

Submitted	
Plan Resubmitted	
Pending ISBE action	
ISBE Approved	

## District Information

### 1. District Information

District Name:	Oak Grove SD 68	District Address:	4812 W Pfeiffer Rd
City/State/Zip:	Peoria, IL 61607 2647	RCDT Number:	480720680020000
Superintendent:	Marc Devore	Superintendent Email:	mdevore@oakgrove.peoria.k12.il.us
District Phone:	3096973367	District Fax:	3096334523
TIP Contact Name:	Cathi Thomason	TIP Contact Email:	cthomason@oakgrove.peoria.k12.il.us
TIP Contact Phone:	3096970621	TIP Contact Fax:	3096334523

### 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

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## 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.*

VISION:

Based on community needs, Oak Grove Grade School, District 68, is committed to using technology to enhance student learning through the use of integrating technology through "high-quality" instruction. Our technologically connected community, including homes, schools, libraries, and businesses, has the ability to access information immediately for the purposes of research, interactive learning, and dissemination of knowledge. With the aid of technology, we continue to be life-long learners and productive members of our community .

Forward thinking vision statement is driven by these beliefs:

- Capabilities of technology resources make learning virtually possible anywhere, and in any place.
- Technology allows the curriculum to be introduced, developed and mastered in all content areas.
- Technology and peripheral devices can be used and tailored to meet all individual and/or class and/or grade level objectives.

The following criteria supports our vision statement to ensure current and future strategies:

### Instructional Technology

- Integration of instructional technology into the Illinois Learning Standards and the applications of learning.
- Priority for professional development of Teachers, Administrators, Paraprofessionals and other personnel that support best teaching practices.

Information Technology

- Ensure that all students and educators have updated equipment, with frequent and easy access to information technology for instruction and life-long learning.
- Network/Technology assessment provides direction for district (five phases to extend past the life of the tech. plan) to improve and enhance network performance, security, future district needs and also maintain stable network resources for students and staff use.

Telecommunications

- Community access to telecommunications via school website and student information server.

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

Is this District making Adequate Yearly Progress (AYP)?	Yes	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this District making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this District making AYP in Mathematics?	Yes	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	100.0	Yes	100.0	Yes	85.6		Yes	90.3		Yes	96.1			
White	100.0	Yes	100.0	Yes	84.9		Yes	90.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities													
Low Income	100.0	Yes	100.0	Yes	85.7		Yes	84.4		Yes			

Four Conditions Are Required For Making Adequate Yearly Progress	
<ol style="list-style-type: none"> <li>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.</li> <li>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. ***</li> <li>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.</li> <li>4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.</li> </ol>	
<p>* Includes only students enrolled as of 5/01/2008.                  ** Safe Harbor Targets of 70% or above are not printed.                  *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.</p>	

Section I A. Data & Analysis – Report Card Data  
Item 2 – 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 (%)	96.4	95.9	96.5	95.9	96.2	95.7	95.7	96.1
Truancy Rate (%)	-	0.2	0.2	-	0.2	-	0.9	0.9
Mobility Rate (%)	10.1	8.3	6.4	19.4	13.7	11.3	15.8	12.9
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	482	483	500	493	472	464	439	416
Low Income (%)	18.9	15.9	21.2	21.3	18.4	22.6	16.4	22.8
Limited English Proficient (LEP) (%)	-	-	-	-	-	-	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	94.8	96.1	94.8	92.3	92.6	89.0	92.7	92.8
Black, non-Hispanic (%)	3.1	2.7	3.2	3.9	2.8	3.9	3.2	2.9
Hispanic (%)	0.8	0.2	1.2	1.8	2.3	1.1	0.9	1.4
Asian/Pacific Islander (%)	1.2	1.0	0.8	1.0	1.3	0.2	0.7	1.0
Native American or Alaskan Native(%)	-	-	-	0.8	0.6	0.4	0.2	0.2
Multiracial/Ethnic (%)	-	-	-	0.2	0.4	5.4	2.3	1.7

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	2000	96.1	3.5	-	0.4	-	-
	2001	95.3	3.2	-	1.5	-	-
	2002	94.8	3.1	0.8	1.2	-	-
	2003	96.1	2.7	0.2	1.0	-	-
	2004	94.8	3.2	1.2	0.8	-	-
	2005	92.3	3.9	1.8	1.0	0.8	0.2
	2006	92.6	2.8	2.3	1.3	0.6	0.4
	2007	89.0	3.9	1.1	0.2	0.4	5.4
	2008	92.7	3.2	0.9	0.7	0.2	2.3
	2009	92.8	2.9	1.4	1.0	0.2	1.7
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

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 (%)
D I S T R I C T	2000	-	23.5	100.0	96.7	10.1	-	-	-	-
	2001	-	19.5	100.0	96.3	13.5	1	0.2	-	-
	2002	-	18.9	100.0	96.4	10.1	-	-	-	-
	2003	-	15.9	100.0	95.9	8.3	1	0.2	-	-
	2004	-	21.2	100.0	96.5	6.4	1	0.2	-	-
	2005	-	21.3	100.0	95.9	19.4	-	-	-	-
	2006	-	18.4	100.0	96.2	13.7	1	0.2	-	-
	2007	-	22.6	100.0	95.7	11.3	-	-	-	-
	2008	-	16.4	100.0	95.7	15.8	4	0.9	-	-
	2009	-	22.8	100.0	96.1	12.9	4	0.9	-	-
S T A T E	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)
<b>D I S T R I C T</b>	2000	456	-	-	-	-	-	-
	2001	467	61	66	59	49	41	-
	2002	482	57	61	62	50	44	-
	2003	483	46	61	57	59	48	-
	2004	500	50	46	61	68	60	-
	2005	493	57	50	45	60	66	-
	2006	472	50	55	54	63	59	-
	2007	464	54	50	58	46	63	-
	2008	439	48	47	49	54	50	-
2009	416	41	46	47	57	52	-	
<b>S T A T E</b>	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	29	14	36,286	83	17	16	-	-	-
	2001	30	14	37,771	77	23	15	-	-	-
	2002	31	13	38,349	77	23	16	-	-	-
	2003	32	13	38,612	78	22	15	-	-	-
	2004	31	14	40,429	70	30	16	-	-	-
	2005	30	14	42,184	66	34	17	-	-	-
	2006	32	14	43,511	68	32	15	-	-	-
	2007	33	15	43,835	60	40	14	-	-	-
	2008	33	16	47,079	60	40	14	-	-	-
2009	31	17	50,698	57	43	14	-	-	-	
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
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	81.6	80.7	75.5	88.2	83.6	85.3	-	-	78.5	76.0	89.3	84.0	78.7	66.7	73.5	58.9	86.9	87.3
White	82.2	80.0	78.6	89.3	84.1	83.3	-	-	78.1	79.1	90.7	83.0	79.6	64.1	75.0	60.0	87.5	88.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	72.7	77.0	54.6	100.0	-	87.5	-	-	-	66.6	78.6	91.6	-	53.9	50.0	-	78.5	85.7

