

Submitted	
Plan Resubmitted	
Pending ISBE action	
ISBE Approved	

District Information

1. District Information

District Name:	Il Valley Central USD 321	District Address:	1300 W Sycamore St
City/State/Zip:	Chillicothe,IL 61523 1373	RCDT Number:	480723210260000
Superintendent:	Dr Nicholas J Polyak	Superintendent Email:	npolyak@ivcschools.com
District Phone:	3092745418	District Fax:	3092745046
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TIP Contact Phone:	3092745418	TIP Contact Fax:	3092745046

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.

Illinois Valley Central District #321 is a learning organization that is committed to continuous self-evaluation and improvement. To facilitate the achievement of its mission, IVC will respond to rapid technological change through developing and regularly updating our Technology Plan. The updating of the plan will be balanced by local economic conditions and social impact/integrity of the plan. IVC will incorporate proven technology in the delivery of instruction and services, in the preparation and advancement of the students in our district and for our own administrative and service functions.

The ultimate goal is the effective use of technology to promote excellence in programs, processes, and performance outcomes. While technology alone cannot improve ineffective processes, the effective use of technology can significantly enhance IVC's ability to deliver quality programs to our learners and the achievement of those students.

IVC recognizes that its faculty and staff are its most valuable resources and that well-educated students are its most important outcome. Technology must serve human and educational needs, with people choosing the technology solutions that will increase productivity, enhance learning and improve the overall quality of education offered from the present to the future beyond this three year plan.

Telecommunication:

IVC provides equipment and support to provide necessary communication tools to support best practice in education and communication within the district and between the district and students, parents, and community members. For example, webinars are used to provide staff training and Edline is used to communicate with parents and students.

Instructional Technology:

IVC provides equipment and instructional and technical support to enable classroom use of technology to support best practices in education. An example of this is our technology resource labs located in both junior high settings.

Information Technology:

IVC provides equipment and support to enable the district to function effectively and efficiently during day-do-day operations. An example of this is our student management system and grading program.

Technology is a tool that is valuable only if faculty and staff are empowered to use it. On-going professional development and in-service for teachers, administrators and staff and access to appropriate technology in classrooms and labs are essential for the investment in technology to yield maximum benefits. IVC expects that this investment in technology training will result in increased productivity and job satisfaction among faculty and staff.

Forward Thinking

For IVC to benefit from the investment in technology, the faculty and staff, along with representative stakeholders from throughout the community and district, must drive the planning process. Positive changes will occur as these people identify and implement technology solutions. Technology should encourage creativity among employees, and IVC will

support the use of technology to find new ways of accomplishing goals and objectives.

In the future students, school personnel will benefit from increased use of the telecommunication, instructional technology and information technology. The district is committed to supporting this initiative through the use of available funds. Our community is growing as new housing is built and we anticipate an increase in student population over the next five years. A plan for building new classrooms and other school spaces will also require planning and implementation of technology.

We envision increased student achievement, staff development opportunities that allow teachers to integrate the best of technology to enhance the curriculum, and increased parent and community involvement through communication and training. Our planning is detailed in this plan and will extend beyond the three years of this plan.

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	

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.8	Yes	99.8	Yes	81.5		Yes	85.0		Yes	95.2		86.6	
White	99.9	Yes	99.9	Yes	81.7		Yes	85.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic														
LEP														
Students with Disabilities	99.5	Yes	99.5	Yes	41.0	48.4	No	48.6	57.7	No	94.2		76.5	
Low Income	100.0	Yes	100.0	Yes	69.6		Yes	77.0		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress	
<ol style="list-style-type: none"> 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% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% 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% 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. 	
<p>* Includes only students enrolled as of 5/01/2008.</p> <p>** Safe Harbor Targets of 70% or above are not printed.</p> <p>*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.</p>	

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

This district is not accountable for AMAO data for 2009

**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	95.2	95.5	95.2	94.9	95.0	94.7	95.2
Truancy Rate (%)	0.8	0.9	0.9	1.0	1.1	0.9	1.6	1.7
Mobility Rate (%)	10.5	9.5	8.8	10.1	10.1	10.1	8.6	8.9
HS Graduation Rate, if applicable (%)	85.1	92.3	87.2	84.9	85.6	83.1	85.3	86.6
HS Dropout Rate, if applicable (%)	3.7	3.8	3.2	4.0	5.2	4.0	3.5	2.5
District Population (#)	2,165	2,165	2,104	2,118	2,166	2,157	2,203	1,998
Low Income (%)	19.4	19.0	21.7	22.3	21.8	21.3	20.3	19.6
Limited English Proficient (LEP) (%)	-	-	-	0.1	0.1	0.2	0.3	0.4
Students with Disabilities (%)								
White, non-Hispanic (%)	94.9	94.1	94.2	94.4	93.7	94.3	94.3	93.0
Black, non-Hispanic (%)	1.2	1.6	1.6	0.7	0.6	0.5	0.6	0.7
Hispanic (%)	2.2	2.3	2.5	2.6	2.2	2.1	2.0	1.8
Asian/Pacific Islander (%)	1.1	1.3	1.2	0.6	0.5	0.5	0.4	0.7
Native American or Alaskan Native(%)	0.6	0.7	0.4	0.2	0.3	0.3	0.3	0.4
Multiracial/Ethnic (%)	-	-	-	1.5	2.9	2.4	2.4	3.5

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 (%)
DISRICT	2000	95.1	0.8	2.4	1.1	0.6	-
	2001	95.3	0.8	2.2	1.2	0.5	-
	2002	94.9	1.2	2.2	1.1	0.6	-
	2003	94.1	1.6	2.3	1.3	0.7	-
	2004	94.2	1.6	2.5	1.2	0.4	-
	2005	94.4	0.7	2.6	0.6	0.2	1.5
	2006	93.7	0.6	2.2	0.5	0.3	2.9
	2007	94.3	0.5	2.1	0.5	0.3	2.4
	2008	94.3	0.6	2.0	0.4	0.3	2.4
	2009	93.0	0.7	1.8	0.7	0.4	3.5
STATE	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

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	2000	-	15.0	95.6	95.5	10.0	18	0.9	1.3	82.0
	2001	0.1	15.2	93.5	95.2	8.9	11	0.5	1.0	85.0
	2002	-	19.4	94.3	95.6	10.5	16	0.8	3.7	85.1
	2003	-	19.0	92.2	95.2	9.5	18	0.9	3.8	92.3
	2004	-	21.7	94.0	95.5	8.8	18	0.9	3.2	87.2
	2005	0.1	22.3	94.5	95.2	10.1	21	1.0	4.0	84.9
	2006	0.1	21.8	94.5	94.9	10.1	23	1.1	5.2	85.6
	2007	0.2	21.3	95.7	95.0	10.1	18	0.9	4.0	83.1
	2008	0.3	20.3	96.5	94.7	8.6	33	1.6	3.5	85.3
	2009	0.4	19.6	97.6	95.2	8.9	35	1.7	2.5	86.6
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

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	2,184	-	-	-	-	-	-
	2001	2,192	150	153	184	184	174	144
	2002	2,165	150	145	154	150	185	180
	2003	2,165	146	152	152	186	150	166
	2004	2,104	142	148	168	171	178	170
	2005	2,118	146	150	149	159	181	179
	2006	2,166	144	152	164	175	166	142
	2007	2,157	129	151	155	160	175	182
	2008	2,203	152	128	152	170	168	167
	2009	1,998	145	155	132	154	183	165
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

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 (%)
DISTRICT	2000	117	16	41,699	64	36	21	16	-	-
	2001	138	15	42,057	65	35	20	16	-	-
	2002	141	15	42,779	69	31	19	16	-	-
	2003	142	14	43,964	70	30	19	17	1	-
	2004	135	14	45,284	69	31	19	16	-	-
	2005	130	16	46,966	72	28	20	16	1	-
	2006	130	15	48,320	71	29	21	16	2	-
	2007	134	14	48,853	67	33	20	16	1	2
	2008	137	14	49,526	66	34	20	16	0	2
2009	141	14	51,340	65	35	16	16	-	1	
STATE	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	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	

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	77.2	81.7	79.9	80.5	84.2	83.6	-	-	84.1	80.2	75.2	77.6	74.5	77.1	77.9	79.4	87.5	75.4
White	76.8	83.4	80.8	80.3	84.8	83.3	-	-	84.9	82.2	73.3	78.9	73.7	78.2	77.8	79.8	88.4	73.6
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	80.0	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	10.0	27.8	41.7	28.5	38.7	55.5	-	-	50.0	44.0	20.9	37.5	29.6	21.1	30.8	34.5	64.0	24.0
Low Income	75.0	73.7	73.5	38.5	63.6	62.5	-	-	75.0	81.8	52.7	58.8	65.7	57.9	66.6	78.2	75.9	61.1

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	-	-	82.1	87.5	88.4	89.0	-	-	77.5	80.5	85.4	86.1	69.0	86.4	76.2	84.8	88.5	91.0
White	-	-	83.6	87.2	87.8	90.5	-	-	77.6	81.9	85.7	86.0	69.1	85.5	77.7	85.3	90.2	90.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	72.8	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	30.8	44.4	52.0	60.0	-	-	37.0	38.5	37.5	21.7	26.9	37.5	17.4	41.7	41.7	56.7
Low Income	-	-	76.7	78.2	81.3	83.3	-	-	66.6	70.3	70.4	72.4	44.1	84.0	66.7	76.5	81.0	84.4

[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	62.8	73.5	58.3	63.3	61.4	63.0
White	62.4	73.7	57.5	63.4	62.0	63.8
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	10.0	30.0	13.3	18.1	10.0	9.1
Low Income	36.4	53.0	29.4	50.1	56.3	44.8

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	91.7	90.6	94.5	90.7	91.5	93.8	-	-	92.1	91.6	85.3	90.2	82.6	89.2	90.8	91.4	89.3	85.8
White	92.8	91.0	95.4	91.5	91.0	94.2	-	-	91.8	93.1	84.4	90.2	82.8	89.9	91.2	91.7	90.5	86.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	80.0	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	65.0	44.4	70.9	57.1	61.3	74.0	-	-	64.0	60.0	29.2	50.0	42.9	21.1	65.3	65.5	60.0	48.0
Low Income	82.5	89.5	94.1	92.3	78.8	84.4	-	-	95.1	95.7	75.0	76.5	77.8	81.6	82.1	93.8	82.8	83.4

