

| | |
|---------------------|--|
| Submitted | |
| Plan Resubmitted | |
| Pending ISBE action | |
| ISBE Approved | |

District Information

1. District Information

| | | | |
|--------------------|---------------------------|-----------------------|----------------------------------|
| District Name: | Carterville CUSD 5 | District Address: | 306 Virginia Ave |
| City/State/Zip: | Carterville,IL 62918 1239 | RCDT Number: | 211000050260000 |
| Superintendent: | Tim Bleyer | Superintendent Email: | tbleyer@cartervillelions.com |
| District Phone: | 6189854826 | District Fax: | 6189852041 |
| TIP Contact Name: | Sarah Barnstable | TIP Contact Email: | sbarnstable@cartervillelions.com |
| TIP Contact Phone: | 6189858742 | TIP Contact Fax: | 6189854907 |

2. Submission Type

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

3. Mid-course Correction

The plan was reviewed and evaluated on

Mid-course correction was needed? Yes No

Vision Statement

State the district's vision and then explain how telecommunications, instructional technology and information technology in instructional and administrative programs support the vision. Incorporate a forward-thinking process which will identify needs that may emerge during or even beyond the life of the technology plan. It should demonstrate that the district has planned for actions such as change in funding, student population growth and building construction, expansion, etc, which may occur beyond the life of the plan.

A technology plan's vision may be a separate district vision for technology, or a restatement of the district's strategic vision with an explanation of how the technology plan supports the vision.

It is the vision of Carterville Community Unit School District #5 (Tri-C Community) that our learners, district, and community will strive to be technologically advanced and **forward thinking** to prepare learners to be productive and competitive in the 21st Century. It is our goal to use technology as an integral part of instruction and learning in our curriculum. **Telecommunications, information technology, and instructional technology** will be readily available and utilized to provide instruction in **learning and thinking** skills -- communicating, critical-thinking, problem solving, creativity and innovation, collaboration, and making connections to the real world, as well as administrative functions. It is vital that we prepare our students for an ever-changing world by ensuring that they are information and technologically literate in 21st century content * and life skills ** including societal and ethical issues. It is our hope to provide access to state-of-the art technology including but not limited to broadband telecommunications, networks, and tools to accomplish this shared vision, by committing time, professional development, district and grant funds, and support.

* global awareness, civic literacy, health and wellness and financial, economic, business and entrepreneurial literacy

** leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility

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

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

| | Percentage Tested on State Tests | | | | Percent Meeting/Exceeding Standards* | | | | | | Other Indicators | | | |
|--------------------------|----------------------------------|---------|-------------|---------|--------------------------------------|----------------------|---------|-------------|----------------------|---------|------------------|---------|-----------------|---------|
| | Reading | | Mathematics | | Reading | | | Mathematics | | | Attendance Rate | | Graduation Rate | |
| Student Groups | % | Met AYP | % | Met AYP | % | Safe** Harbor Target | Met AYP | % | Safe** Harbor Target | Met AYP | % | Met AYP | % | Met AYP |
| State AYP Minimum Target | 95.0 | | 95.0 | | 70.0 | | | 70.0 | | | 90.0 | | 78.0 | |
| All | 99.9 | Yes | 99.9 | Yes | 83.3 | | Yes | 86.7 | | Yes | 94.9 | | 97.3 | |
| White | 99.9 | Yes | 99.9 | Yes | 84.4 | | Yes | 87.5 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|----------------------------|------|-----|------|-----|------|------|-----|------|------|-----|------|--|-------|--|
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | 99.4 | Yes | 99.4 | Yes | 42.6 | 51.7 | No | 54.9 | 64.5 | No | 94.3 | | 100.0 | |
| Low Income | 99.7 | Yes | 99.7 | Yes | 71.1 | | Yes | 80.2 | | Yes | | | | |

| Four Conditions Are Required For Making Adequate Yearly Progress | |
|--|---|
| 1. | At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging. |
| 2. | At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. *** |
| 3. | For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision. |
| 4. | At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools. |
| <p>* Includes only students enrolled as of 5/01/2008. ** 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 (%) | 94.9 | 95.6 | 94.9 | 94.7 | 94.8 | 94.9 | 94.7 | 94.9 |
| Truancy Rate (%) | 1.3 | 1.0 | 1.2 | 0.9 | 1.8 | 1.7 | 0.9 | 2.6 |
| Mobility Rate (%) | 15.6 | 17.2 | 18.5 | 17.7 | 21.1 | 13.8 | 14.4 | 13.7 |
| HS Graduation Rate, if applicable (%) | 96.3 | 90.9 | 89.5 | 97.4 | 98.9 | 96.4 | 91.1 | 97.3 |
| HS Dropout Rate, if applicable (%) | 1.9 | 1.4 | 1.3 | 0.2 | 2.0 | 0.2 | 0.4 | 1.4 |
| District Population (#) | 1,646 | 1,690 | 1,632 | 1,653 | 1,727 | 1,793 | 1,720 | 1,788 |
| Low Income (%) | 27.5 | 27.4 | 29.0 | 27.8 | 30.3 | 29.7 | 30.4 | 33.7 |
| Limited English Proficient (LEP) (%) | - | - | - | - | - | - | - | - |
| Students with Disabilities (%) | | | | | | | | |
| White, non-Hispanic (%) | 93.0 | 94.0 | 93.7 | 93.3 | 92.3 | 92.7 | 92.3 | 91.4 |
| Black, non-Hispanic (%) | 3.0 | 2.2 | 3.0 | 2.4 | 2.2 | 2.0 | 1.9 | 1.6 |
| Hispanic (%) | 1.5 | 1.7 | 1.6 | 1.6 | 1.4 | 1.2 | 1.6 | 1.4 |
| Asian/Pacific Islander (%) | 1.1 | 1.1 | 1.3 | 1.1 | 0.8 | 1.1 | 0.8 | 1.2 |
| Native American or Alaskan Native(%) | 1.5 | 1.0 | 0.4 | 0.4 | 0.5 | 0.4 | 0.5 | 0.4 |
| Multiracial/Ethnic (%) | - | - | - | 1.2 | 2.8 | 2.6 | 3.0 | 3.9 |

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 | 90.8 | 6.0 | 1.5 | 1.0 | 0.7 | - |
| | 2001 | 94.3 | 2.2 | 1.1 | 1.0 | 1.4 | - |
| | 2002 | 93.0 | 3.0 | 1.5 | 1.1 | 1.5 | - |
| | 2003 | 94.0 | 2.2 | 1.7 | 1.1 | 1.0 | - |
| | 2004 | 93.7 | 3.0 | 1.6 | 1.3 | 0.4 | - |
| | 2005 | 93.3 | 2.4 | 1.6 | 1.1 | 0.4 | 1.2 |
| | 2006 | 92.3 | 2.2 | 1.4 | 0.8 | 0.5 | 2.8 |
| | 2007 | 92.7 | 2.0 | 1.2 | 1.1 | 0.4 | 2.6 |
| | 2008 | 92.3 | 1.9 | 1.6 | 0.8 | 0.5 | 3.0 |
| | 2009 | 91.4 | 1.6 | 1.4 | 1.2 | 0.4 | 3.9 |
| 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 (%) |
|----------|------|---------|----------------|--------------------------|----------------|--------------|---------------------|---------------------|---------------------|------------------------|
| DISTRICT | 2000 | 0.1 | 29.2 | 87.9 | 94.2 | 17.2 | 25 | 1.6 | 1.6 | 87.9 |
| | 2001 | - | 29.6 | 77.5 | 94.6 | 18.7 | 36 | 2.2 | 1.0 | 94.7 |
| | 2002 | - | 27.5 | 86.6 | 94.9 | 15.6 | 21 | 1.3 | 1.9 | 96.3 |
| | 2003 | - | 27.4 | 90.2 | 95.6 | 17.2 | 17 | 1.0 | 1.4 | 90.9 |
| | 2004 | - | 29.0 | 89.0 | 94.9 | 18.5 | 19 | 1.2 | 1.3 | 89.5 |
| | 2005 | - | 27.8 | 89.3 | 94.7 | 17.7 | 15 | 0.9 | 0.2 | 97.4 |
| | 2006 | - | 30.3 | 92.0 | 94.8 | 21.1 | 30 | 1.8 | 2.0 | 98.9 |
| | 2007 | - | 29.7 | 94.9 | 94.9 | 13.8 | 28 | 1.7 | 0.2 | 96.4 |
| | 2008 | - | 30.4 | 96.4 | 94.7 | 14.4 | 16 | 0.9 | 0.4 | 91.1 |
| | 2009 | - | 33.7 | 96.2 | 94.9 | 13.7 | 45 | 2.6 | 1.4 | 97.3 |
| STATE | 2000 | 6.1 | 36.7 | 97.2 | 93.9 | 17.5 | 45,109 | 2.4 | 5.8 | 82.6 |
| | 2001 | 6.3 | 36.9 | 94.5 | 93.7 | 17.2 | 42,813 | 2.2 | 5.7 | 83.2 |
| | 2002 | 6.7 | 37.5 | 95.0 | 94.0 | 16.5 | 39,225 | 2.0 | 5.1 | 85.2 |
| | 2003 | 6.3 | 37.9 | 95.7 | 94.0 | 16.4 | 37,525 | 1.9 | 4.9 | 86.0 |
| | 2004 | 6.7 | 39.0 | 96.3 | 94.2 | 16.8 | 40,764 | 2.1 | 4.6 | 86.6 |
| | 2005 | 6.6 | 40.0 | 95.7 | 93.9 | 16.1 | 43,152 | 2.2 | 4.0 | 87.4 |
| | 2006 | 6.6 | 40.0 | 96.6 | 94.0 | 16.0 | 44,836 | 2.2 | 3.5 | 87.8 |
| | 2007 | 7.2 | 40.9 | 96.1 | 93.7 | 15.2 | 49,056 | 2.5 | 3.5 | 85.9 |
| | 2008 | 7.5 | 41.1 | 96.8 | 93.3 | 14.9 | 49,858 | 2.5 | 4.1 | 86.5 |
| | 2009 | 8.0 | 42.9 | 96.7 | 93.7 | 13.5 | 73,245 | 3.7 | 3.5 | 87.1 |