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
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	-	-	73.4	80.0	83.7	89.3	-	-	87.1	71.1	84.0	76.7	78.3	83.3	78.4	93.2	90.7	92.4
White	-	-	72.5	78.7	83.7	87.8	-	-	88.6	70.4	83.7	76.2	79.3	85.5	79.0	93.1	92.7	92.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	66.6	80.0	60.0	83.3	-	-	-	58.3	76.9	-	83.3	-	-	-	76.9	92.8

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	91.8	94.8	87.7	94.2	91.9	92.7	-	-	91.1	88.0	93.6	96.0	85.3	68.9	86.8	76.8	87.0	91.5
White	91.1	94.6	90.4	95.8	93.2	91.7	-	-	90.9	90.7	95.4	95.7	86.5	69.3	89.6	76.3	87.5	93.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	81.8	76.9	90.9	91.7	-	93.8	-	-	-	80.0	92.9	100.0	-	53.8	66.7	-	85.7	92.9

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
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	-	-	88.6	90.0	94.5	89.4	-	-	87.1	68.9	88.0	88.3	60.0	53.0	85.0	86.5	86.1	84.9
White	-	-	89.8	89.3	94.5	87.8	-	-	86.9	70.5	87.7	89.8	58.6	54.8	84.2	87.9	87.8	84.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	83.4	100.0	70.0	75.0	-	-	-	58.3	84.6	-	66.6	-	-	-	84.6	64.3

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:

ISAT 2008-2009 Scores

Math

- Grade 3 - year trends reveal a low of 92% to a high of 93% (meets & exceeds)
- Grade 4 - year trends reveal a low of 94% to a high of 96% (meets & exceeds)
- Grade 5 - year trends reveal a low of 89% to a high of 92% (meets & exceeds)



- Grade 6 - year trends reveal a low of 89% to a high of 95% (meets & exceeds)
- Grade 7 - year trends reveal a low of 88% to a high of 88% (meets & exceeds)
- Grade 8 - year trends reveal a low of 85% to a high of 86% (meets & exceeds)

#### Reading

- Grade 3 - year trends reveal a low of 84% to a high of 85% (meets & exceeds)
- Grade 4 - year trends reveal a low of 84% to a high of 89% (meets & exceeds)
- Grade 5 - year trends reveal a low of 87% to a high of 89% (meets & exceeds)
- Grade 6 - year trends reveal a low of 84% to a high of 89% (meets & exceeds)
- Grade 7 - year trends reveal a low of 77% to a high of 84% (meets & exceeds)
- Grade 8 - year trends reveal a low of 91% to a high of 92% (meets & exceeds)

#### Analysis:

- In grades, 3-8 percentages of students, meeting & exceeding in the areas of math & reading are well above state averages & AYP benchmarks.
- 08-09 data shows decrease in math scores (5% or less) in grades 6 & 8; intervention to target possible ways to improve these subgroups scores.
- 08-09 data shows decrease in reading scores (5% or less) in grades 4, 5, & 7; intervention to target possible ways to improve these subgroups scores
- Economically disadvantaged students increased from 16% to 23% in 2009.
- 93% of students are caucasian.
- 43% of teachers have a master's degree or higher
- District continues to meet AYP despite the increase in "low income" student enrollment.

***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.***

- Low-income students are on the rise in the district.
- Special needs students included in test scores.
- Teachers are encouraged to pursue further education past bachelor's and financial assistance is available.
- District levies monies annually for technology.

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**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.**

- Need to focus on differentiated instructional practices to serve our district's increasing "low-income" and "special needs" population.
- Need exists to increase gains in the "exceeds" category for all content areas to essentially meet the 2014 AYP goal of 100%.
- Need exists to explore other funding methods for technology.
- Need exists to explore additional means of instructional technology training for teachers to promote "mastering" instructional practices that would include technology integration.

### 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.**

- Diebels data for grades K-5
- Discovery Ed. Assessment for grades 6-8
  
- Diebels is a online, standardized, individually administered assessment that measures early literacy development to help improve outcomes for instruction planning. Administered in late Aug. 2008 and Jan. 2010. It last will be administered in May 2009.
- Discovery Ed. Assessment is a online standardized, individually administered assessment that measures literacy and math standards for grades 6-8. Administered in grades 6-8 in early Sept.. and late Nov. 2009. It will also be administered two more times in 2010. This data provides information about our students ability levels at various stages throughout school year. Data also allows teachers to differentiate instruction to meet the various needs of the learners. These assessments mostly measure literacy skills which are the foundations of learning for other curricular areas which include Math, Science, and Soc. Sciences. These assessments are divided into subtests that allow teachers to specify deficit areas for individual students.

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

Summary:

Diebels (goal of 80% under "established" category)

Kindergarten-Fifth standards tested in Sept. 2008 and May of 2009 as applicable: basic early literacy skills (ISF-initial sound fluency, LNF-Letter Naming Fluency, PSF-Phoneme Segmentation Fluency, NWF-CLS- Nonsense word fluency, ORF-Oral Reading Fluency)

- Grade K - ISF 57%, LNF 49%, PSF 74%, NWF-CLS 63% (not meeting/exceeding)
- Grade 1 - LNF 75%, PSF 96%, NWF-CLS 93% ORF 91% (all meeting/exceeding)
- Grade 2 - NWF-CLS 44%, ORF 76% (not meeting/exceeding)
- Grade 3 - ORF 50% (not meeting/exceeding)
- Grade 4 - ORF 68% (not meeting/exceeding)
- Grade 5 - ORF 88% (meeting/exceeding)

Discovery Education

Reading standards tested: vocab/reading, reading comprehension, lit. elem./writing, grammar, writing organization and information.

Math standards tested: number sense, measurement, algebra, geometry, and data/processing.

- Grade 6 Reading -80% of all students meet/exceed standards.
- Grade 6 Math - Only 70% of all students meet standard "number sense".
- Grade 7 Reading - Only 70% of all students meet standards "grammar and information".
- Grade 7 Math - Only 60% of all students meet standards "number sense & data/processing".
- Grade 8 Reading - 80% of all students meet/exceed standards.
- Grade 8 Math - Only 57% of all students meet/exceed meet standards "number sense and data/processing".

Analysis:

Reading: Grades K-5 results shows students (k, 2, 3, 4, 5) not meeting/exceeding 80% goal with their basic early literacy skills. Grades 6-8 - Reading comprehension is an area of strength for most students. Grade 7 students did not demonstrate meeting/exceeding in the area of grammar and information as demonstrated by other grade levels.

Math: Students in grades 6-8 all show weaknesses in "number sense" category. Grades 7 & 8 also show weaknesses in "data/processing". Number sense skills includes "basic operations" and data/processing includes skills in statistics, charts and graphs.

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**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.**

Contributing factors as related to this plan may be:

- Computer lab time is not adequate to implement "technology rich" math and reading activities.
- Limited staff development in "technology integration" in math and reading curriculum.
- NETS for students, teachers, and administrators - Technology Integration Training.
- Special education population.

**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.**

- Develop strategies that will move teachers from literacy uses to adapting/transforming uses to give all student the opportunities to experience high level learning/real world connection learning.
- Continue to offer students the opportunities to use a variety of tools in their learning.
- Continue to explore technology as a tool for learning and its potential for new learning experiences that go beyond the classroom walls.

### 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.**

- Parent Survey (11/06 & 12/09)
- Teacher Survey (11/06 & 12/09)
- Student Survey (11/06 & 12/09)
- School Improvement Meetings
- PowerSchool "Parent Access Reports"
- Alert Now "Reports of delivery success"

**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 Survey (11/06 & 12/09):  
(06 survey in parenthesis)

- 100% (100%) of parents who responded have a computer at home.
- 100% (100%) of parents have internet access.
- 25% (0%) of parents feel that their child uses technology at home to complete assignments.
- 100% (0%) of parents indicate that teachers communicate through newsletters/flyers.
- 100% (100%) of parents support additional funding for technology.
- 60% (0%) of parents who responded indicate school uses technology to communicate (email, Alert Now, PowerSchool)

Analysis:

Technology resources in the home are more affordable and readily available to families in the district. Teachers and administration communicate with parent using PowerSchool, AlertNow and email. Parents indicate that their children are rarely using home computers for homework.

Summary of Teacher Survey (12/09):

Personal Skills:

- 60% of teachers indicate they feel more comfortable using technology for professional tasks rather than for classroom learning/projects.
- 40% of teachers use technology on a "weekly" basis with their classes.
- 96% of teachers use technology to: generate worksheets, reports, letters and/or print out grades and/or progress reports or communicate with parents.
- 96% of teachers utilize the following technology tools: email, word processing, and internet.
- 80% of teachers indicate a computer is "always available" for their professional use.

Using Technology with Teaching and Learning practices:

- 80% have students use technology individually.
- 60% use technology for learning practices predominantly for drill/practice.
- 40% indicate that technology use in the classroom affords them: ability to differentiate, individualized instruction and/or no significant changes.

- 55% indicate when they have trouble with technology that assistance is generally available with some lag times.

Analysis:

Teachers indicate that they are still working at "literacy and adaptive" uses when it comes to using technology with their students and professional responsibilities. Teacher's indicate that the district does not adequately offer "professional development" for technology. Technology resources are readily available for teacher use. Tech. support is generally available with some delay.

Summary of Student Surveys (12/09):

- 70% of students indicate they use technology weekly at school to practice keyboarding skills, presentation tools, word processing and internet.
- 80% of students surveyed spend time "playing educational games" at least monthly at school.

Analysis:

Students indicate that their computer lab time is limited to "literacy and adaptive" versus more advanced "emerging" technological skills. Artifacts displayed by students confirms this statement.

***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.***

- Telecommunications (email, AlertNow, website) are being utilized to communicate daily with parents. PowerSchool "parent access" reports and "Alert Now" reports indicate contact with parents a success access to computers.
- Instructional practices primarily focus on tech. literacy skills or adapting skills with limited transforming uses.
- Computer lab time allotted is not adequate in order to teach "technology rich" Math & Reading curriculum.
- School improvement plan missing "technology integration" teacher goals to boost Math/Reading performance on ISAT tests.
- Professional development needs are constantly evolving in order to meet the changing needs for staff.

**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.**

- Develop strategies that will move teachers from literacy uses to adapting/transforming uses to give all students opportunities to experience high level learning/real world connection learning.
- Prioritize curriculum areas of Math & Reading as "high priority" with computer lab usage times.
- Develop dedicated parent presentation nights that would offer relevant technology topics, district webpage and/or online resources that would be helpful to parents and students when it comes to expanding their knowledge of technology and/or Reading and Math resources that they could utilize at home.
- Develop/update the "professional development" training plan that centers around professional growth and district initiatives that is driven by "technology integration".

### 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 (11/06 & 12/09)
- Student Survey (11/06 & 12/09)
- School Improvement Plan Review (Sept. 2009)
- School Report Card

**Educator qualifications Data** - As noted in the district's school report card for 2009, 100% of teachers are highly qualified, 43% hold master's degrees, and an average teacher holds 17 years of experience.

**Professional Growth & Development** is offered to teachers through tuition reimbursement, workshops, conferences and monthly "School Improvement Days". Teachers are allowed to pick whatever content area they are interested in learning more about in the course of their professional growth.

**Staff Development Data** - Staff Development classes such as "Star Online" through Western Illinois University and Apple Computer have been made available to staff. The District's Teacher Salary Schedule indicates incentive for teachers to continue their education and training. As they reach a certain number of credits or CPDS's, they can move up the

salary schedule.

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

Summary:

Teacher Survey/Professional Development (Nov. 2009), Student Survey (Nov. 2009):

- 50% of teachers feel that technology training offered in district "has not been" adequate.
- 50% of teachers indicate that they "disagree" with administration efforts to provide them with a wide range of staff development strategies and resources.
- 50% of teachers indicate that they "agree" that teachers are given time to "collectively" share/reflect on curriculum lessons.
- 75% indicate administration don't articulate and coach teachers in effective curriculum/technology connections.
- 95% indicate they have clocked less than 30 hours of technology training over the past 5 years.
- 70% of students indicate they use technology weekly at school to practice keyboarding skills, presentation tools, word processing and internet.
- 80% of students surveyed spend time "playing educational games" at least monthly at school.

Analysis:

Student report that they are given limited experiences with technology. There is a limited number of teachers who participated in technology training. A majority of "School Improvement Workshop" days have been used for RTI training. Incentives in place appear not to be adequate enough to encourage teachers to participate in technology professional development.



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**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.**

- Because of the "low" participation of teachers who participate in professional development focused on technology, this poses a challenge for them to integrate (emerging/advanced skill levels) technology lessons in the classroom.
- Incentives are not adequate to motivate teachers when it comes to technology.
- Conflicts due to other district needs (RTI training) occur with dedicating "School Improvement Days" to technology.
- School Improvement Plan does not emphasize or require "technology integration" within the goals.

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

- The district's current professional development plan does not adequately meet the needs of teachers.
- Development of a program that emphasizes technology integration in measureable and attainable increments.
- Professional Development goals need to be aligned with NETS, Illinois Technology Standards and Scope and Sequence.
- More technology funding is needed to improve the confidence and ability of teachers when it comes to integrating technology into the curriculum.

### 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 (11/06 & 12/09)
- Teacher Survey (11/06 & 12/09)
- Student Survey (11/06 & 12/09)
- Community Focus Groups (March 2010)

- Communication Portfolio (Dec. 2009)
- School Report Card 2008-2009

Online Resources Statistics - District online resources are PowerSchool and AlertNow. These sites provide for another means of communication between home and school. Usage statistics can be accessed by the technology dept. and are kept on file.

District Webpage statistics - The district webpage has been utilized to promote "real-time" communication of school events, calendar, contact information, technology resources and educational resources to parents and the community. Technology dept. keeps statistics on file.

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

Summary:

- 100% (100%) of parents who responded have a computer at home. 100% (100%) of parents have internet access
- 25% (0%) of parents feel that their child uses technology at home to complete assignments
- 100% (0%) of parents indicate that teachers communicate through newsletters/flyers
- 100% (100%) of parents support additional funding for technology
- 60% (0%) of parents who responded indicate school uses technology to communicate (email, Alert Now, PowerSchool)

Analysis: District meets with applicable groups/staff when planning for technology needs of the district. Parents are satisfied with the district technology resources that are available to their children. Teachers and administration communicate with parent using PowerSchool, AlertNow and email. Parents indicate that their children are rarely using home computers for homework. Parents indicate strong support in wanting technology resources for their children because they are willing to participate in additional funding for technology. The number of hits the district website shows would indicate parent and community members are using this resource as a communication tool.

**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.**

- Computer access is more affordable and easily accessible to home users.
- District online resources have enhanced communication efforts between community, school and home.
- Oak Grove school continues to provide funding through tax levy monies to support technology within the district.
- Parents and community members have limited opportunities to participate in technology training and/or informational meetings.
- Parents and teachers differ in opinion as to using "homework" time to also advance themselves with technology skills.

**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.**

Student achievement can be improved in the areas of Reading and Math and other content areas with the involvement of parents, teachers and students. Funding opportunities are "non-existent" from the community. Exploring new opportunities to involve community members and parents that would include tapping into "adult literacy" resources that could provide training and/or informational programs utilizing district resources.

#### 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.**

Technology Deployment Description:

The following tools were used in the development of this plan:

Budget Analysis (Dec. 2009)

District Artifacts

District Technology Inventory Survey (Collected - December 2009)

Teacher Survey, Next Steps (November 2009)

Technology Integration Guidelines (Collected by Tech. Coordinator - revised December 2009)

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

Data Summary: In assessing the overall technology needs of Oak Grove School #68 some observations were recorded. Classroom readily accessible "instructional resources" are needed for every teacher in order to adapt current curriculum with instructional technology. Oak Grove has recently upgraded three classrooms to "smart classrooms" that include installation of a projector, smartboard and cart of six laptops. Each classroom has a robust connection to the internet for student and teacher use throughout all buildings in the district. The district maintains a rotation of new computers at each building every three years. The district maintains software OS upgrades every two years. Telecommunication resources are outdated and need to be updated for classroom accessibility.

## District Technology Inventory Survey

## Technology Deployment Summary:

- Using data from district inventories, conclude that the student-per-computer averages is optimal.
- Technology access is readily available to staff and students.
- Response time to tech. support is satisfactory.
- All computers are networked with "high speed" connectivity to the Internet and network resources.
- Acceptable use policies, copyright and ethics policies have been written and implemented.
- Network can support instructional practices and more advanced levels of use.
- Filters and server installation and maintenance in place.
- Funding for technology purchases comes from budgeted levy monies.

## Analysis:

A variety of technology resources are available that provide for opportunities for both student and staff to attain technology skills. Concern with limited tech. support staff to maintain technology resources most efficiently due to the constant additions and upgrades. Equitable learning opportunities with computers are present as reported in the Teacher-online surveys.

**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.**

Technology Deployment Key Factors:

- Technical support is available to ensure successful instructional/learning practices.
- Evidence of the addition of "smart classrooms" at each school show resources are increasing in order for teachers to "integrate technology" within the classroom setting.
- Technology resources are being maintained because of the technology budget that is supported through levy monies.
- Exploration of funding to update all classrooms to "smart classrooms".

**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.**

Technology Deployment Conclusions:

- Continue to maintain technology support to ensure successful instruction/ learning practices.
- Continue to implement "professional development" so teachers can become confident integrators of technology with their curriculum.
- Continue to maintain up-to-date technology.
- Explore ways to fund additional technology resources needed.

### District Technology Inventory - District Information

Number	
414	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
0	Number of K-12 special education self-contained classroom students
34	Number of Teachers (FTE - this does not include teacher aides)
2	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
2	Number of instructional school buildings with high speed internet access

0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
2	Subtotal
2	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	60
	Dedicated Cable	45
	DSL	0
	Wireless	25
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	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	2
	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	2
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	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
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
<b>Instructional Classroom</b>	Under 2 years	0	61	61	0	0	0	0	0	0	0	61	61
	2-5 years	0	91	91	0	0	0	0	0	0	0	91	91
	5+ years	0	6	6	0	0	0	0	0	0	0	6	6
	SubTotal	0	158	158	0	0	0	0	0	0	0	158	158
<b>Dedicated Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	30	30	0	0	0	0	0	0	0	30	30
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	30	30	0	0	0	0	0	0	0	30	30
<b>Media Center/Library</b>	Under 2 years	0	60	60	0	0	0	0	0	0	0	60	60
	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	60	60	0	0	0	0	0	0	0	60	60
<b>Mobile Computer Lab</b>	Under 2 years	0	4	4	0	0	0	0	0	0	0	4	4
	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	4	4	0	0	0	0	0	0	0	4	4
<b>Administrative Offices</b>	Under 2 years	4	1	5	0	0	0	0	0	0	4	1	5
	2-5 years	0	1	1	0	0	0	0	0	0	0	1	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	4	2	6	0	0	0	0	0	0	4	2	6
<b>Teacher Offices</b>	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
<b>Other Locations</b>	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
<b>Instructional Classroom</b>	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
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	Under 2 years	0	18	18	0	0	0	0	0	0	0	18	18
	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	18	18	0	0	0	0	0	0	0	18	18

<b>Administrative Offices</b>	Under 2 years	0	3	3	0	0	0	0	0	0	0	3	3
	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	3	3	0	0	0	0	0	0	0	3	3
<b>Teacher Offices</b>	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
<b>Other Locations</b>	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
<b>Instructional Classroom</b>	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
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	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
<b>Teacher Offices</b>	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
<b>Other Locations</b>	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
<b>Instructional Classroom</b>	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
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	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
<b>Teacher Offices</b>	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
<b>Other Locations</b>	Under 2 years	0	3	3	0	0	0	0	0	0	0	3	3
	2-5 years	0	2	2	0	0	0	0	0	0	0	2	2
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	5	5	0	0	0	0	0	0	0	5	5

District Technology Inventory - Operating Systems

PCs		
Location	Type	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Dedicated 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
Media Center/Library	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0

Teacher Offices	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
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	111
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	111
Dedicated Computer Lab	MAC System 10.x	30
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	30
Media Center/Library	MAC System 10.x	50
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0

	Subtotal	50
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	3
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	3
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)		
<b>Location</b>	<b>Operating System</b>	<b>Number</b>
Instructional Classroom		0
Dedicated Computer Lab		0
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	41
	Wireless Access Points	15
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	4
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	2
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0



Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	3
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	2
	Switches	7
	Wireless Access Points	0
	Firewall	0
	Spam Filter	1
	Content Filter	2
	Intrusion Detector	2

**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	8	0	8
Stand-alone Printers	4	4	8
Scanners	2	0	2
Digital Cameras	8	0	8
Camcorders/Movie Cameras	2	0	2
Satellite Dishes	0	0	0
Televisions	41	0	41
Video Microscopes	0	0	0

LCD Panels/Projection Devices	7	0	7
Fax Machines	2	0	2
Graphing Calculators	0	0	0
PDA's	0	0	0
Assistive/Adaptive Devices	0	0	0
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	5	0	5
Document Cameras	0	0	0
MP3 Players	0	0	0

**District Technology Inventory - Telecommunications**

<b>Telecommunication Type</b>	<b>Instructional</b>	<b>Administrative</b>	<b>Total</b>
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	0	0
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
	<b>Number</b>		
<b>Classrooms with telephones</b>	0		

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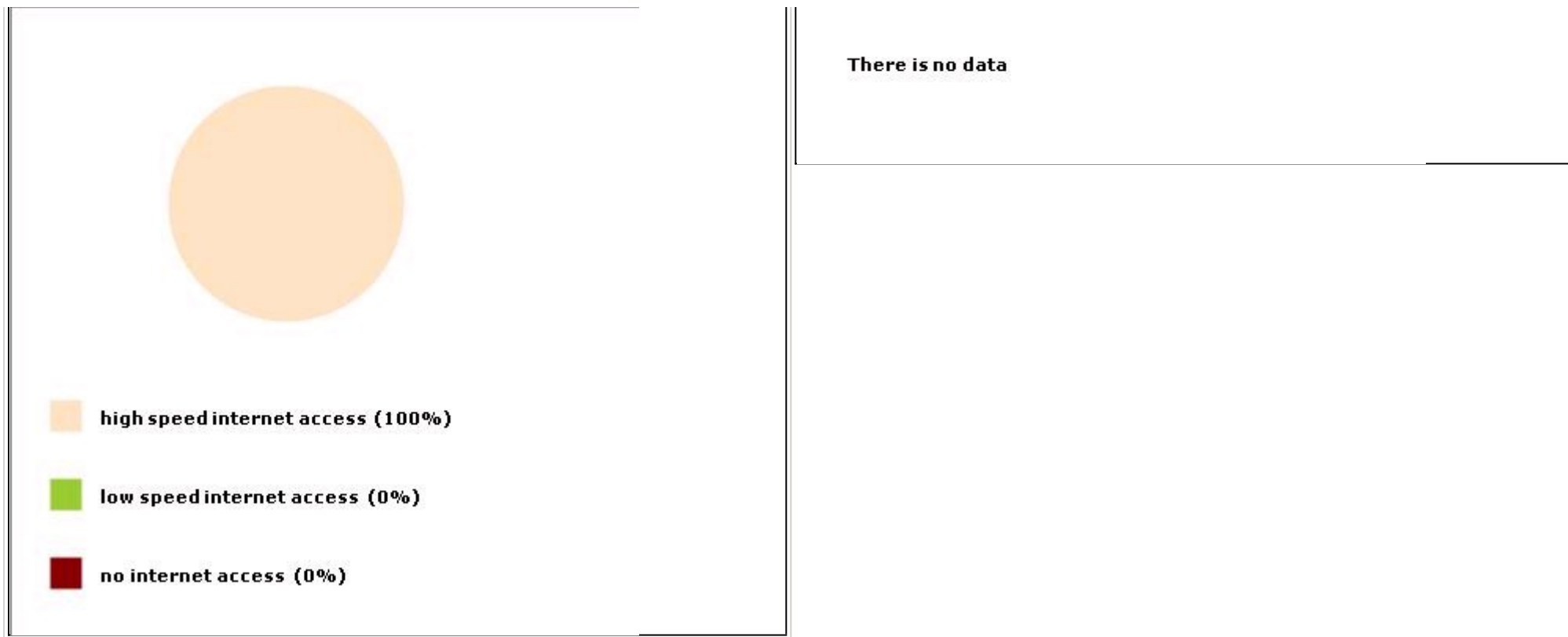
**District Technology Inventory - Distance Learning**

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

**Section I D Data & Analysis – District Technology Inventory Report**

**District Information:**

<b>District Information:</b>					
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
414		0	34		2
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
2	0	0	0	0	0
<b>Instructional School Building Internet Access (Chart) :</b>			<b>Non-Instructional Buildings Internet Access (Chart) :</b>		



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>	0	158	0	30	0	60	0	4	4	2	0	0	0	0
<i>Desktops</i>	0	158	0	30	0	60	0	4	4	2	0	0	0	0
<i>Laptops</i>	0	0	0	0	0	0	0	18	0	3	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	5
	0	158	0	30	0	60	0	22	4	5	0	0	0	5

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
	158	30	60	22	9	0	5
<b>Students per Computer</b>						<b>1.46</b>	

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional								Administrative		Teachers			
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
<i>Desktops</i>	0	158	0	30	0	60	0	4	4	2	0	0	0	0
<i>Laptops</i>	0	0	0	0	0	0	0	18	0	3	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	5
	0	158	0	30	0	60	0	22	4	5	0	0	0	5
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	
	158		30		60		22		9		0		5	
<b>Students per Computer with High Speed Access</b>											<b>1.46</b>			

Computers with Low Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional								Administrative		Teachers			
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
<b>Students per Computer with Low Speed Access</b>						<b>0</b>	

**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
PC	Mac	PC							Mac	PC	Mac	PC		
<i>Computers</i>														
<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	
<b>Students per Computer with No Internet Access</b>											<b>0</b>			

**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
130	21	0	122	0	0	6	0	0

**Internet Access:**

Number of Rooms	Type
0	10 mg Ethernet



65	100+ mg Ethernet
45	Dedicated Cable
0	DSL
25	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	194	Total Number of Computers with MAC System 10.x
0	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 9.x
0	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 8.x
0	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
0	Total Number of Computers with Other PC		

**Other Technologies:**

Total	Type	Total	Type
8	Number of Networked Printers	0	Number of PDAs
8	Number of Stand-alone Printers	0	Number of Assistive/Adaptive Devices
2	Number of Scanners	0	Number of GPS Devices
8	Number of Digital Cameras	0	Number of Science Probeware
2	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)
41	Number of Televisions	5	Number of Electronic Whiteboards
0	Number of Video Microscopes	5	Number of Whiteboard Capture Devices
7	Number of LCD Panels/Projection Devices	0	Number of Document Cameras
2	Number of Fax Machines	0	Number of MP3 Players
0	Number of Graphing Calculators		

**Distance Learning**

Number of Access Points	Distance Learning
0	Number of Classrooms with Satellite
0	Number of Classrooms with Cable/Broadcast
0	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.**

Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.

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

<b>Phase I Goal 1 Title:</b>
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.
<b>Phase I Goal 1 Description:</b>
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.

**Section II B. Action Plan – Curriculum and Instruction**

<b>Phase I Goal 1 Title:</b>
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.
<b>Strategy 1</b>
Students will continue to participate in technology-rich activities and assessments.

			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 participation in Accelerated Reader, Star Reading, Math Facts, Brain Pop, Enchanted Learning, and textbook resources that include multimedia and online activities to demonstrate their understanding of reading and math concepts.	08/30/2010	06/30/2011	0	0			0	0	0	0	0	0
2 K-8 students will continue to be assessed three times each year using Diebels and/or Discovery Ed. for progress monitoring.	08/30/2010	06/01/2011	0	0			0	0	0	0	0	0
3			0	0			0	0	0	0	0	0

Strategy 2												
K-12 students will participate in district "Internet Safety Curriculum."												
			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
1K-8 students will engage in online internet safety curriculum and activities.	07/01/2010	06/30/2011	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:												
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.												
Strategy 1												
Professional development will be offered to advance teacher abilities with technology integration that focuses in Math and Reading content areas.												
			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
1Two-Rivers will conduct onsite technology integration trainings for 5-8 teachers.	07/01/2010	08/01/2011	0	0			0	0	0	0	0	0
2Teachers will be trained on the district internet safety curriculum.	07/01/2010	10/01/2010	0	0			0	0	0	0	0	0
3			0	0			0	0	0	0	0	0
4			0	0			0	0	0	0	0	0

Strategy 2												
District will provide "Internet Safety" training to teachers and para-professionals.												
			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 "Internet Safety" curriculum training for staff.	07/01/2010	12/01/2010	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:												
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.												
Strategy 1												
The district will utilize informational technology and telecommunications to inform, contact and support parents and community members regarding current technology uses in the student learning process.												
			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 Plan a "open house" informational meeting on resources we currently use to communicate with parents (webpage, PowerSchool, email).	09/01/2010	11/05/2010	0	0			0	0	0	0	0	0

2	Plan an "internet safety"night for parents/community members.	10/01/2010	12/31/2010	0	0			0	0	0	0	0	0
3				0	0			0	0	0	0	0	0
4				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:													
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.													
Strategy 1													
District will continue to maintain and support telecommunication services, software and hardware resources to ensure easy access for learning opportunities and day-to-day operations.													
				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	Maintain T1 lines to provide Internet access to both schools.	07/01/2010	06/30/2011	7,902	7,902	0	D	0	0	0	0	0	

2	Purchase three additional projectors and Smartboards for classrooms (funding TBD).	07/01/2010	06/30/2011	7,500	7,500	0	D	0	0	0	0	0	0
3	Maintain online subscriptions that include: Cyberpatrol, School Center web hosting, Diebels, Discovery Ed., Curriculum Mapper, BrainPop, Enchanted Learning, PowerSchool, AlertNow and Follett Alliance Plus.	07/01/2010	06/30/2011	8,500	8,500	0	D	0	0	0	0	0	0
4				0	0	0	D	0	0	0	0	0	0
5				0	0	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	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	0

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

<b>Phase II Goal 1 Title:</b>
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.
<b>Phase II Goal 1 Description:</b>
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.

**Section II B. Action Plan – Curriculum and Instruction**

**Phase II Goal 1 Title:**

Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.

**Strategy 1**

Students will continue to participate in technology-rich activities and assessments.

			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 participation in Accelerated Reader, Star Reading, Math Facts, Brain Pop, Enchanted Learning, and textbook resources that include multimedia and online activities to demonstrate their understanding of reading and math concepts.	08/30/2011	06/01/2012	0	0			0	0	0	0	0	0
2 K-8 students will continue to be assessed three times each year using Diebels and/or Discovery Ed. for progress monitoring.	08/30/2011	06/01/2012	0	0			0	0	0	0	0	0

**Strategy 2**

Student will demonstrate use of the Internet in a safe, responsible, and effective manner.

			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-8 students will continue to participate in "Internet safety" by reviewing curriculum and online activities.	08/30/2011	06/01/2012	0	0			0	0	0	0	0	0
2 5-8 Students will be taught how to access "educational resources" for research and also taught to cite their work.	08/30/2010	06/01/2011	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:**  
 Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.

**Strategy 1**  
 Continue Professional development to be offered to advance teacher abilities with technology integration that focuses in Math and Reading content areas.

			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 Grades 3 & 4 teachers will attend Two-Rivers onsite training with Math & Reading technology rich activities.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Grades K-5 teachers will receive Apple Computer training on classroom uses with multimedia.	08/30/2011	06/30/2012	0	0			0	0	0	0	0	0

**Strategy 2**  
 Professional Development will be provided to teachers on software and hardware upgrades.

			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 receive training on the district's summer hardware and software upgrades.	08/30/2011	09/30/2011	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:**  
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.

**Strategy 1**  
The district will utilize informational technology and telecommunications to inform, contact and support parents and community members with learning needs of 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 Maintain "technology night" to showcase "electronic portfolios" of student work and review of district webpage resources.	07/01/2011	01/01/2012	0	0			0	0	0	0	0	0
2 Provide parents with online resource links on district website to supplement and enhance at home learning.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
3			0	0			0	0	0	0	0	0
4			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:												
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.												
Strategy 1												
District will continue to maintain and support telecommunication services, software and hardware resources to ensure easy access for learning opportunities and day-to-day operations.												
			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 Maintain T1 lines to provide Internet access to both schools.	07/01/2011	06/30/2012	7,902	7,902	0	D	0	0	0	0	0	0
2 Purchase three additional projectors and Smartboards for classrooms (funding TBD).	07/01/2011	06/30/2012	7,500	7,500	0	D	0	0	0	0	0	0
3 Continue annual subscriptions that include: Cyberpatrol, School Center web hosting, Diebels, Discovery Ed., Curriculum Mapper, BrainPop, Enchanted Learning, PowerSchool, AlertNow and	07/01/2011	06/30/2012	8,700	8,700	0	D	0	0	0	0	0	0

Follett Alliance Plus.												
4	Perform computer software and hardware upgrades.	07/01/2011	06/30/2012	80,000	80,000	0	D	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**

<b>Phase III Goal 1 Title:</b>
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.
<b>Phase III Goal 1 Description:</b>
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.

**Section II B. Action Plan – Curriculum and Instruction**

**Phase III Goal 1 Title:**

Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.

**Strategy 1**

Students will engage in Reading and Math activities, interventions and assessments that have been research based.

			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 maintain participation in Accelerated Reader, Star Reading, Math Facts, Brain Pop, Enchanted Learning, and textbook resources that include multimedia and online activities to demonstrate their understanding of reading and math concepts.	08/30/2012	06/01/2013	0	0			0	0	0	0	0	0
2 K-8 students will continue to be assessed three times each year using Diebels and/or Discovery Ed. for progress monitoring.	08/30/2012	06/01/2013	0	0			0	0	0	0	0	0

**Strategy 2**

Student will demonstrate/master use of the Internet in a safe, responsible, and effective manner.

			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 participate in telecommunication activities using "Skype" telecommunication tool.	08/30/2012	06/01/2013	0	0			0	0	0	0	0	0
2 3rd & 4th Students will be taught how to access "educational resources" for research and also taught to cite their work.	08/30/2012	06/01/2013	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:												
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.												
Strategy 1												
Teachers will attend training that will focus on "best teaching practices" with technology integration.												
			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-2 teachers will attend Two-Rivers onsite training with Math & Reading technology rich activities.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Grades 6-8 teachers will receive Apple Computer training on classroom uses with multimedia.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Strategy 2												
Continue Professional Development will be provided to teachers on software and hardware upgrades.												
			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 receive training on the district's summer hardware and software upgrades.	08/30/2012	09/30/2012	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:												
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.												
Strategy 1												
The district will utilize informational technology and telecommunications to inform, contact and support parents and community members with learning needs of 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 Repeat a "technology night" to showcase "electronic portfolios" of student work and review of district webpage and PowerSchool resources.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Maintain online resource links on district website to supplement and enhance at home learning.	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 E. Action Plan – Technology Deployment**

**Phase III Goal 1 Title:**

Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.

**Strategy 1**

District will continue to maintain and support telecommunication services, software and hardware resources to ensure easy access for learning opportunities and day-to-day operations.

			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 Maintain T1 lines to provide Internet access to both schools.	07/01/2012	06/30/2013	7,902	7,902	0	D	0	0	0	0	0	0
2 Purchase three additional projectors and Smartboards for classrooms (funding TBD).	07/01/2012	06/30/2013	7,500	7,500	0	D	0	0	0	0	0	0
3 Continue annual subscriptions that include: Cyberpatrol, School Center web hosting, Diebels, Discovery Ed., Curriculum Mapper, BrainPop, Enchanted Learning, PowerSchool, AlertNow and	07/01/2012	06/30/2013	9,000	9,000	0	D	0	0	0	0	0	0



Follett Alliance Plus.												
4			0	0	0	D	0	0	0	0	0	0
5			0	0	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**

The Building Principals, Teachers and Technology Coordinator will monitor with the tools as assigned below on an "as needed" basis. In addition, the Principals will be reviewing overall student achievement levels to determine the impact of technology on achieving our goal.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1Ca. A/R test results. 1Cb. Diebels & Discovery Ed. assessment results. 1Cc. Student i-safe survey	2Ca. Majority of students to receive 80% or greater. 2Cb.Meet/exceed grade level. 2Cc.Reduced incidents.	3Ca. Quarterly 3Cb. Three times a year. 3Cc. Annually	4Ca. Classroom Teachers/Bldg. Principal 4Cb. Teachers and Principal. 4Cc.Tech. Coordinator
PD Strategy	1PDa. Staff development evaluation, attendance sheets & survey results.	2PDa. Increased attendance in PD, staff demonstrating advanced abilities in technology integration.	3PDa. Annually	4PDa. Building Principal

P/C Strategy	1PCa. Attendance sheets from presentations, parent surveys & "hits" on PowerSchool & website.	2PCa. Increase useage of PowerSchool & website.	3PCa. Quarterly	4PCa. Technology Coordinator
Tech D Strategy	1TDa. ICN bandwidth utilization reports, reserve time sheets for lab, support request logs.	2TDa. Increase useage of technology resources, decrease in "basic" troubleshooting issues due to lack of knowledge; increase bandwidth useage.	3TDa. Quarterly or as needed when issue occur	4TDa. Technology Coordinator.

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

The Building Principals, Teachers and Technology Coordinator will monitor with the tools as assigned below on an "as needed" basis. In addition, the Principals will be reviewing overall student achievement levels to determine the impact of technology on achieving our goal.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1Ca. A/R test results. 1Cb. Diebels & Discovery Ed. assessment results. 1Cc. Student i-safe survey	2Ca. Majority of students to receive 80% or greater. 2Cb.Meet/exceed grade level. 2Cc.Reduced incidents.	3Ca. Quarterly 3Cb. Three times a year. 3Cc. Annually	4Ca. Classroom Teachers/Bldg. Principal 4Cb. Teachers and Principal. 4Cc. Tech. Coordinator
PD Strategy	1PDa. Staff development evaluation, attendance sheets & survey results.	2PDa. Increased attendance in PD, staff demonstrating advanced abilities in technology integration.	3PDa. Annually	4PDa. Building Principal
P/C Strategy	1PCa. Attendance sheets from presentations, parent surveys & "hits" on PowerSchool & website.	2PCa. Increase useage of PowerSchool & website.	3PCa. Quarterly	4PCa. Technology Coordinator
Tech D Strategy	1TDa. ICN bandwidth utilization reports, reserve time sheets for lab, support request logs.	2TDa. Increase useage of technology resources, decrease in "basic" troubleshooting issues due to lack of knowledge; increase bandwidth useage.	3TDa. Quarterly or as needed when issue occur	4TDa. Technology Coordinator.

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

The Building Principals, Teachers and Technology Coordinator will monitor with the tools as assigned below on an "as needed" basis. In addition, the Principals will be reviewing overall student achievement levels to determine the impact of technology on achieving our goal.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1Ca. A/R test results. 1Cb. Diebels & Discovery Ed. assessment results. 1Cc. Student i-safe survey	2Ca. Majority of students to receive 80% or greater. 2Cb.Meet/exceed grade level. 2Cc.Reduced incidents.	3Ca. Quarterly 3Cb. Three times a year. 3Cc. Annually	4Ca.Classroom Teachers/Bldg. Principal 4Cb.Teachers and Principal. 4Cc.Tech. Coordinator
PD Strategy	1PDa. Staff development evaluation, attendance sheets & survey results.	2PDa. Increased attendance in PD, staff demonstrating advanced abilities in technology integration.	3PDa. Annually	4PDa. Building Principal
P/C Strategy	1PCa. Attendance sheets from presentations, parent surveys & "hits" on PowerSchool & website.	2PCa. Increase useage of PowerSchool & website.	3PCa. Quarterly	4PCa. Technology Coordinator
Tech D Strategy	1TDa. ICN bandwidth utilization reports, reserve time sheets for lab, support request logs.	2TDa. Increase useage of technology resources, decrease in "basic" troubleshooting issues due to lack of knowledge; increase bandwidth useage.	3TDa. Quarterly or as needed when issue occur	4TDa. 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
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.	23,902	23,902	0	0	0	0	0	0	0
Total Budget for Phase I - 2010-2011	23,902	23,902	0	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
Students will continue to meet and/or exceed AYP in									

Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.	104,102	104,102	0	0	0	0	0	0	0
Total Budget for Phase II - 2011-2012	104,102	104,102	0	0	0	0	0	0	0
<b>Phase III - 2014 - 2015</b>									
<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
Students will continue to meet and/or exceed AYP in Math and Reading by 2013 through the use of appropriate technology and research-based instructional interventions.	24,402	24,402	0	0	0	0	0	0	0
Total Budget for Phase III - 2012-2013	24,402	24,402	0	0	0	0	0	0	0
<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
Total Budget for Phases I, II, and III - 2010 - 2013	152,406	152,406	0	0	0	0	0	0	0

## Section III Plan Development, Review and Implementation

### A. Stakeholder Involvement

*Stakeholder Involvement - Using a narrative, describe specifically how stakeholders (including parents, school staff and others) have been consulted in the development or revision of the plan. Also describe how the adult literacy service providers and public libraries were consulted when preparing this plan. If no adult literacy service provider or library exists, please explain within your narrative your attempts at locating these entities.*

Technology planning is an ongoing process in District #68. The District developed its first formal plan in 1997 as part of the Community Based Planning for Economically Challenged Schools. The initial technology committee selection was based upon recommendations of the administration and members of the Board of Education. The committee included representation from the various segments of the community population, including adult literacy provider, public librarian, senior citizens, business people and parents from each respective building. Committee membership was increased as a result of a town meeting held in 1998.

After the development of the original Technology Plan, technology committees met on an as-needed basis. They reviewed and customized a Vision Statement and several Belief Statements that tied technology initiatives to the vision. The statements were later converted into a single Mission Statement after a Town Meeting.

In order to complete the 2010-2013 technology plan, teachers, students, parents and community members were asked to complete the surveys to provide input for this revised and updated plan.

The vision statement was posted on the district website for committee member review and to gain feedback from all members. Currently, the district's local community does not have a local adult literacy provider, however, they utilize/consult the Regional Office of Education and the local Community Colleges for adult training classes and needs.

In the development of our 2010-2013 Technology Plan, the Board of Education and its administration would like to thank the following people for their assistance, time and input in developing this plan and their commitment to implementing and assessing its progress over the next three years:

Person	Group Representative
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Mr. Marc DeVore, Superintendent and Elementary Principal

Mr. Chad Wagner, Principal - Middle School

Mrs. Debbie Martin, Elementary Teacher

Mr. Cory Reid, Board Member

Mrs. Cathi Thomason, Technology Coordinator

Mr. Nicholas Celiberti, Student

ISBENet, Internet Provider

Mr. Michael Stobaugh, Parent Rep.  
Mrs. Lynn Heath, Alpha Park Board Member  
Mr. Sherman Risius, Business Representative  
Mrs. Shirley Stockham, Senior Citizen

### 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.*

Legal Ref. #:

Policy #7380 was adopted on May 14th, 2007

**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:
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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"> <li>● Part A. Illinois School Report Card Data</li> <li>● Part B. Local Assessment Data (as available)</li> <li>● Part C. Other Data -- Item 1,2 &amp; 3</li> <li>● Part D. Technology Deployment</li> <li>● Part E. Data &amp; Analysis - (Meta-Analysis)</li> </ul> Comments:	<input type="radio"/> Meets <input type="radio"/> Does Not Meet

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



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