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	-	-	91.7	92.5	92.2	92.1	-	-	86.0	86.9	90.1	87.4	61.7	60.5	73.9	86.4	87.3	89.4
White	-	-	92.4	92.3	92.6	93.9	-	-	87.1	87.4	90.5	87.5	61.8	60.3	74.5	87.0	87.7	90.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	81.8	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	57.7	59.3	60.0	60.0	-	-	44.4	42.3	59.4	30.4	16.0	12.5	26.1	41.7	41.7	53.4
Low Income	-	-	90.7	87.5	90.7	88.9	-	-	84.6	81.1	81.5	75.8	42.9	48.0	63.0	88.3	78.5	87.6

[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	60.8	64.7	43.3	57.5	58.9	53.1
White	63.1	65.4	44.2	57.9	60.6	54.0
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	10.0	40.0	0.0	13.6	10.0	4.5
Low Income	27.3	29.4	29.4	31.3	68.8	27.5

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

In 2009 the district did not make AYP because of the subgroup of Students with IEP’s. Four schools made AYP; Chillicothe Elementary Center, Chillicothe Junior High, Mossville School, and Mossville Junior High. Illinois Valley Central High School did not make AYP this year, for the first time. South School, has only students in grades K-2, so is not counted in AYP.

In 2009 the district reading scores were significantly lower in 5th grade from the previous year (75.4/87.5) and were improved in grades 6-8.

Two significant patterns appear:

Illinois Valley Central High School did not make AYP requirements for the first time in both reading (63%) and math (53%).

In the IEP subgroup, the AYP was as follows:

3rd grade: 55.5

4th grade: 37.5

5th grade: 24

6th grade: 60

7th grade: 29.9

8th grade: 56.7

11th grade: 9.1

District Average: 41

And the math scores were

3rd grade: 74

4th grade: 50

5th grade: 48

6th grade: 60

7th grade: 30.4

8th grade: 53.4

11th grade: 4.5

District Average: 48.6

-

Student Achievement Data Analysis

Data from 2003-2009 have been used for this analysis. In general, ISAT test scores have increased over a period of five years and PSAE scores have remained static or have declined. Although varied, in general students with IEP's score significantly below their peers and this gap is seen throughout grades. In addition, students in the subgroup of low income are also lagging in AYP in reading in grades 3-5 but not in grades 6-8.

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.

For IVCHS, Key Factors include:

- Lack of formative assessment data
- Need for analysis of course objectives and student needs
- Need for development of common assessments and course alignment
- Need for individualized interventions for students not meeting AYP

For Students with IEP's, Key Factors include:

- Limited access to general education curriculum
- Limited additional instructional time
- Lack of differentiated instruction in the general education setting
- Lack of rigor
- In high school, some students do not take courses that ready them for the PSAE

For students with low income, Key Factors include:

- Limited exposure to educational support (students do better in the upper grades)
- Increasingly diverse population with more needy parents

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.

Analysis of these factors indicate that next steps have to be focused on the following:

At the high school level: Development of a more comprehensive system of assessment, building capacity for teachers and administrators to analyze data, development of better aligned classes at the high school level.

Building capacity for teachers to work with an increasingly diverse student body and developing focused interventions to promote student success in reading and math, especially student with disabilities and students with low income.

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.

Tools: Aimsweb assessments are administered Fall/Winter/Spring of each school year for students in grades K-6

MAP by NWEA is administered Fall/Winter/Spring of each school year for students in grades

4/5 in 2008-2009

4/5 and 6-9 in 2009-2010

3-9 in 2010-2011

Explore and PLAN are administered to high school students each year

Discipline data is collected daily at each school

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

K-8 Assessment

Universal screening including AimsWEB early literacy, ORF, Maze and Math show students at IVC schools show average norms

Measures of Academic Progress (MAP) - grades 4-9

Staff is receiving professional development on the data and its use for instruction. More grades are being added each year.

PBIS Data - Office discipline referrals - This data shows a significant decrease in discipline referrals since PBIS was started over 5 years ago. Data varies between schools but helps staff focus on the most pressing school problems such as homework completions and tardy to school.

High School

Graduation Rate: School discipline data, attendance, grades

PLAN , EXPLORE assessments

MAP assessments starting in 2009-2010

K-8 results are very preliminary since we have only finished our first year of universal screening with AimsWEB. The results are being used to group for interventions. Local data shows a disproportionate number of student in special education as compared to regional, county, and state norms.

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.

Factors that affect reading scores of students with disabilities -Disability based on reading, lack of early intervening services, length of instruction

Factors that affect graduation rate - Lack of support by family and school, lack of resources, drug/alcohol abuse

Factors that affect high school AYP in reading and mathematics - lack of screening process and system of interventions, lack of information about incoming students, lack of progress monitoring system.

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.

Results from local data show the need for the following steps:

Improve and increase early intervening services and differentiation.

Improve and increase identification of at-risk students and academic interventions in upper grades by increasing assessment and research-based interventions for students who are identified as at-risk of school failure.

Develop a system of support for students at-risk of dropping out of school including prevention, support and intervention services.

**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.

IVC Staff Survey (May 2009)

Tool: District Survey of all Certified Staff at IVC

Parent Survey (January 2010)

Tool: Zoomerang Survey provided by Area III Learning Technology Center

Student Survey (January 2010)

Tool: Zoomerang Survey provided by Area III Learning Technology Center

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

IVC Staff were surveyed at the end of the 2009 school year and this data revealed the following:

Technology is most used by teachers for communication with colleagues, students and parents. 80% or more also used technology for record keeping and research.

Greatest obstacles faced in using technology are lack of time, school filters and firewalls, and outdated software. About 20% of the staff noted that the school has computer problems about once every week.

Staff sees a need for equipment for wireless internet access and updated classroom computers.

Factors that are needed to increase use and integration of technology include: more student workstations, educational software, and professional development that is offered preferably during teacher institutes.

IVC Students were surveyed in January 2010 and this data revealed the following:

Approximately 89% of students felt confident about their technology abilities. The most used technology was the internet. There is a lack of use of technology for presentations.

Almost 90% of students have access to an internet connected computer at home.

IVC parents were surveyed in January 2010 and this data revealed the following:

87% of parents feel their student's access to technology at school is adequate.

Few parents have participated in technology planning for the district. Communication by teachers is most often done through email (86%) and phone (73%). Communication from school is most often done through newsletters (86%) and the district website (84%)

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 identified through the surveys include the following needs:

Updated internet and equipment

Updated software

Increased staff development opportunities

Need for expanded use of technology for student presentations

Further involvement of parents

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.

The district shows a need for updated equipment and software, increased staff development activities, integration of technology into the curriculum, and further involvement of parents.

**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.

IVC Staff Survey (May 2009)

Tool: District Survey of all Certified Staff at IVC

Educator Certification System (ECS)- ISBE

Staff Development Survey (August 2009)

Staff Development History - By category (Updated August 2009)

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

From IVC Staff Survey:

What do you believe would increase your use and/or integration of technology into your teaching?

Professional Development in Technology 40.5%

Has the professional development you have received adequately prepared you for using technology for instruction?

Very much 17%

Somewhat 70%

Not at all 6%

Does not apply 7%

Do you prefer technology staff development (to learn new skills and integration techniques)..

During teacher institute days 73.2%

During the year after school 19.8%

Self-training via CD 16.8%

During the summer 12.8%

Other: 3.9%

One-on-one tutoring for staff that wants the training

Would be interested in teaching teachers

When there is time to actually implement it before we forget how

One-on-one as needed

The staff development history shows ongoing professional development but a lack of a long-term articulated plan 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.

A variety of professional development needs

Professional development time should be offered primarily during teacher institutes , according to teachers

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.

A needs assessment should be conducted in order to design differentiated professional development. This information will guide a multi-year professional development plan

**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.

Data was collected from a parent survey and from use of Edline, a parent communication tool

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

IVC parents were surveyed in January 2010 and this data revealed the following:

87% of parents feel their student's access to technology at school is adequate.

Few parents have participated in technology planning for the district. Communication by teachers is most often done through email (86%) and phone (73%). Communication from school is most often done through newsletters (86%) and the district website (84%)

Approximately 60-70% of families are registered to use Edline.

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.

Communication is fairly high between parents and school personnel but can be improved. Parents are satisfied with student use of technology. Parent involvement in development of district planning is low.

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.

Increase communication between parents and staff . Increase parent involvement in planning through the district strategic planning process and regular survey data.

Section I D. Data & Analysis – Technology Deployment Data

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

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

Tool: Technology Inventory Spreadsheet (January 2010)

Consultation with technology staff

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

The data shows that over half of desktop computers (423) are over 5 years old

Wireless internet access is limited in all buildings

There are few SMARTboards and tablet computers available in the district. There are a limited amount of LED projectors available to

staff.

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.

District infrastructure and equipment are outdated. Access to newer technology is very limited.

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.

There is a need to update current equipment and infrastructure and to find funding to purchase what is needed.

District Technology Inventory - District Information

Number	
2236	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).
29	Number of K-12 special education self-contained classroom students
145	Number of Teachers (FTE - this does not include teacher aides)
115	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
4	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
4	Subtotal
4	Total number of instructional school buildings
0	Total number of non-instructional buildings

0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
0	Subtotal
0	Total number of instructional school buildings
0	Total number of non-instructional buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	131
	Dedicated Cable	56
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	14
	Dedicated Cable	5
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	5
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	34
	Dedicated Cable	2
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	19
	Dedicated Cable	1
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

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	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	123	0	123	0	0	0	0	0	0	123	0	123
	5+ years	135	0	135	0	0	0	0	0	0	135	0	135
	SubTotal	258	0	258	0	0	0	0	0	0	258	0	258
<i>Dedicated Computer Lab</i>	Under 2 years	55	0	55	0	0	0	0	0	0	55	0	55
	2-5 years	31	0	31	0	0	0	0	0	0	31	0	31
	5+ years	258	0	258	0	0	0	0	0	0	258	0	258
	SubTotal	344	0	344	0	0	0	0	0	0	344	0	344
<i>Media Center/Library</i>	Under 2 years	28	0	28	0	0	0	0	0	0	28	0	28
	2-5 years	4	0	4	0	0	0	0	0	0	4	0	4
	5+ years	19	0	19	0	0	0	0	0	0	19	0	19
	SubTotal	51	0	51	0	0	0	0	0	0	51	0	51
<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	13	0	13	0	0	0	0	0	0	13	0	13
	2-5 years	18	0	18	0	0	0	0	0	0	18	0	18
	5+ years	9	0	9	0	0	0	0	0	0	9	0	9
	SubTotal	40	0	40	0	0	0	0	0	0	40	0	40
<i>Teacher Offices</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	20	0	20	0	0	0	0	0	0	20	0	20
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	22	0	22	0	0	0	0	0	0	22	0	22

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

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3
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	1	0	1	0	0	0	0	0	0	1	0	1
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	4	0	4	0	0	0	0	0	0	4	0	4

	SubTotal	7	0	7	0	0	0	0	0	0	7	0	7
Teacher Offices	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	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	1	0	1	0	0	0	0	0	0	1	0	1
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	1	0	1	0	0	0	0	0	0	1	0	1
	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	1	0	1	0	0	0	0	0	0	1	0	1
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 ≥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	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3
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	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	7	0	7	0	0	0	0	0	0	7	0	7
	SubTotal	9	0	9	0	0	0	0	0	0	9	0	9

District Technology Inventory - Operating Systems

PCs		
Location	Type	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	128
	Windows 2000 (any version)	130
	Windows 98	1
	Windows 95	0
	Other PC	1

	Subtotal	260
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	287
	Windows 2000 (any version)	5
	Windows 98	0
	Windows 95	0
	Other PC	55
	Subtotal	347
Media Center/Library	Windows Vista	0
	Windows XP (any version)	11
	Windows 2000 (any version)	12
	Windows 98	0
	Windows 95	0
	Other PC	28
	Subtotal	51
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	27
	Windows 2000 (any version)	17
	Windows 98	0
	Windows 95	0
	Other PC	5
	Subtotal	49
Teacher Offices	Windows Vista	0
	Windows XP (any version)	22
	Windows 2000 (any version)	1

	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	23
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Macintosh		
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0

	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0

Other Operating Systems (including Linux)

Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab	Windows 2003 Server	55
Media Center/Library	Windows 2003 Server	28
Mobile Computer Lab		0
Administrative Offices	Windows 2003 Server	5
Teacher Offices		0
Other Locations		0

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	24
	Routers	0
	Switches	56
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	1
	Routers	0
	Switches	12
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	5
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0

	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	1
	Routers	1
	Switches	5
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	7
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	2
	Switches	10
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	22	6	28
Stand-alone Printers	147	39	186
Scanners	20	3	23
Digital Cameras	0	4	4
Camcorders/Movie Cameras	1	0	1
Satellite Dishes	0	0	0
Televisions	135	3	138
Video Microscopes	0	0	0
LCD Panels/Projection Devices	131	18	149

Fax Machines	0	5	5
Graphing Calculators	35	0	35
PDA's	0	0	0
Assistive/Adaptive Devices	7	0	7
GPS Devices	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	5	0	5
Whiteboard Capture Devices	0	0	0
Document Cameras	1	0	1
MP3 Players	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	27	27
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	145		

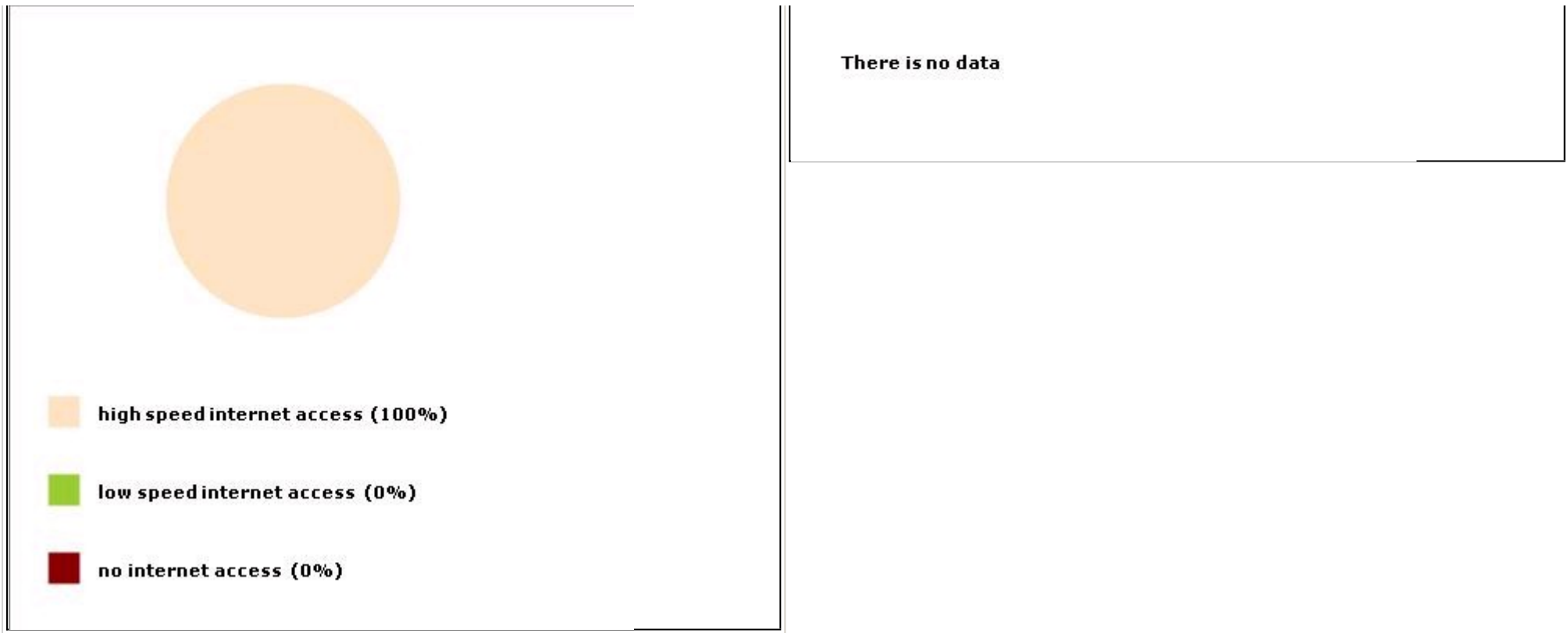
District Technology Inventory - Distance Learning

Distance Learning	Number of Access Points
Satellite	33
Cable/Broadcast	60
Internet Services for Distance Learning	1
Phone line/v-tel systems	0
Other	91

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
2236		29	145		115
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
4	0	0	0	0	0
Instructional School Building Internet Access (Chart) :			Non-Instructional Buildings Internet Access (Chart) :		



There is no data

Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
<i>Computers</i>	258	0	344	0	51	0	0	0	40	0	22	0	0	0
<i>Desktops</i>	258	0	344	0	51	0	0	0	40	0	22	0	0	0
<i>Laptops</i>	3	0	0	0	0	0	0	0	7	0	1	0	0	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	1	0	0	0	0	0
<i>Servers</i>	0	0	3	0	0	0	0	0	2	0	0	0	9	0
	261	0	347	0	51	0	0	0	50	0	23	0	9	0

Total Computers in Each Location	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac
	261	347	51	0	50	23	9
Students per Computer						3.06	

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
<i>Desktops</i>	258	0	344	0	51	0	0	0	40	0	22	0	0	0
<i>Laptops</i>	3	0	0	0	0	0	0	0	7	0	1	0	0	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	1	0	0	0	0	0
<i>Servers</i>	0	0	3	0	0	0	0	0	2	0	0	0	9	0
	261	0	347	0	51	0	0	0	50	0	23	0	9	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	261		347		51		0		50		23		9	
Students per Computer with High Speed Access											3.06			

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
<i>Desktops</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Laptops</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	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		
<i>Desktops</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Laptops</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	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
96	3	1	196	2	0	423	6	0

Internet Access:

Number of Rooms	Type
0	10 mg Ethernet

203	100+ mg Ethernet
64	Dedicated Cable
0	DSL
3	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	0	Total Number of Computers with MAC System 10.x
475	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 9.x
165	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 8.x
1	Total Number of Computers with Windows 98	0	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95	0	Total Number of Computers with Other MAC
89	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
28	Number of Networked Printers	0	Number of PDAs
186	Number of Stand-alone Printers	7	Number of Assistive/Adaptive Devices
23	Number of Scanners	0	Number of GPS Devices
4	Number of Digital Cameras	0	Number of Science Probeware
1	Number of Camcorders/Movie Cameras	0	Number of Modems (below 28.8 kbps)

0	Number of Satellite Dishes	0	Number of Modems (28.8 kbps or above)
138	Number of Televisions	5	Number of Electronic Whiteboards
0	Number of Video Microscopes	0	Number of Whiteboard Capture Devices
149	Number of LCD Panels/Projection Devices	1	Number of Document Cameras
5	Number of Fax Machines	0	Number of MP3 Players
35	Number of Graphing Calculators		

Distance Learning

Number of Access Points	Distance Learning
33	Number of Classrooms with Satellite
60	Number of Classrooms with Cable/Broadcast
1	Number of Classrooms with Internet Services for Distance Learning
0	Number of Classrooms with Phone line/v-tel systems
91	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.

All students will make AYP in reading/language arts by 2013.

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

Phase I Goal 1 Title:
All students will make AYP in reading/language arts by 2013.
Phase I Goal 1 Description:
All students will make AYP in reading/language arts by 2013.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:
All students will make AYP in reading/language arts by 2013.
Strategy 1
Students will participate in technology-rich assessments, curriculum and interventions.

			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 use online resources such as NWEA's MAP assessment (grades 6-9), Study Island and Accelerated reader to improve reading/language arts skills and technology skills.	07/01/2010	06/30/2011	14,100	13,600			0	500	0	0	0	0
2 Students will participate in internet safety curriculum activities	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

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

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

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:
 All students will make AYP in reading/language arts by 2013.

Strategy 1
 Through professional development teachers will learn the concepts of research-based instructional methods, differentiation, and engaged learning, then work with a coach and in learning teams to transform curriculum and instructional methods with the effective use of computers and related technology.

			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 district will provide professional development courses in the use of computers and related technologies, research-based instructional methods, differentiation, and engaged learning to improve student achievement in reading/language arts.	07/01/2010	06/30/2011	3,760	0			1,760	2,000	0	0	0	0
2 Teachers will be trained on the district internet safely curriculum.	07/01/2010	06/30/2010	0	0			0	0	0	0	0	0

Strategy 2													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	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:													
All students will make AYP in reading/language arts by 2013.													
Strategy 1													
Increase communication with parents about student progress, attendance, discipline, etc.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Review and select a new student management system that includes a parent communication components including reporting systems for grades, attendance, lunch and registration.	07/01/2010	06/30/2011	61,000	0			0	0	0	0	0	61,000	
2 Roll over parent registration from current system to new system, communicating with parents about the	07/01/2010	06/30/2011	480	480			0	0	0	0	0	0	

change and troubleshooting any sign up problems													
3The district will offer parent internet safety meetings at a public meeting place within the district	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0	0

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

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

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:													
All students will make AYP in reading/language arts by 2013.													
Strategy 1													
Improve and expand network infrastructure to support the use of technology in the district.													
				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 Expand wireless capabilities in all buildings, pending funding.	07/01/2010	06/30/2011	10,800	0	0	D	0	0	0	0	0	10,800	

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

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

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

Phase II Goal 1 Title:
All students will make AYP in reading/language arts by 2013.
Phase II Goal 1 Description:
All students will make AYP in reading/language arts by 2013.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:													
All students will make AYP in reading/language arts by 2013.													
Strategy 1													
Students will participate in reading/language arts assessments, curriculum and interventions.													
			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 use online resources such as NWEA's MAP assessment (grades 3-10), Study Island and Accelerated reader to improve reading/language arts skills. In addition, students in grades K-3 will use reading/language arts technology resources provided by their core reading series to enhance reading/language arts skills.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2	Students will participate in internet safety curriculum activities	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

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

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

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:
All students will make AYP in reading/language arts by 2013.
Strategy 1
Through professional development teachers will learn the concepts of research-based instructional methods, differentiation, and engaged learning, then work with a coach and in learning teams to transform curriculum and instructional methods with the effective use of computers and related technology to improve student achievement in reading/language arts.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue professional development with teams of teachers supported by a coach to update current curriculum and instruction, applying the concepts learned in the initial phase of professional development.	07/01/2011	06/30/2012	4,000	2,000			0	2,000	0	0	0	0
2 New teachers will be trained on the district internet safely curriculum.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	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:
All students will make AYP in reading/language arts by 2013.
Strategy 1

Increase communication with parents about student progress, attendance, discipline, etc.

			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 Fully implement the parent communication pieces of the new student management system and increase parent sign up	07/01/2011	06/30/2012	3,000	3,000			0	0	0	0	0	0
2 The district will offer parent internet safety meetings at a public meeting place within the district	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

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

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

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:												
All students will make AYP in reading/language arts by 2013.												
Strategy 1												
Improve and expand network infrastructure to support the use of technology in the district												
			Budget & Funding Sources (\$)									

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Update 25% of district desktop computers (over 50% are more than 5 years old) Expand wireless capabilities in all buildings pending funding.	07/01/2011	06/30/2012	86,000	86,000	0	D	0	0	0	0	0	0

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

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

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

Phase III Goal 1 Title:
All students will make AYP in reading/language arts by 2013.
Phase III Goal 1 Description:
All students will make AYP in reading/language arts by 2013.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:

All students will make AYP in reading/language arts by 2013.

Strategy 1

Students will participate in technology rich assessments, curriculum and interventions.

			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 use online resources such as NWEA’s MAP assessment (grades 3-11), Study Island and Accelerated reader to improve reading/language arts skills. In addition, students in grades K-5 will use reading/language arts technology resources provided by their core reading series to enhance reading/language arts skills.	07/01/2012	06/30/2013	20,000	20,000			0	0	0	0	0	0
2 Students will participate in internet safety curriculum activities	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Strategy 2

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

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

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:												
All students will make AYP in reading/language arts by 2013.												
Strategy 1												
Through professional development teachers will learn the concepts of research-based instructional methods, differentiation, and engaged learning, then work with a coach and in learning teams to transform curriculum and instructional methods with the effective use of computers and related technology to improve student achievement in reading/language arts.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue professional development with teams of teachers supported by a coach to convert and update additional curriculum to include technology application and differentiated instruction.	07/01/2012	06/30/2013	4,500	2,500			0	2,000	0	0	0	0
2 Review and refine the professional development plan for staff according to updated needs assessment data obtained from workshop evaluations.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
3 New teachers will be trained on the district internet safely curriculum.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Strategy 2													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	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:													
All students will make AYP in reading/language arts by 2013.													
Strategy 1													
Increase communication with parents about student progress, attendance, discipline, etc.													
				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 Increase communication through frequent news entries on the district website and connected student management system.	07/01/2012	06/30/2013	3,000	3,000			0	0	0	0	0	0	
2 The district will offer parent internet safety meetings at a public meeting place within the district	07/01/2012	04/15/2013	0	0			0	0	0	0	0	0	

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

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

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:													
All students will make AYP in reading/language arts by 2013.													
Strategy 1													
Improve and expand network infrastructure to support the use of technology in the district													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Update an additional 25% of district desktop computers that are more than 5 years old pending funding.	07/01/2012	06/30/2013	86,000	86,000	0	D	0	0	0	0	0	0	

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

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

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

District personnel will monitor the effectiveness of strategies and activities toward the achievement of the goals by:

- Observing and noting the integration of technology into curriculum and instruction
- Observing and noting the ability of teacher to teach and effectively use technology
- Analyzing state assessment data
- Analyzing and using MAP assessment data to make changes and develop interventions for students not reaching AYP goals

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	A. MAP Assessment B. Accelerated Reader Tests	A. MAP norms show 90%+ at or above norms B. Student tests at or above 80%	A. 3 times per year B. Quarterly	A. Building Administrator B. Teacher
PD Strategy	Workshop evaluations and C. Workshop Evaluations D. Needs assessment results	C. Positive evaluations and suggestions for future D. Suggestions for future needs	C. Per workshop D. Needs assessment every 2 years	C. Curriculum Director D. Curriculum Director
P/C Strategy	E. Parent Survey	E. Survey results	E. Every 2 years	E. Principals
Tech D Strategy	F. Teacher Survey	F. Survey results indicate technology is working	F. Every year	F. Technology coordinator

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

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	A. MAP Assessment B. Accelerated Reader Tests	A. MAP norms show 90%+ at or above norms B. Student tests at or above 80%	A. 3 times per year B. Quarterly	A. Building Administrator B. Teacher
PD Strategy	C. Workshop Evaluations D. Needs	C. Positive evaluations and suggestions for future D. Suggestions for future needs	C. Per workshop D. Needs assessment every 2 years	C. Curriculum Director D. Curriculum Director
P/C Strategy				
Tech D Strategy				

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

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	A. MAP Assessment B. Accelerated Reader Tests	A. MAP norms show 90%+ at or above norms B. Student tests at or above 80%	A. 3 times per year B. Quarterly	A. Building Administrator B. Teacher
PD Strategy	C. Workshop Evaluations D. Needs	C. Positive evaluations and suggestions for future D. Suggestions for future needs	C. Per workshop D. Needs assessment every 2 years	C. Curriculum Director D. Curriculum Director
P/C Strategy	E. Parent Survey	E. Survey results	E. Every 2 years	E. Principals
Tech D Strategy	F. Teacher Survey	F. Survey results indicate technology is working	F. Every year	F. Technology coordinator

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
All students will make AYP in reading/language arts by 2013.	90,140	14,080	0	1,760	2,500	0	0	0	71,800
Total Budget for Phase I - 2010-2011	90,140	14,080	0	1,760	2,500	0	0	0	71,800

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All students will make AYP in reading/language arts by 2013.	93,000	91,000	0	0	2,000	0	0	0	0
Total Budget for Phase II - 2011-2012	93,000	91,000	0	0	2,000	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
All students will make AYP in reading/language arts by 2013.	113,500	111,500	0	0	2,000	0	0	0	0
Total Budget for Phase III - 2012-2013	113,500	111,500	0	0	2,000	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	296,640	216,580	0	1,760	6,500	0	0	0	71,800

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.

A committee of district personnel directed the development of the plan. In 2009 IVC teachers, students and parents/community members were surveyed using a district survey and a Zoomerang survey developed through our Area Learning center. This information has been collected and analyzed for use with this tech plan. This survey was also linked to our student/parent online grade reporting system - Edline, and our district website.

Other sources of information and data were the annual budget, IVC school improvement plans for the current school year, the ISBE teacher certification data system, and the IVC 3 strategic plan.

The plan will be reviewed and implemented with input from staff. Part of inservice time will be spent discussing and planning implementation during each phase. The Chillicothe Public Library, which also host adult literacy activities, is a partner in the development of district professional development, website information, and parent/community involvement.

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.*

Internet Safety Policy for Illinois Valley Central

Adopted December 15, 2009

Policy number 5130.7

Peer Review Feedback Form

District Name : <input type="checkbox"/> Original Submission School Years Covered by Plan: <input type="checkbox"/> 2010-2011 <input type="checkbox"/> 2011-2012 <input type="checkbox"/> 2012-2013	RCDT #: Date Peer Reviewed: ISBE Approval Date: Plan Expiration Date:
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Section Used for Mid-Course Correction Only

<input type="checkbox"/> 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. Comments:	<input type="radio"/> Meets <input type="radio"/> Does Not Meet

Section I: Data and Analysis	Requirements
Data Collection & Information <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:	<input type="radio"/> Meets <input type="radio"/> Does Not Meet

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

Meets Does Not Meet

Comments:

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement

Part B. Internet Safety Policy

Meets Does Not Meet

Comments: