/C Strategy	1. Copies of articles in the Storm Tracker 2. Moodle Reports	1. Parent awareness of Study Island and Moodle will result in them providing support and assistance to their children as they access them from home 2. Moodle data from Moodle reports will indicate and increase in parent/community access to the district web pages and technology information	Yearly	-Rachel Macek, Technology Aide -Judy Eyler, Technology Coordinator
Tech D Strategy	1. Copies of bills 2. Copies of E-Rate forms 470 and 471 3. Copy of Board Minutes	1. Technology will be seamlessly infused into the curriculum 2. Internet speed and access will meet the needs of all within the district 3. Students and district personnel will have a safe working environment, allowing them to access Study Island and other web sites safely and securely	Yearly	-Judy Eyler, Tech. Coordinator -Gary Eyler, Tech. Coordinator -Brenda Leng, Tech. Coordinator -Amy McKenna, Tech. Coordinator

Section II F. Action Plan - Monitoring Process
Phase III

The United district has a monitoring plan in place for future technology implementation measures that continues to compensate or adjust to changing conditions which might occur beyond the life of the plan. These include, but are not limited to: Moodle forums on the administrator's Moodle page, where teachers, parents and students can voice their needs/concerns; monthly technology coordinators' meetings to evaluate the process and any changes that need to be made, and input at monthly faculty meetings. The district will assess the effectiveness of hardware, software and other telecommunication services that will be needed to improve education in the following ways:

- monitoring lab usage through sign-up sheets
- track student online access to reading activities through Moodle Reports and Study Island data
- continually assess students' academic achievement through AIMSweb
- Internet usage will be monitored via web tools that track bandwidth usage and number of hits/day

The District will also perform an annual evaluation that will allow for mid-course correction in response to new developments and opportunities as they arise.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1.Study Island Tracking Data 2. AIMSweb assessment data 3. Moodle Reports 4.ISAT/PSAE 5.Checkout List of Kindles	1.An increase in usage and achievement scores for Study Island will be seen 2. Student assessments will increase on AIMSweb data 3. Moodle data fromm Moodle reports 4. ISAT/PSAE scores will increase 5. An increase in Kindle checkouts will be seen	Monthly	-Jeff Whitsitt, Superintendent -Amy Schmitz, HS Principal -Kris Nelson, JH Principal -Pat Coate, W. Elem. Principal -Sue Wilson, N. Elem. Principal
PD Strategy	1. List of names and dates as to when training occurred 2. Login records of Study island, AIMSweb, and Moodle	2. Teachers access data from Study Island and Moodle	Monthly	-Jeff Whitsitt, Superintendent
P/C Strategy	1. Copies of articles in the Storm Tracker 2. Moodle Reports	1. Parent awareness of Study Island and Moodle will result in them providing support and assistance to their children as they access them from home 2. Moodle data from Moodle reports will indicate and increase in parent/community access to the district web pages and technology information	Yearly	-Rachel Macek, Technology Aide -Judy Eyler, Technology Coordinator

Tech D Strategy	1. Copies of bills 2. Copies of E-Rate forms 470 and 471 3. Copy of Board Minutes	1. Technology will be seamlessly infused into the curriculum 2. Internet speed and access will meet the needs of all within the district 3. Students and district personnel will have a safe working environment, allowing them to access Study Island and other web sites safely and securely	Yearly	-Judy Eyler, Technology Coordinator -Gary Eyler, Technology Coordinator -Brenda Leng, Technology Coordinator -Amy McKenna, Technology Coordinator
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Section II G. Action Plan – Budget Summary

Phase I - 2010 - 2011

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Improving Reading of K-12 Students Through Technology Integration	94,908	77,049	17,859	0	0	0	0	0	0
Total Budget for Phase I - 2010-2011	94,908	77,049	17,859	0	0	0	0	0	0

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Improving Reading of K-12 Students Through Technology Integration	99,842	81,090	18,752	0	0	0	0	0	0
Total Budget for Phase II - 2011-2012	99,842	81,090	18,752	0	0	0	0	0	0

Phase III - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Improving Reading of K-12 Students Through Technology Integration	103,827	84,183	19,644	0	0	0	0	0	0
Total Budget for Phase III - 2012-2013	103,827	84,183	19,644	0	0	0	0	0	0

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2010 - 2013	298,577	242,322	56,255	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.

It is recognized by the district that from a variety of individuals within the district community are consulted on the decisions made within this plan, as well as other decisions made within the school district that will enhance and improve student learning. With this in mind, the stakeholders who serve on the creation and annual review of the technology plan are from a variety of areas within the district.

The stakeholders listed below have been involved with the creation of this plan, and will continue to meet regularly online through the use of a TIP Moodle page to review and suggest any changes or revisions that are needed to ensure the success of the plan, and ultimately, the success of all students in the United District. In addition, the local librarian and adult literacy provider have been consulted, and will continue to be consulted during the life of the plan.

Stakeholder	Title	Area Represented
Mr. Jeff Whitsitt	Superintendent	United School District
Mrs. Amy Schmitz	Principal	United High School
Mrs. Kris Nelson	Principal	United Junior High School
Mr. Patrick Coate	Principal	United West Elementary School
Mrs. Sue Wilson	Principal	United North Elementary School
Mrs. Judy Eyler	Technology Coordinator	United High School
Mr. Gary Eyler	Technology Coordinator	United Junior High School
Mrs. Brenda Leng	Technology Coordinator	United West Elementary School
Mrs. Amy McKenna	Technology Coordinator	United North Elementary School
Mrs. Jennifer DeJong	High School Teacher	Teacher
Mrs. Diana Russell	Elementary School Teacher	Teacher
Mrs. Shelli Hanson	Junior High School Teacher	Teacher

Ms. Tracy Howard	Elementary School Teacher	Teacher
Mr. Rick Elliott	School Board President	Community
Mr. Gary Martin	Businessman/Farmer	Community
Mrs. Karen Dye	College Professor/Retired Teacher	Community
Mr. Tom Sargent	College Professor/Parent	Community/Parent
Mrs. Shelli Adee	Parent	Parent
Mr. Lance Oetting	Businessman/Parent	Community/Parent
Mrs. Lisa Powell	Counselor/Parent	Parent
Mrs. Sharri Campbell	Parent	Parent
Ms. Larisa Good	Librarian, Warren County Library	Library
Mr. Jason Lancaster	PASS Adult Education Director	Adult Literacy Provider
Oliver Straitiff	High School Student	Student
Jennifer Price	Junior High Student	Student

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.**

Technology Protection Measure (Filter)

The United CUSD #304 certifies that they are in CIPA compliance. The District's Internet Safety Policy was adopted by the United School board on **June 11, 2009, resolution #4**. This policy includes the implementation of **Squidgard as the District's Internet filtering software**, which blocks Internet access to sites with information that is obscene, pornographic in nature or harmful to minors.

The United district makes every effort to that students and parents in the district are aware of the Acceptable Use Policy (AUP) that is adopted yearly by the school board in the summer prior to the start of the new school year. A copy of the AUP is given to every student each year during registration, with an attached form that must be signed by both a parent/guardian and the student acknowledging that they have read and understand the items that are listed and will abide by them, and returned to the school. Here it is filed and kept in the building where the student is in attendance. Only when the signed form is returned will the student be given Internet access via their school account. Additionally, copies of the AUP are written in the student handbook which each student receives at the start of the new school year, and which also has an attached form that must be returned indicating that they have read and understand the items contained in the handbook and will abide by them and signed by both the parent/guardian and student. These forms are kept on file in the guidance counselor's office. As new students enter the district, they are given an AUP and student handbook, and are required to return the signed forms prior to their receiving Internet access. The district's AUP covers a plethora of guidelines in regards to on-line computer usage, as well as guidelines as to what is deemed appropriate use of the computers and the network within the building. It specifically addresses the following technology protection measures that are required by CIPA. These are listed below, with the original wording of the district's AUP in regards to these matters written below them.

Access by minors to inappropriate matter on the Internet

- "The District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive or otherwise inappropriate in the school setting"
- "The use of the District's electronic network is a privilege, not a right, and inappropriate use will result in cancellation of these privileges."
- "Unacceptable Use - The user is responsible for his/her actions and activities involving the network, some examples of unacceptable use are:
 - accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, racially offensive, harassing, or illegal material"

Safety and security of minors when using e-mail, chat rooms, and other forms of direct electronic communication (including instant messaging)

- "Unacceptable Use - The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable use are:

- Using Instant Messengers
- Using Chat rooms"
- "Electronic Mail - e-mail
- The District's e-mail system and its constituent software, hardware and data files are owned and controlled by the United School District. The School District provides e-mail to aid students and staff members in fulfilling their duties and as an educational tool
- The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an e-mail account is strictly prohibited
- Each person should use the same degree of care in drafting an e-mail message as it would be put into a written memorandum or document. Nothing should be transmitted that would be inappropriate in a letter or memorandum, or that which would reflect negatively on the name and reputation of the United School District
- Users will be held personally responsible for the content of any and all e-mail messages transmitted to external recipients
- Any message received from an unknown sender via the Internet should be immediately deleted or forwarded to the system administrator."

Unauthorized access, including hacking and other unlawful on-line activities by minors

- "Unacceptable Use - The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable use are:
 - Using the network for any illegal activity;
 - Hacking or gaining unauthorized access to files, resources, or entities;
 - accessing, submitting, posing, publishing, or displaying any defamatory, inaccurate, abusive, obscene profane, sexually oriented, racially offensive, harassing, or illegal material"

Unauthorized disclosure, use and dissemination of personal information of minors

- "Unacceptable Use - The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable use are:
 - Invading the privacy of individuals, using any information of a personal nature;
 - Using another user's account or password;
 - Posting material authorized or created by another without his/her consent;
 - Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. They include, but are not limited to, the following:
 - Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
 - Consider all communications and information accessible via the network to be private property"

Measures (filters) designed to block access to visual depictions deemed obscene, child pornography, or harmful to minors

- "Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students. The system administrator and building principals monitor student Internet access"

In addition to the AUP guidelines, district personnel will be diligent in monitoring student-Internet access when students are using technology in their class-related activities. When lab time is available for students, the technology coordinator and technology aide will monitor student use in regards to technology.

All students and teachers will be trained on appropriate and safe Internet use yearly.

Peer Review Feedback Form

District Name : United CUSD 304	RCDT #:	270943040260000
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed:	03/05/2010
School Years Covered by Plan:	ISBE Approval Date:	03/18/2010
<input checked="" type="checkbox"/> 2010-2011 <input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013	Plan Expiration Date:	06/30/2013

Section Used for Mid-Course Correction Only

Mid-Course Correction(MCC)

Date of Annual Review Leading to MCC: _____ Approval Date of MCC: _____

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

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> ● Part A. Illinois School Report Card Data ● Part B. Local Assessment Data (as available) ● Part C. Other Data -- Item 1,2 & 3 ● Part D. Technology Deployment ● Part E. Data & Analysis - (Meta-Analysis) 	
Comments:	

Section II: Action Plan	Requirements
<p>Part A. Overall Review of Action Plan</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p> <ul style="list-style-type: none"> ● A.1 Goals ● A.2 Strategies and Activities ● A.3 Budget <p>Comments:</p>	
<p>Part B. Curriculum Integration Strategies and Activities</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	
<p>Part C. Professional Development Strategies and Activities</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	
<p>Part D. Parent/Community Involvement</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	
<p>Part E. Technology Deployment</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	

Part F. Monitoring	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement	
Part B. Internet Safety Policy	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

ISBE Review
<input checked="" type="radio"/> Approved <input type="radio"/> Revisions Needed <input type="radio"/> Not Approved
Comments:
3/18/2010 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.