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

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

| | Year | School (N) | Grade 3 (N) | Grade 4 (N) | Grade 5 (N) | Grade 7 (N) | Grade 8 (N) | Grade 11 (N) |
|--------------------------------------|-----------|------------|-------------|-------------|-------------|-------------|-------------|--------------|
| D I S T R I C T | 2000 | 1,622 | - | - | - | - | - | - |
| | 2001 | 1,653 | 126 | 136 | 134 | 130 | 134 | 107 |
| | 2002 | 1,646 | 128 | 122 | 134 | 147 | 130 | 116 |
| | 2003 | 1,690 | 109 | 139 | 122 | 133 | 142 | 113 |
| | 2004 | 1,632 | 114 | 114 | 130 | 144 | 121 | 123 |
| | 2005 | 1,653 | 142 | 114 | 117 | 127 | 140 | 111 |
| | 2006 | 1,727 | 117 | 135 | 124 | 129 | 138 | 135 |
| | 2007 | 1,793 | 130 | 120 | 139 | 130 | 143 | 112 |
| | 2008 | 1,720 | 145 | 126 | 121 | 116 | 127 | 126 |
| 2009 | 1,788 | 125 | 143 | 132 | 145 | 118 | 123 | |
| S T A T E | 2000 | 1,983,991 | - | - | - | - | - | - |
| | 2001 | 2,007,170 | 164,791 | 161,546 | 162,001 | 151,270 | 148,194 | 123,816 |
| | 2002 | 2,029,821 | - | - | - | - | - | - |
| | 2003 | 2,044,539 | 164,413 | 157,570 | 159,499 | 160,924 | 156,451 | 138,559 |
| | 2004 | 2,060,048 | 161,329 | 160,246 | 158,367 | 162,933 | 160,271 | 139,504 |
| | 2005 | 2,062,912 | 156,370 | 158,622 | 160,365 | 162,047 | 162,192 | 142,828 |
| | 2006 | 2,075,277 | 155,155 | 154,372 | 158,822 | 160,362 | 160,911 | 147,500 |
| | 2007 | 2,077,856 | 155,356 | 153,480 | 154,719 | 162,594 | 159,038 | 150,475 |
| | 2008 | 2,074,167 | 155,578 | 152,895 | 153,347 | 160,039 | 161,310 | 149,710 |
| 2009 | 2,070,125 | 156,512 | 152,736 | 152,820 | 155,433 | 158,700 | 144,822 | |

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

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

| | Year | Total Teacher FTE (N) | Av. Teacher Experience (Years) | Av. Teacher Salary (\$) | Teachers with Bachelor's Degree (%) | Teachers with Master's Degree (%) | Pupil-Teacher Ratio (Elementary) | Pupil-Teacher Ratio (HighSchool) | Tchrs w/ Emgncy or Prvsnl. Creds (%) | Cls not taught by Hi Qual Tchrs (%) |
|----------|---------|-----------------------|--------------------------------|-------------------------|-------------------------------------|-----------------------------------|----------------------------------|----------------------------------|--------------------------------------|-------------------------------------|
| DISTRICT | 2000 | 84 | 16 | 42,373 | 69 | 31 | 20 | 19 | - | - |
| | 2001 | 83 | 16 | 43,288 | 65 | 35 | 20 | 20 | - | - |
| | 2002 | 83 | 16 | 45,073 | 68 | 32 | 20 | 20 | 1 | 1 |
| | 2003 | 83 | 16 | 47,304 | 68 | 32 | 20 | 20 | 1 | - |
| | 2004 | 83 | 15 | 47,463 | 70 | 30 | 19 | 23 | - | - |
| | 2005 | 85 | 15 | 48,459 | 72 | 28 | 18 | 23 | 1 | - |
| | 2006 | 79 | 9 | 59,389 | 79 | 21 | 21 | 25 | 1 | - |
| | 2007 | 92 | 11 | 48,790 | 75 | 25 | 18 | 24 | 1 | - |
| | 2008 | 106 | 9 | 48,200 | 67 | 33 | 15 | 22 | - | - |
| 2009 | 110 | 10 | 50,745 | 60 | 40 | 16 | 23 | - | - | |
| STATE | 2000 | 122,671 | 15 | 45,766 | 53 | 47 | 19 | 18 | - | - |
| | 2001 | 125,735 | 14 | 47,929 | 54 | 46 | 19 | 18 | - | - |
| | 2002 | 126,544 | 14 | 49,702 | 54 | 46 | 19 | 18 | 2 | 2 |
| | 2003 | 129,068 | 14 | 51,672 | 54 | 46 | 18 | 18 | 2 | 2 |
| | 2004 | 125,702 | 14 | 54,446 | 51 | 49 | 19 | 19 | 2 | 2 |
| | 2005 | 128,079 | 14 | 55,558 | 50 | 49 | 19 | 18 | 2 | 2 |
| | 2006 | 127,010 | 13 | 56,685 | 49 | 51 | 19 | 19 | 2 | 1 |
| | 2007 | 127,010 | 13 | 58,275 | 48 | 52 | 19 | 19 | 2 | 3 |
| | 2008 | 131,488 | 12 | 60,871 | 47 | 53 | 18 | 18 | 1 | 1 |
| 2009 | 133,017 | 12 | 61,402 | 44 | 56 | 18 | 18 | 1 | 1 | |

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

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

| ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009 | | | | | | | | | | | | | | | | | | |
|--|---------|------|------|------|------|------|---------|------|------|------|------|------|---------|------|------|------|------|------|
| | Grade 3 | | | | | | Grade 4 | | | | | | Grade 5 | | | | | |
| Groups | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 |
| All | 79.2 | 75.7 | 84.2 | 82.8 | 87.4 | 87.9 | - | - | 79.4 | 84.4 | 80.6 | 85.4 | 76.7 | 78.9 | 81.3 | 78.4 | 87.9 | 85.2 |
| White | 78.7 | 75.9 | 84.1 | 84.0 | 88.6 | 87.7 | - | - | 78.4 | 84.3 | 81.6 | 86.5 | 77.0 | 81.6 | 81.6 | 77.3 | 88.5 | 87.3 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | 80.0 | - | - | - | - | - | - | 80.0 | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 42.3 | 38.2 | 50.0 | 47.8 | 57.2 | 46.5 | - | - | 37.9 | 48.2 | 47.6 | 50.0 | 33.4 | 31.3 | 25.0 | 36.7 | 46.7 | 57.2 |
| Low Income | 71.4 | 58.8 | 74.3 | 62.5 | 75.9 | 81.4 | - | - | 64.6 | 75.0 | 56.7 | 73.6 | 63.2 | 65.9 | 69.2 | 63.5 | 85.0 | 67.5 |

| Groups | Grade 6 | | | | | | Grade 7 | | | | | | Grade 8 | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 |
| All | - | - | 87.4 | 84.3 | 88.9 | 91.1 | - | - | 86.3 | 84.8 | 80.7 | 81.6 | 79.3 | 83.0 | 79.2 | 92.0 | 90.2 | 85.7 |
| White | - | - | 89.6 | 84.3 | 88.1 | 91.8 | - | - | 86.3 | 86.4 | 81.9 | 80.9 | 80.6 | 83.1 | 79.2 | 91.6 | 91.0 | 86.8 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | - | - | 47.8 | 44.0 | 51.8 | 61.2 | - | - | 52.6 | 27.8 | 28.6 | 42.4 | 23.5 | 50.0 | 41.7 | 71.4 | 42.1 | 38.1 |
| Low Income | - | - | 73.3 | 72.1 | 82.6 | 78.0 | - | - | 79.4 | 64.1 | 65.0 | 67.8 | 61.3 | 68.6 | 61.7 | 88.2 | 75.7 | 77.3 |

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

PSAE - % Meets & Exceeds Reading grade 11

| Groups | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| AYP Benchmark % Meets + Exceeds | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 |
| All | 73.5 | 68.0 | 64.2 | 69.5 | 57.4 | 67.3 |
| White | 74.4 | 69.8 | 63.3 | 70.9 | 58.1 | 70.0 |
| Black | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - |
| Students with Disabilities | 7.1 | 27.3 | 0.0 | 13.3 | 21.7 | 14.8 |
| Low Income | 63.6 | 58.0 | 50.0 | 52.4 | 38.4 | 45.4 |

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 | 90.1 | 92.4 | 98.2 | 96.1 | 96.7 | 95.1 | - | - | 90.9 | 95.9 | 93.8 | 93.0 | 90.0 | 88.5 | 89.4 | 92.9 | 90.5 | 92.2 |
| White | 90.3 | 94.1 | 98.1 | 96.7 | 97.8 | 95.6 | - | - | 90.4 | 95.6 | 94.2 | 94.4 | 90.1 | 90.3 | 88.6 | 92.4 | 91.4 | 91.5 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | 90.0 | - | - | - | - | - | - | 90.0 | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 65.4 | 76.5 | 93.8 | 78.3 | 85.8 | 78.6 | - | - | 65.5 | 89.7 | 76.2 | 77.8 | 66.7 | 40.0 | 50.0 | 73.4 | 53.4 | 66.6 |
| Low Income | 83.7 | 86.3 | 97.4 | 87.5 | 90.7 | 93.1 | - | - | 85.4 | 92.5 | 86.5 | 84.9 | 78.9 | 75.6 | 82.7 | 88.7 | 82.5 | 86.5 |

| Groups | Grade 6 | | | | | | Grade 7 | | | | | | Grade 8 | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 |
| All | - | - | 89.8 | 91.7 | 91.2 | 92.7 | - | - | 89.0 | 88.8 | 92.4 | 84.3 | 60.7 | 62.9 | 83.7 | 98.5 | 91.1 | 86.6 |
| White | - | - | 92.3 | 92.2 | 90.5 | 93.7 | - | - | 88.4 | 90.9 | 92.7 | 84.6 | 62.3 | 63.0 | 83.3 | 98.4 | 92.9 | 87.6 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | - | - | 47.8 | 64.0 | 59.3 | 50.0 | - | - | 57.9 | 38.9 | 71.5 | 48.5 | 0.0 | 8.7 | 52.8 | 95.2 | 47.4 | 47.7 |
| Low Income | - | - | 77.8 | 83.7 | 84.8 | 83.0 | - | - | 79.4 | 71.8 | 85.0 | 74.5 | 34.4 | 42.5 | 70.2 | 97.1 | 73.2 | 77.2 |

| [Note: for High Schools, High School Districts, or Unit Districts Only] | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| PSAE - % Meets & Exceeds Mathematics grade 11 | | | | | | |
| Groups | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 |
| All | 66.3 | 60.2 | 65.1 | 66.7 | 60.6 | 60.0 |
| White | 67.0 | 60.4 | 65.3 | 69.0 | 61.3 | 61.0 |
| Black | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - |
| Students with Disabilities | 0.0 | 18.2 | 0.0 | 0.0 | 17.4 | 14.8 |
| Low Income | 45.5 | 51.6 | 43.8 | 28.5 | 50.0 | 40.9 |

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.

State Assessment Data:

Summary: The overall state testing performance of Carterville Unit #5 is consistently higher than the state average. The district performance has remained consistent from 2007-08 to 2008-09. A slight decrease was noted on the ISAT district performance from 2007-08 to 2008-09. PSAE scores increased from 2007-08 to 2008-09.

Analysis: Carterville Unit #5 prides itself on the curriculum rigor and student achievement that is demonstrated in our high test scores.

Basic District Information:

Summary: Students are primarily white. The poverty level has gradually increased from 29.7% in 2007 to 33.7% in 2009. The high school drop out rate remains lower than that of the state, although the district has observed a slight increase. The mobility rate is slightly higher than the state average. The district's attendance rate has remained consistently higher than the state.

Analysis: The Carterville Unit #5 student demographic has been reasonably consistent for several years. There is a significant drop in the poverty rate from the K-8 to the high school level which can lead to the conclusion that the district poverty rate is even higher than reported. Many of our students have guardians affiliated with the area colleges, which may play a factor in the increase in mobility.

Educator Data:

Summary: Teachers are primarily white. The average years of teaching experience has fluctuated over the past three years. An increase in teachers with Master's and above is consistently occurring from year to year.

Analysis: As a whole, the district has seen great turnover due to retirements over the past five years. The average years of teaching experience was 10 years in 2009. Teachers with Master's and above have risen from 25% in 2007 to 40% in 2009. A tuition waiver program with the local university is one cause for the increase in teachers pursuing their Master's and above.

AMAO:

The district normally has 5 or less English Language Learners who take the AMAO test. When such students enroll in the district, results are maintained and reported to appropriate personnel.

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

Key Factors:

An intensive School Improvement Plan, a comprehensive mentoring program for new teachers, and regular team and grade level meetings are factors in why the performance level with state testing has remained high in spite of the significant turnover of teachers. There appears to be a link between low performance on state tests and transient students.

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.

Carterville Unit #5 is a consistently high achieving school that will continue to strive to meet the needs of the students.

Section I B. Data & Analysis – Local Assessment Data

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

Local Assessments Administered in District:

- iSteep: Reading, Math, Kindergarten-12 (Fall 2009, Winter 2009, Spring 2010) Data is used to monitor individual student achievement in the areas of math and reading. Assessment data is used to identify students that are not making adequate progress allowing the district to provide interventions and accommodations as needed.
- Reading Recovery Assessment: Grade 1 (Fall 2009)

Data is used to determine Reading Recovery and Title I eligibility. Data is used during the SIP process to assess current strengths and weaknesses of the reading curriculum at the first grade level. It is also used to assist in the creation of district Individual Student Growth Plans.

- ITBS: Math, Language Arts, Grades 1 and 2 (Spring, 2010)

Data is used as a means of assessing individual student achievement and Title I eligibility. Data is used during the SIP process to assess current strengths and weaknesses of language arts and math curriculum at the first and second grade level. It is also used to assist in the creation of district Individual Student Growth Plans.

- PLAN: Math, English, Social Science, Science, Sophomore (Fall, 2009)

Data is used to predict future success on the ACT test, to plan for school improvement and to write Individual Student Growth Plans.

- EXPLORE: Math, English, Social Science, Science, Freshman (Spring, 2010)
- TechPOINT Assessment: Grade 8 (Fall 2008, Spring 2009) Data is used to measure technology proficiency and improvement.

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

Local Student Assessment Summary

Reading: The district was pleased with the results. Developing readers with self-monitoring skills and using multi-strategies when reading continues to be an overall improvement area. Other areas are the ability to apply personal experience, text to text, literacy knowledge to text when comprehending the story to make inferences and conclusions in order to solidify comprehension.

Math: Math performance continues to be strength, particularly at the elementary level. Basic fact knowledge and the verbal/written ability to express problem-solving processes are areas that continue to be strengthened.

Writing: The district continues to working on coordinating writing expectations within grade level and across grade levels. Developing voice when writing is an area that has become a focus for the district.

Local Student Assessment Analysis

Reading: Carterville Unit #5 continues to strengthen early intervention programs at lower grades, remedial assistance, and tutoring as students' progress. The district is also working to strengthen all K-12 teachers' ability to be reading teachers regardless of subject area. Individual Student Growth Plans are now being developed for certain students based on their performance on local and state assessments.

Math: Carterville Unit #5 continues to strengthen early intervention programs at lower grades, remedial assistance, and tutoring as students' progress. Individual Student Growth Plans are now being developed for certain students based on their performance on local and state assessments.

Writing: Coordinating writing terminology across grade levels, revising grade level expectations, portable portfolios, allowing more dialogue cross grade level are activities that the district is working to achieve.

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

The district has worked diligently to strengthen the curriculum as a whole. Although the district is continuing to monitor and adjust curriculum as needed, the focus is moving towards individual student needs.

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.

Student Achievement:

Overall, the district's student achievement is consistently meeting its expectations. By focusing on individual student achievement, Cartersville Unit #5 aims to improve the current achievement level one student at a time.

**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.

The technology **budget** received a dramatic boost with the awarding of the Enhancing Education Through Technology (EETT) Grant in 2008-09. **Curriculum integration** has improved with the infusion of EETT funds allowing for additional professional development and hard ware purchases. The **community demographics** for the district according to the 2000 census include: Population-4616, White-4419, High school graduates and above-2570(86%), Bachelor's and above-945(31.6), those in labor force-66.9%. **Other tools used include:** ITBS scores, ISEL scores, RTI Universal Screening Data, EdTech TRAIN's e-assessment, techPOINT Nets Assessment for eight grade students, and budget analysis.

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

Budget Analysis Data:

Summary: The district qualified to apply for the EETT Grant for the first time in 2008-2009. The district was awarded the grant and was able to provide significant professional development to faculty and expand the quality and quantity of hardware district wide. District funds for technology are limited and only sufficient for maintaining current systems with little funds available for improvement.

Analysis: Although the EETT grant provided the district a much needed boost, it was a one year grant. Limited funding at the district and state level has made it difficult to continue progress in the area of technology. The district must put a greater emphasis on the technology budget, which will increase the amount allocated per student.

Curriculum Integration:

Summary: Curriculum integration has improved with the infusion of EETT funds. Based on the NETS Standards, district committees are pursuing technology exit standards for grade K-8. The district has invested in online resources such as United Streaming and Study Island. A significant amount of professional development was available for all faculty and administrators during the 2008-09 school year.

Analysis: EETT professional development has strengthened curriculum integration within the classroom. There is still a need for technology expectations to be established for the district. Teachers and parents have communicated positive feedback with the online resources currently purchased. Teachers are using more technology than ever before because they have been supported in their professional development.

Community Demographics:

Summary: Cartersville has been growing along with the district enrollment. The town has a high level of high school graduates and above

Analysis: The expansion of the town and student enrollment is being felt by the overwhelming need for more classrooms, teachers, supplies, and equipment. The level of education throughout the town contributes to the priority level education holds throughout the community. A facilities committee was formed in winter of 2009, and created a district long term facilities plan. In August of 2009, four new classrooms were added to Tri-C Elementary and in October of 2009, construction began on a new high school.

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

Key Factors:

Although EETT provided a much needed infusion of professional development and hardware, the district is still in need of ongoing support for teachers, funds for upgrades, and technology curriculum guidelines.

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.

Conclusions:

An increase in district funding for technology, continued pursuing of outside funding sources, and the adoption of district technology expectations are crucial in the progress of the district.

**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.

- All teachers in district are considered NCLB Highly Qualified as reported in the 2009 School Report Card.
- LPDC
- iAssessment for Educators: Fall 2008 and Spring 2009
- SIP Plans

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

Summary:

Educator Qualifications: According to NCLB qualifications, all teachers within the district are considered highly qualified. The LPDC and administration continue to be of great assistance to teachers in helping them stay abreast of the newest information needed to maintain highly qualified status.

Professional Growth and Development: The district uses the School Improvement Plan as a tool to assist with the planning, developing, and scheduling of professional development sessions relevant to current needs of teachers and students. In addition, a professional development committee has been formed to identify teacher and district needs.

Analysis:

Educator Qualifications: The LPDC continues to be a knowledgebase and liaison for federal and state teacher standards.

Professional Growth and Development: The district continues to use teacher input and assessment data to make data based decisions when planning professional development for teachers. According to the School Improvement Plans, teachers felt that lack of planning time was the priority, followed by hardware needs and professional development.

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

The LPDC and administration are the greatest key factor in insuring that all teachers have met the guidelines for NCLB Highly Qualified status. The committee and administration notified and assisted teachers in a timely manner which allowed all to meet the NCLB guidelines.

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.

Teacher Input and Student Assessment data will continue to guide the district when planning professional development opportunities. The professional development committee will provide the necessary information needed to stay abreast of the current technology professional development needs of the teachers.

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.

Many individuals and committee efforts formulated the comprehensive technology plan for the district. The support and commitments to plan for, implement, and evaluate instructional technology provided a clear direction for this plan. Community stakeholders, parents and the district technology committee participated in a technology plan meeting held February 24, 2010 at the Tri-C Elementary School. A preliminary meeting with the district technology committee was held on January 26, 2010 at the Tri-C Elementary School. The district will continue to promote and assist with adult literacy programs through our partnership with John A. Logan Community College.

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

Summary: With the creation of the technology committee and the feedback from faculty and staff, Carterville Unit #5 is placing a higher priority on technology than it has in recent years. Key areas of priorities, as determined at the Technology Plan Meetings included: Creation of technology guidelines and expectations, Utilization of online resource, and Classroom integration. Current budgetary realities and grants currently available are factors that will affect the rate of progress. Parents in particular voiced the need for greater communication with the online resources available that are school approved and a need for software updates that will allow students to open work completed at home to be successfully opened at school.

Analysis: Based on the areas priorities by the community stakeholders and district technology committee, the action plan will focus on specifically addressing these areas. The district will continue to seek outside funding in order to enhance the strategies and activities set forth in this technology plan.

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.

An increase in grant opportunities has had a great impact on the technological progress of the district. Outside funding will continue to be a factor in future progress and increased priority as a district will be reflected in individual building and district budgets.

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.

Community stakeholders and district personnel collaborated in the planning and creation of this plan. Collaboration will continue throughout the monitoring process over the duration of this plan.

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 Data:

- ROE Survey- Spring 2009
- Technology Committee Needs Assessment and Inventory-Fall 2009

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

Summary

Infrastructure Design: Currently, the district is in the process of building a new high school. The current building lacks the space and electronic demands needed to fulfill technology needs. The Intermediate School continues to struggle with increasing electronic demands and due to increased enrollment; space will soon be an issue. Tri-C Elementary is the newest building in the district. Tri-C Elementary has recently completed an addition and has fulfilled its current space needs. A facilities committee was formed in winter of 2009, and created a district long term facilities plan. The district has purchased two T-1 lines and a dry pair.

Software Inventory: The district is using Office 2007, which was deployed district wide during the 2008-2009 school year. Inconsistent operating systems throughout the district have continued to be an issue when installing new software. The current student information system software limits the district's ability to utilize features that are available in newer software.

Hardware Inventory: With recent grant funds, the district has purchased projectors, screens, interactive chalkboards, student response systems, and document cameras. The elementary and intermediate schools have a need for more student computers within the classrooms.

Telecommunications Equipment and Services: Currently the district has local and long distance access from all classrooms. All district administrators are provided a cell phone with internet capabilities. The district subscribes to the Alert Now Notification System.

Internet Access: Currently, Internet Access is maintained by the district.

Analysis

Infrastructure Design: The completion of the new high school will alleviate needs that currently exist. Upon completion of the new high school, the district will begin to implement the long range facilities plan, thus alleviating space needs at all buildings. Although the current activity meets the district's needs, in the future the district may need to increase bandwidth.

Software Inventory: The cost of upgrading software is prohibitive and identifying the most effective use of funds is something the district will continue to investigate. The operating systems need to be upgraded to be consistent on all district computers.

Hardware Inventory: Hardware needs will be prioritized and addressed in the district. Sustainability of equipment purchased through grant funds is a concern and may pose a future problem. The district will investigate funding sources for the purchase of additional student computers.

Telecommunications Equipment and Services: The district currently does not have a large need in this area. The upgrade of cell phones for administrators has allowed for more flexibility and availability.

Internet Access: Planning for alternative Internet access needs to begin in the next few years in order to have the Internet reliability that is demanded.

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

The construction of a new high school will fulfill a great technology need. Additional grant opportunities will be pursued to meet current and future needs.

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

The district will prioritize data gathered to address technology deployment needs, policies and support.

District Technology Inventory - District Information

| Number | |
|--------|---|
| 1700 | 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). |
| 81 | Number of K-12 special education self-contained classroom students |
| 112 | Number of Teachers (FTE - this does not include teacher aides) |
| 8 | Number of Administrators |
| 0 | Total number of instructional school buildings |
| 0 | Total number of non-instructional buildings |
| 3 | Number of instructional school buildings with high speed internet access |
| 0 | Number of instructional school buildings with low speed internet access |
| 0 | Number of instructional school buildings with no internet access |
| 3 | Subtotal |
| 3 | 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 |
| 1 | Number of non-instructional school buildings with low speed internet access |

| | |
|---|--|
| 0 | Number of non-instructional school buildings with no internet access |
| 1 | Subtotal |
| 0 | Total number of instructional school buildings |
| 1 | Total number of non-instructional buildings |

District Technology Inventory - Internet Access

| Location | Type | Number |
|-------------------------|-----------------------------|--------|
| Instructional Classroom | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 108 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 0 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |
| Dedicated Computer Lab | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 8 |
| | 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 | 3 |
| | 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 | 4 |
| | 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 | 1 |
| | 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 |
| <i>Instructional Classroom</i> | Under 2 years | 112 | 0 | 112 | 0 | 0 | 0 | 0 | 0 | 0 | 112 | 0 | 112 |
| | 2-5 years | 92 | 0 | 92 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 0 | 92 |
| | 5+ years | 30 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 30 |
| | SubTotal | 234 | 0 | 234 | 0 | 0 | 0 | 0 | 0 | 0 | 234 | 0 | 234 |
| <i>Dedicated Computer Lab</i> | Under 2 years | 130 | 0 | 130 | 0 | 0 | 0 | 0 | 0 | 0 | 130 | 0 | 130 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 60 | 0 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 0 | 60 |
| | SubTotal | 190 | 0 | 190 | 0 | 0 | 0 | 0 | 0 | 0 | 190 | 0 | 190 |
| <i>Media Center/Library</i> | Under 2 years | 28 | 0 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 0 | 28 |
| | 2-5 years | 27 | 0 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 0 | 27 |
| | 5+ years | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| | SubTotal | 57 | 0 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 0 | 57 |
| <i>Mobile Computer Lab</i> | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Administrative Offices</i> | Under 2 years | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| | 2-5 years | 19 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 19 |
| | 5+ years | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| | SubTotal | 23 | 0 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 0 | 23 |
| <i>Teacher Offices</i> | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

District Technology Inventory - Computer Inventory(Laptop Computers)

| Location | Computer Age | High Speed Access ≥56k | | | Low Speed Access <56k | | | No Internet Access | | | Total Laptop Computers | | |
|--------------------------------|---------------|------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|------------------------|-----|-------|
| | | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| Instructional Classroom | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dedicated Computer Lab | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Media Center/Library | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| | 5+ years | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| | SubTotal | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 8 |
| Mobile Computer Lab | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Administrative Offices | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 13 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 13 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | |
|------------------------|---------------|----|---|----|---|---|---|---|---|---|----|---|----|
| | SubTotal | 13 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 13 |
| Teacher Offices | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Locations | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

District Technology Inventory - Computer Inventory(Tablet Computers)

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

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

District Technology Inventory - Computer Inventory(Servers)

| Location | Computer Age | High Speed Access ≥56k | | | Low Speed Access <56k | | | No Internet Access | | | Total Servers | | |
|--------------------------------|---------------|------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|---------------|-----|-------|
| | | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| Instructional Classroom | Under 2 years | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| | 2-5 years | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| | 5+ years | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| | SubTotal | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Dedicated Computer Lab | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Media Center/Library | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | |
|-------------------------------|---------------|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mobile Computer Lab | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Administrative Offices | Under 2 years | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| | SubTotal | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Teacher Offices | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Locations | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

District Technology Inventory - Operating Systems

| PCs | | |
|-------------------------|----------------------------|--------|
| Location | Type | Number |
| Instructional Classroom | Windows Vista | 0 |
| | Windows XP (any version) | 104 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 4 |
| | Windows 95 | 0 |
| | Other PC | 0 |

| | | |
|------------------------|----------------------------|-----|
| | Subtotal | 108 |
| Dedicated Computer Lab | Windows Vista | 0 |
| | Windows XP (any version) | 130 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 130 |
| Media Center/Library | Windows Vista | 0 |
| | Windows XP (any version) | 31 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 26 |
| | Subtotal | 57 |
| 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) | 23 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 23 |
| 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) | 2 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 2 |
| Macintosh | | |
| Instructional Classroom | MAC System 10.x | 0 |
| | MAC System 9.x | 9 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 9 |
| Dedicated Computer Lab | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 0 |
| Media Center/Library | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 0 |
| Mobile Computer Lab | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |

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

Other Operating Systems (including Linux)

| Location | Operating System | Number |
|-------------------------|------------------|--------|
| Instructional Classroom | | 0 |
| Dedicated Computer Lab | | 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 | 73 |
| | Wireless Access Points | 0 |
| | Firewall | 3 |
| | Spam Filter | 0 |
| | Content Filter | 3 |
| | Intrusion Detector | 0 |
| Dedicated Computer Lab | Hubs | 0 |
| | Routers | 0 |
| | Switches | 13 |
| | Wireless Access Points | 0 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Media Center/Library | Hubs | 0 |
| | Routers | 0 |
| | Switches | 1 |
| | Wireless Access Points | 0 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Mobile Computer Lab | Hubs | 0 |
| | Routers | 0 |
| | Switches | 0 |

| | | |
|-------------------------------|------------------------|----|
| | Wireless Access Points | 0 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Administrative Offices | Hubs | 0 |
| | Routers | 3 |
| | Switches | 33 |
| | Wireless Access Points | 11 |
| | Firewall | 0 |
| | Spam Filter | 1 |
| | 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 | 0 |
| | Switches | 0 |
| | Wireless Access Points | 0 |
| | Firewall | 1 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

| Technology Type | Instructional | Administrative | Total |
|-------------------------------|---------------|----------------|-------|
| Networked Printers | 20 | 6 | 26 |
| Stand-alone Printers | 85 | 11 | 96 |
| Scanners | 15 | 2 | 17 |
| Digital Cameras | 16 | 0 | 16 |
| Camcorders/Movie Cameras | 8 | 0 | 8 |
| Satellite Dishes | 0 | 0 | 0 |
| Televisions | 102 | 0 | 102 |
| Video Microscopes | 0 | 0 | 0 |
| LCD Panels/Projection Devices | 109 | 0 | 109 |

| | | | |
|-----------------------------|-----|---|-----|
| Fax Machines | 0 | 4 | 4 |
| Graphing Calculators | 0 | 0 | 0 |
| PDAs | 0 | 9 | 9 |
| Assistive/Adaptive Devices | 0 | 0 | 0 |
| GPS Devices | 0 | 0 | 0 |
| Science Probeware | 3 | 0 | 3 |
| Modems (below 28.8 kbps) | 0 | 0 | 0 |
| Modems (28.8 kbps or above) | 0 | 0 | 0 |
| Electronic Whiteboards | 4 | 0 | 4 |
| Whiteboard Capture Devices | 102 | 0 | 102 |
| Document Cameras | 103 | 0 | 103 |
| MP3 Players | 0 | 0 | 0 |

District Technology Inventory - Telecommunications

| Telecommunication Type | Instructional | Administrative | Total |
|---|---------------|----------------|-------|
| Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application) | 0 | 26 | 26 |
| Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries) | 0 | 13 | 13 |
| | Number | | |
| Classrooms with telephones | 116 | | |

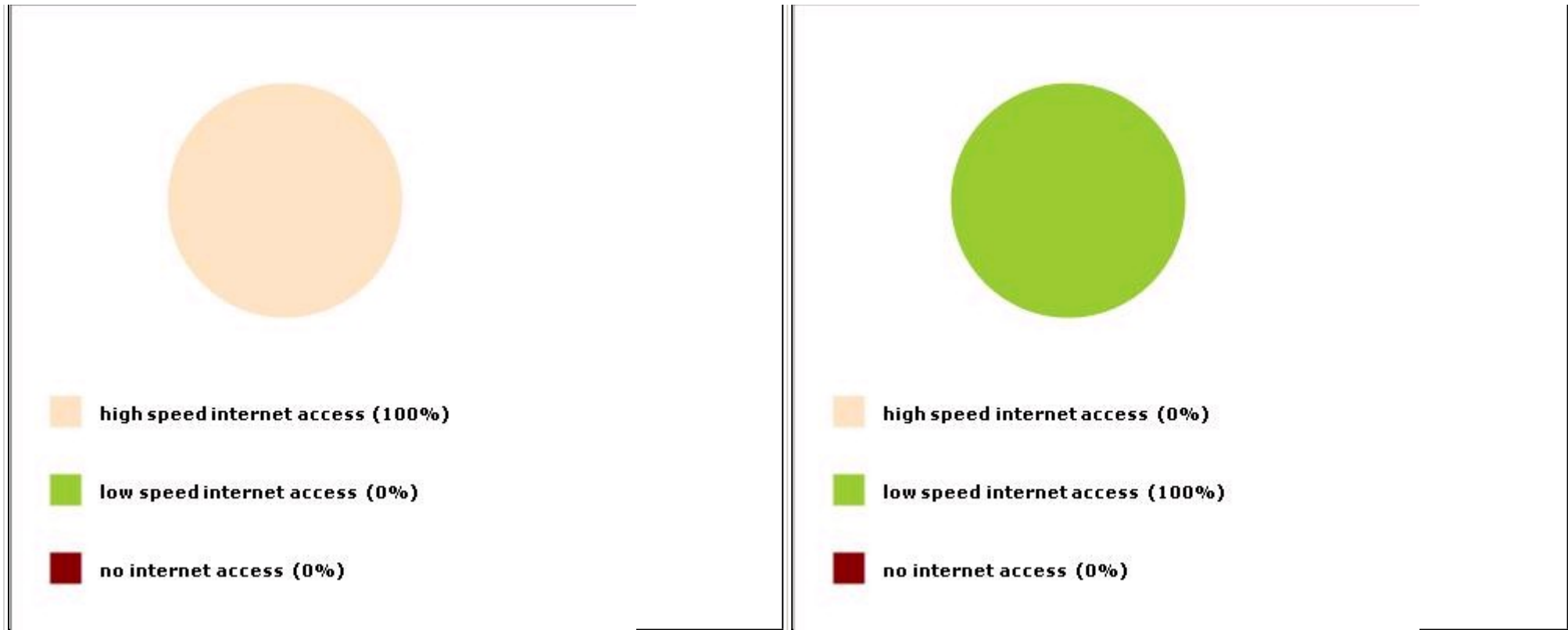
District Technology Inventory - Distance Learning

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

Section I D Data & Analysis – District Technology Inventory Report

District Information:

| District Information: | | | | | |
|--|---|--|--|---|--|
| Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS). | | Number of K-12 special education self-contained classroom students | Number of Teachers (FTE - this does not include teacher aides) | | Number of Administrators |
| 1700 | | 81 | 112 | | 8 |
| 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 |
| 3 | 0 | 0 | 0 | 1 | 0 |
| Instructional School Building Internet Access (Chart) : | | | Non-Instructional Buildings Internet Access (Chart) : | | |



Computer Inventory:

| Type and Location | Classrooms | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Offices | | | | Other Locations | |
|-------------------|------------|-----|------------------------|-----|------------------------|-----|---------------------|-----|----------------|---|----------|---|-----------------|-----|
| | PC | Mac | PC | Mac | PC | Mac | PC | Mac | Administrative | | Teachers | | PC | Mac |
| Computers | | | | | | | | | | | | | | |
| <i>Desktops</i> | 234 | 0 | 190 | 0 | 57 | 0 | 0 | 0 | 23 | 0 | 0 | 0 | 2 | 0 |
| <i>Laptops</i> | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 13 | 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> | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 0 |
| | 237 | 0 | 190 | 0 | 65 | 0 | 0 | 0 | 39 | 0 | 0 | 0 | 3 | 0 |

| Total Computers in Each Location | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 237 | 190 | 65 | 0 | 39 | 0 | 3 |
| Students per Computer | | | | | | 3.34 | |

Computers with High Speed Internet Access:

| Type and Location | Classrooms | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Offices | | | | Other Locations | |
|---|---------------------|------------|------------------------|------------|------------------------|------------|---------------------|------------|---------------------|------------|---------------------|------------|---------------------|------------|
| | Instructional | | PC | Mac | PC | Mac | PC | Mac | Administrative | | Teachers | | PC | Mac |
| PC | Mac | PC | | | | | | | Mac | PC | Mac | PC | | |
| Computers | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac |
| <i>Desktops</i> | 234 | 0 | 190 | 0 | 57 | 0 | 0 | 0 | 23 | 0 | 0 | 0 | 2 | 0 |
| <i>Laptops</i> | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 13 | 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> | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 0 |
| | 237 | 0 | 190 | 0 | 65 | 0 | 0 | 0 | 39 | 0 | 0 | 0 | 3 | 0 |
| Total Computers in Each Location | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | |
| | 237 | | 190 | | 65 | | 0 | | 39 | | 0 | | 3 | |
| Students per Computer with High Speed Access | | | | | | | | | | | 3.34 | | | |

Computers with Low Speed Internet Access:

| Type and Location | Classrooms | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Offices | | | | Other Locations | |
|----------------------------------|---------------|------------|------------------------|------------|------------------------|------------|---------------------|------------|----------------|------------|-----------|------------|-----------------|------------|
| | Instructional | | PC | Mac | PC | Mac | PC | Mac | Administrative | | Teachers | | PC | Mac |
| PC | Mac | PC | | | | | | | Mac | PC | Mac | PC | | |
| Computers | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac |
| <i>Desktops</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Laptops</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Tablets</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Servers</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Computers in Each Location | Combined | | Combined | | Combined | | Combined | | Combined | | Combined | | Combined | |

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

Computers with No Internet Access:

| Type and Location | Classrooms | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Offices | | | | Other Locations | |
|--|---------------------|----|------------------------|-----|------------------------|-----|---------------------|-----|---------------------|----|---------------------|----|---------------------|-----|
| | Instructional | | PC | Mac | PC | Mac | PC | Mac | Administrative | | Teachers | | PC | Mac |
| 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 | |
| Students per Computer with No Internet Access | | | | | | | | | | | 0 | | | |

Computer Ages:

| Number of desktop computers under 2 years old | Number of laptop computers under 2 years old | Number of tablet PCs under 2 years old | Number of desktop computers 2 - 5 years old | Number of laptop computers 2 - 5 years old | Number of tablet PCs 2 - 5 years old | Number of desktop computers older than 5 years | Number of laptop computers older than 5 years | Number of tablet PCs older than 5 years |
|---|--|--|---|--|--------------------------------------|--|---|---|
| 273 | 0 | 0 | 140 | 18 | 0 | 93 | 3 | 0 |

Internet Access:

| Number of Rooms | Type |
|-----------------|----------------|
| 0 | 10 mg Ethernet |

| | |
|-----|-----------------------------|
| 124 | 100+ mg Ethernet |
| 0 | Dedicated Cable |
| 0 | DSL |
| 0 | Wireless |
| 0 | Other (Dial-up modem, etc.) |
| 0 | None (no internet access) |

Operating Systems:

| Number of Computers | Type | Number of Computers | Type |
|---------------------|---|---------------------|--|
| 0 | Total Number of Computers with Windows Vista | 0 | Total Number of Computers with MAC System 10.x |
| 290 | Total Number of Computers with Windows XP (any version) | 9 | 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 |
| 4 | 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 |
| 26 | Total Number of Computers with Other PC | | |

Other Technologies:

| Total | Type | Total | Type |
|-------|------------------------------------|-------|--------------------------------------|
| 26 | Number of Networked Printers | 9 | Number of PDAs |
| 96 | Number of Stand-alone Printers | 0 | Number of Assistive/Adaptive Devices |
| 17 | Number of Scanners | 0 | Number of GPS Devices |
| 16 | Number of Digital Cameras | 3 | Number of Science Probeware |
| 8 | 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) |
| 102 | Number of Televisions | 4 | Number of Electronic Whiteboards |
| 0 | Number of Video Microscopes | 102 | Number of Whiteboard Capture Devices |
| 109 | Number of LCD Panels/Projection Devices | 103 | Number of Document Cameras |
| 4 | 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.

Patterns and Trends in Student Achievement:

Carterville Unit #5 is a high achieving district. The gap between district and state achievement is larger during the elementary and early intermediate years. Although still higher than the state, the gap narrows as student progress through the grade levels.

Prevailing Conclusions:

An intense School Improvement planning process and extensive curriculum alignment district wide are instrumental factors in the high achievement level that Carterville Unit #5 has and will continue to demonstrate. The district is now focusing on students holistically as well as individually during the School Improvement Process.

S.M.A.R.T. Objective:

OBJECTIVE 1: District reading scores will increase from 80% to 85% meets/exceeds, and district math scores will increase from 86 % to 90% meets/exceeds at the end of three years as measured by ISAT and PSAE.

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

| |
|---|
| Phase I Goal 1 Title: |
| Reading and Math Goal |
| Phase I Goal 1 Description: |
| OBJECTIVE 1: District reading scores will increase from 80% to 85% meets/exceeds, and district math scores will increase from 86 % to 90% meets/exceeds at the end of three years as measured by ISAT and PSAE. |

Section II B. Action Plan – Curriculum and Instruction

| Phase I Goal 1 Title: | | | | | | | | | | | | |
|---|------------|------------|--|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Reading and Math Goal | | | | | | | | | | | | |
| Strategy 1 | | | | | | | | | | | | |
| Coordinate technology expectations for grades K-12. | | | | | | | | | | | | |
| | | | 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 Establish grade level exit standards | 08/01/2010 | 05/31/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | |
|--|------------|------------|--|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Supplement current technology curriculum to better integrate technology with core subjects. | | | | | | | | | | | | |
| | | | 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 Investigate prepared technology curriculums. (ie. Real Journeys) for grades 3-6. | 08/01/2010 | 05/31/2011 | 5,000 | 5,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Utilize prepared lessons available through Interwrite. | 08/01/2010 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Expose students to advanced new technologies in real world application. (ie. virtual and in person field | 08/01/2010 | 05/31/2013 | 500 | 500 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | |
|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| trips) | | | | | | | | | | | | | |
|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|

| Strategy 3 | | | | | | | | | | | | |
|--|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Utilization of Online Resources | | | | | | | | | | | | |
| | | | 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 utilize NCTM's Illuminations within math curriculum. | 08/01/2010 | 05/31/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Universal screenings and progress monitoring (iSteep) will be used as an assessment to determine areas of deficiency | 08/01/2010 | 05/31/2013 | 4,405 | 4,405 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Teachers will integrate United Streaming withn the reading curriculum. | 08/31/2010 | 05/31/2013 | 3,600 | 3,600 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Explore and use online resources available with the district's adopted math and reading series. | 08/01/2010 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 Maintain current online subscriptions and stay abreast of new sources as they become available. | 08/01/2010 | 05/31/2013 | 10,000 | 10,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Section II C. Action Plan – Professional Development

| Phase I Goal 1 Title: | | | | | | | | | | | | |
|--|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Reading and Math Goal | | | | | | | | | | | | |
| Strategy 1 | | | | | | | | | | | | |
| Enhance teacher knowledge on the use and application of technology within the classroom. | | | | | | | | | | | | |
| | | | Budget & Funding Sources (\$) | | | | | | | | | |
| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue providing workshops on various educational technology (ie. Excel, United Streaming, PowerPoint) and the potential uses in the curriculum. (4 session) | 08/01/2010 | 05/31/2013 | 800 | 0 | | | 0 | 800 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | |
|---|--|------------|------------|--------|--------|--|--|---|-------|---|---|---|---|
| 2 | Send two participants to a technology conference. | 08/01/2010 | 05/31/2013 | 2,000 | 0 | | | 0 | 2,000 | 0 | 0 | 0 | 0 |
| 3 | Continue to provide technology coaches to support and assist teachers with technology integration skills. | 08/01/2010 | 05/31/2011 | 16,000 | 16,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | Provide annual baseline training as needed on the use of available technology. | 08/01/2010 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | Continue to explore available technology grant funding opportunities and submit for those that will enhance student learning . | 08/01/2010 | | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | | |
|---|---|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|---|
| Research and locate schools that have successful technology integration programs. | | | | | | | | | | | | | |
| | | | 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 | Send at least two technology committee members and an administrator to visit a school that has implemented a successful technology program. | 08/01/2010 | 05/31/2011 | 500 | 500 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | | |
|---|--|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|---|
| Train teachers on the use of online resources and Illinois Data Portal and provide workshops on best practices in math instruction. | | | | | | | | | | | | | |
| | | | Budget & Funding Sources (\$) | | | | | | | | | | |
| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other | |
| 1 | Provide online workshops to acquaint teachers with online resources. | 08/01/2010 | 05/31/2011 | 200 | 0 | | | 0 | 200 | 0 | 0 | 0 | 0 |
| 2 | Investigate implementation of online training resources. | 08/01/2010 | 05/31/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | Provide two, one hour trainings on technology curriculum integration in mathematics | 08/01/2010 | 05/31/2011 | 300 | 200 | | | 0 | 100 | 0 | 0 | 0 | 0 |
| 4 | District will provide opportunity for teachers to visit schools that have implemented technology in math | 08/01/2010 | 05/31/2011 | 1,000 | 1,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |

instruction.

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:

Reading and Math Goal

Strategy 1

To provide access to telecommunications in order to provide a safe learning environment

| | | | 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 Hold an annual Internet Safety meeting for parents, community members, and students with information regarding Internet safety. | 08/01/2010 | 12/31/2010 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Evaluate current Internet Safety Curriculum for students in grades 3-12. | 08/01/2010 | 12/31/2010 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Schedule two open access technology nights per building per year. | 08/01/2010 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

Support and facilitate instruction and communications between teachers , staff, administration, parents, and the wider community.

| | | | 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 Bi-Monthly teacher support sessions to assist with troubleshooting needs for webpage development. | 08/01/2010 | 05/31/2011 | 1,200 | 0 | | | 0 | 1,200 | 0 | 0 | 0 | 0 |
| 2 Maintain Student Information System home access for parents and students to monitor student progress. | 08/01/2010 | 05/31/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Communicate, with parents, through use of district website. | | | | | | | | | | | | |
| | | | 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 Use district website to provide links to online math and reading resources | 08/01/2010 | 05/31/2013 | 300 | 0 | | | 0 | 300 | 0 | 0 | 0 | 0 |
| 2 Use teacher websites to communicate daily/weekly assignments | 08/31/2010 | 05/31/2011 | 750 | 750 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Use grade level websites to communicate math and reading scope and sequence | 08/01/2010 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Promote availability of the parent resource components of the reading textbook website. | 08/01/2010 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 Provide parents with information and technology training for district resources (STI Home, Study Island, SIRS, E-Library, Online Textbooks, AlertNow Portal) during open house. | 08/01/2010 | 09/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Section II E. Action Plan – Technology Deployment

| Phase I Goal 1 Title: | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Reading and Math Goal | | | | | | | | | | | | |
| Strategy 1 | | | | | | | | | | | | |
| Upgrade District Software and Hardware | | | | | | | | | | | | |
| | | | 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 Investigate a Student Information System that will work with updated operating systems. | 08/01/2010 | 05/31/2011 | 0 | 0 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Update or replace outdated classroom computers. | 08/01/2010 | 05/31/2011 | 8,000 | 8,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | |
|---|--|------------|------------|-------|-------|---|---|---|---|---|---|---|---|
| 3 | Ensure that all labs and libraries have mounted LCD projectors and screens | 08/01/2010 | 05/31/2011 | 1,800 | 1,800 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | Maintain current available technology including echalkboards, projectors, document cameras, and student response systems and investigate opportunities for new technology. | 08/01/2010 | 05/31/2013 | 4,500 | 4,500 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | Install Inspiration and Kidspiration in K-6 computer labs. | 08/01/2010 | 05/31/2012 | 0 | 0 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | | |
|--|---|------------|------------|-------------------------------|--------|--------|-----------|------------|-------------|----------|---------|-------|---|
| Update communication and data lines to all buildings including local, long distance, and cellular service. | | | | | | | | | | | | | |
| | | | | 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 | Implement the upgrade of bandwidth and increase available access points. | 08/01/2010 | 05/31/2011 | 2,500 | 2,500 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Maintain current telephone service in order to provide a safe learning environment. | 08/01/2010 | 05/31/2011 | 37,800 | 18,000 | 19,800 | D | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | | |
|---|---|------------|------------|-------------------------------|--------|--------|-----------|------------|-------------|----------|---------|-------|---|
| Improve District Technology Infrastructure and increase student/computer ratio. | | | | | | | | | | | | | |
| | | | | 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 | Improve electrical outlet capability to allow for increased classroom computers (8 rooms) | 08/01/2010 | 05/31/2011 | 2,800 | 2,800 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Begin purchasing classroom computers to ensure (K-6) classrooms maintain minimum of three student computers | 08/31/2010 | 05/31/2011 | 5,000 | 5,000 | 0 | R | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | Improve number of functioning of computers in Tri-C computer labs. | 08/01/2010 | 05/31/2011 | 2,500 | 2,500 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

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

Phase II Goal 1 Title:

Phase II Goal 1 Description:

OBJECTIVE 1: District reading scores will increase from 80% to 85% meets/exceeds, and district math scores will increase from 86 % to 90% meets/exceeds at the end of three years as measured by ISAT and PSAE.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:

Strategy 1

Coordinate technology expectations for grades K-12.

| | | | 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 Implement grade level exit standards. | 08/01/2011 | 05/31/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

Supplement current technology curriculum to better integrate technology with core subjects.

| | | | 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 Implement prepared technology curriculums. (ie. Real Journeys) for grades 3-6. | 08/01/2011 | 05/31/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Continue to utilize prepared lessons available through Interwrite. | 08/01/2011 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Continue to utilize Online Resources and increase use of online math tutoring program. | | | | | | | | | | | | |
| | | | 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 Universal screenings and progress monitoring (iSteep) will be used as an assessment to determine areas of deficiency. | 08/01/2011 | 05/31/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Teachers will continue to integrate United Streaming within the reading curriculum. | 08/01/2011 | 05/31/2013 | 3,600 | 3,600 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Implement online resources available with the district's adopted math and reading series. | 08/01/2011 | 05/31/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Continue to maintain current online subscriptions and stay abreast of new sources as they become available. | 08/01/2011 | 05/31/2012 | 10,000 | 10,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 High School math teachers will continue to use online math tutor. | 08/01/2011 | 05/31/2012 | 2,500 | 2,500 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Section II C. Action Plan – Professional Development

| Phase II Goal 1 Title: | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Strategy 1 | | | | | | | | | | | | |
| Enhance teacher knowledge on the use and application of technology within the classroom. | | | | | | | | | | | | |
| | | | 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 Provide teacher training on grade level technology requirements. | 08/01/2011 | 10/31/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Continue providing workshops on various software programs (ei. Excel, United Streaming, PowerPoint) and the potential uses in the curriculum. | 08/01/2011 | 05/31/2013 | 800 | 0 | | | 0 | 800 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | |
|--|------------|------------|--------|--------|--|--|---|-------|---|---|---|---|
| 3 Provide professional training necessary to implement purchased integrated technology curriculum | 08/01/2011 | 05/31/2013 | 1,500 | 1,500 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Provide in district training on troubleshooting technology | 08/01/2011 | 12/31/2011 | 300 | 300 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 Send two participants to a technology conference. | 08/01/2011 | 05/31/2012 | 2,000 | 0 | | | 0 | 2,000 | 0 | 0 | 0 | 0 |
| 6 Continue to provide technology coaches to support and assist teachers with technology integration skills including troubleshooting technology. | 08/01/2010 | 05/31/2012 | 16,000 | 16,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 Provide annual baseline training on the use of available technology. | 08/01/2011 | 09/30/2011 | 300 | 300 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 Continue to explore available technology grant funding opportunities and submit for those that will enhance student learning . | 08/01/2011 | 05/31/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|--|
| Research and locate schools that have successful technology integration programs | | | | | | | | | | | | | |
| | | | 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 Send at least two technology committee members and an administrator to visit a school that has implemented a successful technology program. | 08/01/2011 | 05/31/2012 | 500 | 500 | | | 0 | 0 | 0 | 0 | 0 | 0 | |

| Strategy 3 | | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|--|
| Provide training for teachers on the use of online resources and best practices in math instruction as well as use online courses for professional development. | | | | | | | | | | | | | |
| | | | 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 Provide online workshops to acquaint teachers with online resources. | 08/01/2011 | 05/31/2013 | 400 | 0 | | | 0 | 400 | 0 | 0 | 0 | 0 | |
| 2 Teachers will participate in available online training. | 08/01/2011 | 05/31/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 | |

| | | | | | | | | | | | | |
|--|------------|------------|-------|-------|--|--|---|---|---|---|---|---|
| 3 Provide two, one hour trainings on technology curriculum integration in mathematics. | 08/01/2011 | 05/31/2012 | 200 | 200 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 District will provide opportunity for math teachers to attend online math tutor workshops. | 08/01/2011 | 05/31/2012 | 1,500 | 1,500 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 District will provide stipends (1 per building) for teachers to participate in online courses that focus on math instruction | 08/01/2011 | 05/31/2012 | 1,500 | 1,500 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 District will provide stipends (1 per building) for teachers to participate in online courses that focus on teaching and learning strategies | 08/01/2011 | 05/31/2012 | 1,500 | 1,500 | | | 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: | | | | | | | | | | | | |
| Strategy 1 | | | | | | | | | | | | |
| To provide access to telecommunications in order to provide a safe learning environment | | | | | | | | | | | | |
| | | | Budget & Funding Sources (\$) | | | | | | | | | |
| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to hold an annual Internet Safety meeting for parents, community members, and students with information regarding Internet safety. | 08/01/2011 | 05/31/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Implement an annual overview for students in grade 3-12 on Internet Safety. | 08/01/2011 | 05/31/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Support and facilitate instruction and communications between teachers , staff, administration, parents, and the wider community. | | | | | | | | | | | | |
| | | | 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 |
| 1Bi-Monthly teacher support sessions to assist with troubleshooting needs on webpage development. | 08/01/2011 | 05/31/2012 | 1,500 | 0 | | | 0 | 1,500 | 0 | 0 | 0 | 0 |
| 2Maintain Student Information System home access for parents and students to monitor student progress. | 08/01/2011 | 05/31/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Communicate, with parents and the community through use of district website and provide parents with classes on available district resources. | | | | | | | | | | | | |
| | | | 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 |
| 1Use district website to provide links to online math and reading resources. | 08/01/2011 | 12/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2Use teacher websites to communicate daily/weekly assignments | 08/01/2011 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3Use grade level websites to communicate math and reading scope and sequence. | 08/01/2011 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4Promote availability of the parent resource components of the reading textbook website. | 08/01/2011 | 09/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5Provide parents with information and technology training for district resources (STI Home, Study Island, SIRS, E-Library, Online Textbooks) | 08/01/2011 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Section II E. Action Plan – Technology Deployment

| Phase II Goal 1 Title: | | | | | | | | | | | | |
|--|------------|------------|--|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Strategy 1 | | | | | | | | | | | | |
| Upgrade District Software and Hardware | | | | | | | | | | | | |
| | | | 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 Install Inspiration and Kidspiration in K-6 computer labs | 08/01/2011 | 12/31/2011 | 0 | 0 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Update or replace outdated classroom computers | 08/01/2011 | 05/31/2012 | 4,000 | 4,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Maintain current available technology including echalkboards, projectors, document cameras, and student response systems and investigate opportunities for new technology. | 08/01/2011 | 05/31/2012 | 4,500 | 4,500 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | |
|---|------------|------------|--|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Update communication and data lines to all buildings including local, long distance, and cellular service and improve district technology infrastructure. | | | | | | | | | | | | |
| | | | 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 current telephone service in order to provide a safe learning environment. | 08/01/2011 | 05/31/2012 | 37,800 | 18,000 | 19,800 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Insure that electrical outlet capability to allow for increased classroom computers (8 rooms) | 08/01/2011 | 05/31/2012 | 2,800 | 2,800 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | | | 0 | 0 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | |
|--|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Increase Student/Computer Ratio. | | | | | | | | | | | | |
| | | | 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 Ensure (K-6) classrooms maintain minimum of three functioning student computers. | 08/01/2011 | 05/31/2012 | 5,000 | 5,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

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

| |
|---|
| Phase III Goal 1 Title: |
| Phase III Goal 1 Description: |
| OBJECTIVE 1: District reading scores will increase from 80% to 85% meets/exceeds, and district math scores will increase from 86 % to 90% meets/exceeds at the end of three years as measured by ISAT and PSAE. |

Section II B. Action Plan – Curriculum and Instruction

| Phase III Goal 1 Title: | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Strategy 1 | | | | | | | | | | | | |
| Coordinate technology expectations for grades K-12. | | | | | | | | | | | | |
| | | | Budget & Funding Sources (\$) | | | | | | | | | |
| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to implement grade level exit standards | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Supplement current technology curriculum to better integrate technology with core subjects. | | | | | | | | | | | | |
| | | | 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 Implement prepared technology curriculums. (ie. Real Journeys) for grades 3-6. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Utilize prepared lessons available through Interwrite. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Utilize Online Resources and increase use of online math tutoring program. | | | | | | | | | | | | |
| | | | 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 utilize NCTM's Illuminations within math curriculum | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Universal Screenings and Progress Monitoring (iSteep) will be used as an assessment to determine areas of deficiency. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Teachers will integrate United Streaming within the reading curriculum. | 08/01/2012 | 05/31/2013 | 3,600 | 3,600 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Explore and use online resources available with the district's adopted math and reading series. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 Maintain current online subscriptions and stay abreast of new sources as they become available. | 08/01/2012 | 05/31/2013 | 10,000 | 10,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 High School math teachers will continue to use online math tutoring program. | 08/01/2012 | 05/31/2013 | 2,500 | 2,500 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 Explore and potentially integrate possible expansion of online math tutoring program into lower grade levels. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | |
|---|------------|------------|---|---|--|--|---|---|---|---|---|---|
| 8 Investigate electronic readers as an alternative to traditional, hard back textbooks. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
|---|------------|------------|---|---|--|--|---|---|---|---|---|---|

Section II C. Action Plan – Professional Development

| Phase III Goal 1 Title: | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Strategy 1 | | | | | | | | | | | | |
| Enhance teacher knowledge on the use and application of technology within the classroom. | | | | | | | | | | | | |
| | | | Budget & Funding Sources (\$) | | | | | | | | | |
| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue providing workshops on various software programs (ei. Excel, United Streaming, PowerPoint) and the potential uses in the curriculum. (4 training sessions) | 08/01/2012 | 05/31/2013 | 800 | 0 | | | 0 | 800 | 0 | 0 | 0 | 0 |
| 2 Provide professional training necessary to implement integrated technology curriculum (3 training sessions) | 08/01/2012 | 05/31/2013 | 300 | 0 | | | 0 | 300 | 0 | 0 | 0 | 0 |
| 3 Provide in district training on troubleshooting technology | 08/01/2012 | 05/31/2013 | 200 | 200 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Send two participants to a national technology conference. | 08/01/2012 | 05/31/2012 | 2,000 | 0 | | | 0 | 2,000 | 0 | 0 | 0 | 0 |
| 5 Continue to provide technology coaches to support and assist teachers with technology integration skills and troubleshooting technology. | 08/01/2012 | 05/31/2013 | 16,000 | 16,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 Provide annual baseline training on the use of available technology. | 08/01/2012 | 05/31/2013 | 600 | 600 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 Continue to explore available technology grant funding opportunities and submit for those that will enhance student learning . | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Research and locate schools that have successful technology integration programs | | | | | | | | | | | | |
| | | | 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 Send at least two technology committee members and an administrator to visit a school that has implemented a successful technology program. | 08/01/2012 | 05/31/2013 | 500 | 500 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | |
|--|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Train teachers on the use of online resources | | | | | | | | | | | | |
| | | | Budget & Funding Sources (\$) | | | | | | | | | |
| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Teachers will participate in available online training. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 District will provide opportunity for math teachers to attend workshops for online tutoring resources. | 08/01/2012 | 05/31/2013 | 1,500 | 1,500 | | | 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: | | | | | | | | | | | | |
|---|-----------|---------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Strategy 1 | | | | | | | | | | | | |
| To provide access to telecommunications in order to provide a safe learning environment | | | | | | | | | | | | |
| | | | 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 Hold an annual Internet Safety meeting for parents, | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|------------|------------|---|---|--|--|---|---|---|---|---|---|
| community members, and students with information regarding Internet safety. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Implement an annual overview for students in grade 3-12 on Internet Safety. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Support and facilitate instruction and communications between teachers , staff, administration, parents, and the wider community. | | | | | | | | | | | | |
| | | | 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 Bi-Monthly teacher support sessions to assist with troubleshooting needs on webpage development. | 08/01/2013 | 05/31/2013 | 1,200 | 0 | | | 0 | 1,200 | 0 | 0 | 0 | 0 |
| 2 Maintain Student Information System home access for parents and students to monitor student progress. | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | |
|---|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Communicate, with parents through use of district website and provide parents with classes on available district resources. | | | | | | | | | | | | |
| | | | Budget & Funding Sources (\$) | | | | | | | | | |
| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to use district website to provide links to online math and reading resources | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Continue to use teacher websites to communicate daily/weekly assignments | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Continue to use grade level websites to communicate math and reading scope and sequence | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Continue to promote availability of the parent resource components of the reading textbook website. | 08/01/2012 | 10/31/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 Continue to provide parents with information and | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|------------|------------|---|---|--|--|---|---|---|---|---|---|
| technology training for district resources (STI Home, Study Island, SIRS, E-Library, Online Textbooks, STI Parent Portal) | 08/01/2012 | 05/31/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
|---|------------|------------|---|---|--|--|---|---|---|---|---|---|

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:

Strategy 1

Upgrade District Hardware.

| | | | Budget & Funding Sources (\$) | | | | | | | | | |
|--|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Update or replace outdated classroom computers. | 08/01/2012 | 05/31/2013 | 3,000 | 3,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Maintain current available technology including echalkboards, projectors, document cameras, and student response systems and investigate opportunities for new technology. | 08/01/2012 | 05/31/2013 | 4,500 | 4,500 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

Update communication and data lines to all buildings including local, long distance, and cellular service.

| | | | 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 Investigate new technologies available to increase bandwidth. | 08/01/2012 | 05/31/2013 | 0 | 0 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Maintain current telephone service inorder to provide a safe learning environment. | 08/01/2012 | 05/31/2013 | 37,800 | 18,000 | 19,800 | R | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 3 | | | | | | | | | | | | |
|--|------------|------------|-------------------------------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Increase Student/Computer Ratio | | | | | | | | | | | | |
| | | | 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 |
| 1Maintain number of functioning computers in Tri-C computer labs | 08/01/2012 | 05/31/2013 | 2,000 | 2,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2Maintain computer labs at CIS . | 08/01/2012 | 05/31/2013 | 2,000 | 2,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 3Maintain computer labs at CHS. | 08/01/2012 | 05/31/2013 | 2,000 | 2,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

Section II F. Action Plan - Monitoring Process
Phase I

Monitoring Process:

District Administration will work closely with the district Technology Committee to provide ongoing oversight of the technology plan.

Similar to teachers in the School Improvement planning process, the technology committee will take a primary role in analyzing student assessment data as well as other information pertinent in monitoring the progress of the technology plan. The technology committee will use bi-monthly meetings to monitor the progress of the plan and will provide valuable insight and input to the district administration. Based on the analysis and input gathered, district administration will then be able to make data based decisions regarding technology for the district. The action plan will be used as a checklist to insure that the plan is adequately implemented.

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|----------------|---|--|----------------------|-----------------------|
| C & I Strategy | Tools: The following is a list of assessments and evaluations that will be used in the monitoring process of this comprehensive technology plan: ISAT (annual analysis) ITBS (annual analysis) PSAE (annual analysis) ACT (annual analysis) PLAN (annual analysis) EXPLORE (annual analysis) Reading Recovery Inventory (quarterly analysis) Technology Portfolios-student artifacts (ongoing analysis) School Improvement Plan for each Carterville Unit #5 school (ongoing analysis) Increased electronic communication (ongoing analysis) | Increase in state assessment scores Increase in local assessment scores Increase in the frequency of technology integration within classrooms Increase in teachers' comfort level and knowledge related to teaching with technology Increase in student abilities that | Annually | Principals, SIP Teams |

| | | | | |
|-----------------|---|---|------------|--|
| | Professional Development Sign in Sheets (ongoing analysis) Parent/Teacher/Student Surveys (annual analysis) | will be collected and demonstrated in student portfolios | | |
| PD Strategy | Action plan, teacher surveys, | Increase in state assessment scores Increase in local assessment scores Increase in the frequency of technology integration within classrooms Increase in teachers' comfort level and knowledge related to teaching with technology Increase in student abilities that will be collected and demonstrated in student portfolios | Bi-monthly | Principals, Technology Committee, Professional Development Committee |
| P/C Strategy | Action Plan, Parent Surveys, Website Feedback | Parent Surveys, Website Feedback | Bi-monthly | Principals, Technology Committee |
| Tech D Strategy | Action Plan, Technology Inventories | Technology Inventories | Bi-monthly | Principals, Technology Committee |

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

Monitoring Process:

District Administration will work closely with the district Technology Committee to provide ongoing oversight of the technology plan.

Similar to teachers in the School Improvement planning process, the technology committee will take a primary role in analyzing student assessment data as well as other information pertinent in monitoring the progress of the technology plan. The technology committee will use bi-monthly meetings to monitor the progress of the plan and will provide valuable insight and input to the district administration. Based on the analysis and input gathered, district administration will then be able to make data based decisions regarding technology for the district. The action plan will be used as a checklist to insure that the plan is adequately implemented.

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|--|------------------|---------------------|----------------------|-----------------------|
|--|------------------|---------------------|----------------------|-----------------------|

| | | | | |
|-----------------|--|---|------------|-------------------------------------|
| C & I Strategy | Tools: The following is a list of assessments and evaluations that will be used in the monitoring process of this comprehensive technology plan: ISAT (annual analysis) ITBS (annual analysis) PSAE (annual analysis) ACT (annual analysis) PLAN (annual analysis) EXPLORE (annual analysis) Reading Recovery Inventory (quarterly analysis) Technology Portfolios-student artifacts (ongoing analysis) School Improvement Plan for each Carterville Unit #5 school (ongoing analysis) Increased electronic communication (ongoing analysis) Professional Development Sign in Sheets (ongoing analysis) Parent/Teacher/Student Surveys (annual analysis) | Increase in state assessment scores Increase in local assessment scores Increase in the frequency of technology integration within classrooms Increase in teachers' comfort level and knowledge related to teaching with technology Increase in student abilities that will be collected and demonstrated in student portfolios | Annually | Principals and SIP Teams |
| PD Strategy | Action plan, teacher surveys | Increase in state assessment scores Increase in local assessment scores Increase in the frequency of technology integration within classrooms Increase in teachers' comfort level and knowledge related to teaching with technology Increase in student abilities that will be collected and demonstrated in student portfolios | Bi-Monthly | Principals and Technology Committee |
| P/C Strategy | Action Plan, Parent Surveys, Website Feedback | Surveys, Website Feedback | Bi-Monthly | Principals and Technology Committee |
| Tech D Strategy | Action Plan, Technology Inventories | Technology Inventories | Bi-Monthly | Principals and Technology Committee |

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

Monitoring Process:

District Administration will work closely with the district Technology Committee to provide ongoing oversight of the technology plan.

Similar to teachers in the School Improvement planning process, the technology committee will take a primary role in analyzing student assessment data as well as other information pertinent in monitoring the progress of the technology plan. The technology committee will use bi-monthly meetings to monitor the progress of the plan and will provide valuable insight and input to the district administration. Based on the analysis and input gathered, district administration

will then be able to make data based decisions regarding technology for the district. The action plan will be used as a checklist to insure that the plan is adequately implemented.

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|-----------------|--|---|----------------------|-------------------------------------|
| C & I Strategy | The following is a list of assessments and evaluations that will be used in the monitoring process of this comprehensive technology plan: ISAT (annual analysis) ITBS (annual analysis) PSAE (annual analysis) ACT (annual analysis) PLAN (annual analysis) EXPLORE (annual analysis) Reading Recovery Inventory (quarterly analysis) Technology Portfolios-student artifacts (ongoing analysis) School Improvement Plan for each Carterville Unit #5 school (ongoing analysis) Increased electronic communication (ongoing analysis) Professional Development Sign in Sheets (ongoing analysis) Parent/Teacher/Student Surveys (annual analysis) | Increase in state assessment scores Increase in local assessment scores Increase in the frequency of technology integration within classrooms Increase in teachers' comfort level and knowledge related to teaching with technology Increase in student abilities that will be collected and demonstrated in student portfolios | Annually | Principals and SIP Teams |
| PD Strategy | Action plan, teacher surveys | Increase in state assessment scores Increase in local assessment scores Increase in the frequency of technology integration within classrooms Increase in teachers' comfort level and knowledge related to teaching with technology Increase in student abilities that will be collected and demonstrated in student portfolios | Bi-Monthly | Principals and Technology Committee |
| P/C Strategy | Action Plan, Parent Surveys, Website Feedback | Surveys, Website Feedback | Bi-Monthly | Principals and Technology Committee |
| Tech D Strategy | Action Plan, Technology Inventories | Technology Inventories | Bi-Monthly | Principals and Technology Committee |

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 |
|--------------------------------------|---------|----------|--------|-----------|------------|-------------|----------|---------|-------|
| Reading and Math Goal | 111,455 | 87,055 | 19,800 | 0 | 4,600 | 0 | 0 | 0 | 0 |
| Total Budget for Phase I - 2010-2011 | 111,455 | 87,055 | 19,800 | 0 | 4,600 | 0 | 0 | 0 | 0 |

Phase II - 2011 - 2012

| Goals | Total | District | E-Rate | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---------------------------------------|--------|----------|--------|-----------|------------|-------------|----------|---------|-------|
| | 98,200 | 73,700 | 19,800 | 0 | 4,700 | 0 | 0 | 0 | 0 |
| Total Budget for Phase II - 2011-2012 | 98,200 | 73,700 | 19,800 | 0 | 4,700 | 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 |
|--|--------|----------|--------|-----------|------------|-------------|----------|---------|-------|
| | 90,500 | 66,400 | 19,800 | 0 | 4,300 | 0 | 0 | 0 | 0 |
| Total Budget for Phase III - 2012-2013 | 90,500 | 66,400 | 19,800 | 0 | 4,300 | 0 | 0 | 0 | 0 |

| Goals | Total | District | E-Rate | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|---------|----------|--------|-----------|------------|-------------|----------|---------|-------|
| Total Budget for Phases I, II, and III - 2010 - 2013 | 300,155 | 227,155 | 59,400 | 0 | 13,600 | 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.

Many individuals and committee efforts formulated the comprehensive technology plan for the district. The support and commitments to plan for, implement, and evaluate instructional technology provided a clear direction for this plan. Community stakeholders and the district technology committee participated in a technology plan meeting held February 24, 2010 at the Tri-C Elementary School. A preliminary meeting with the technology committee was held on January 26, 2010 at the Tri-C Elementary School. The district will continue to promote and assist with adult literacy programs through our partnership with John A. Logan Community College.

The following is a summary of the individual stakeholders and entities represented:

| Name | District Educator | Parent | Community Member | ROE |
|-------------------|-------------------|--------|------------------|-----|
| Baburnich, Dave | X | | | |
| Bonifield, Kevin | X | | X | |
| Banovz, Carrie | X | X | X | |
| Barnstable, Sarah | X | X | X | |
| Bleyer, Tim | X | X | X | |
| Brown, Janice | X | | | |
| Fleming, Mike | X | X | X | |
| Kraatz, Kim | X | | | |
| Forby, Karri | X | X | X | |
| Thomas, Howard | | X | X | X |
| Griffin, Lucy | X | | | |
| Hartford, Jeff | X | X | X | |
| Keisling, Mike | X | X | X | |
| Liddell, Keith | X | X | X | |
| Owen, Allison | X | | X | |
| Owens, Doug | X | | X | |
| Peterson, Scott | X | | X | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |

**Section III Plan Development, Review and Implementation
B. District Internet Safety Policy**

Please provide the district's policy pursuant to the Children's Internet Protection Act of 2000(CIPA) and the number of your board-adopted policy in the text box below. The CIPA information must include the following:

Technology Protection Measure (Filter)

Schools must certify that they are in CIPA compliance by having an Internet Safety Policy adopted and implemented at the start of the given funding year. This policy must include a Technology Protection Measure that blocks or filters internet access to visual depictions that:

- (a) are obscene,***
- (b) are child pornography, or***
- (c) are harmful to minors.***

Internet Safety Policy Schools subject to CIPA are required to adopt a policy that addresses:

- 1. Access by minors to inappropriate matter on the internet***
- 2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications***
- 3. Unauthorized access including "hacking" and other unlawful activities by minors online***
- 4. Unauthorized disclosure, use, and dissemination of personal information regarding minors***
- 5. Restricting minors' access to materials harmful to minors.***

The policy was passed at the school board meeting on April 19, 2007. B

April 2007

6:235

ADOPTED: June 21, 2001 Policy Update: April 19, 2007

[\[1\]](#) This goal is repeated in exhibit 6:235-E2, *Authorization for Electronic Network Access*.

Peer Review Feedback Form

| | |
|--|-----------------------|
| District Name : | RCDT #: |
| <input type="checkbox"/> Original Submission | Date Peer Reviewed: |
| School Years Covered by Plan: | ISBE Approval Date: |
| <input type="checkbox"/> 2010-2011 <input type="checkbox"/> 2011-2012 <input type="checkbox"/> 2012-2013 | Plan Expiration Date: |

Section Used for Mid-Course Correction Only

| | |
|---|-----------------------|
| <input type="checkbox"/> Mid-Course Correction(MCC) | |
| Date of Annual Review Leading to MCC: | Approval Date of MCC: |

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

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

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

Part F. Monitoring

Meets Does Not Meet

Comments:

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement

Part B. Internet Safety Policy

Meets Does Not Meet

Comments: