

Dieterich CUSD 30

Technology Integration Plan 2009

| | |
|---------------------|-----------|
| Submitted | 2/26/2009 |
| Plan Resubmitted | 4/14/2009 |
| Pending ISBE action | 3/11/2009 |
| ISBE Approved | 4/14/2009 |

District Information

| | | | |
|---------------------|-------------------------|-----------------------|----------------------------|
| District Name: | DIETERICH CUSD 30 | District Address: | PO BOX 187 |
| City/State/Zip: | DIETERICH,IL,62424 0187 | RCDT Number: | 030250300260000 |
| Superintendent: | BRUCE OWEN | Superintendent Email: | bowen@dieterich.k12.il.us |
| District Phone: | 2179255249 | District Fax: | 2179255447 |
| TIP Contact Name*: | LARRY ARNEY | TIP Contact Email*: | larney@dieterich.k12.il.us |
| TIP Contact Phone*: | 2179255247 | TIP Contact Fax*: | 2179255447 |

Original Submission — First submission of the technology plan by your district: **Yes**

Amended Submission — Any resubmission of the plan (returning for peer review, etc): **No**

Mid-course Correction

The plan was reviewed and evaluated on

Mid course correction was needed? **No**

Vision Statement

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

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

Vision Statement

Dieterich Unit School District #30 vision for instructional technology is:

Students' learning will be enhanced through the use of high-quality instruction and supported by appropriate instructional technology. We will strive to create an environment that promotes and fosters problem solvers who will succeed by understanding and using the latest instructional technologies to achieve their educational, personal, and workplace goals.

Explanation of how vision will be supported by:

The Dieterich community is a small rural community dedicated to growth and expansion through incentives for new homeowners and businesses. To remain **forward thinking** the district continually monitors the demographics of the unit school district such as student population, academic achievement, and budget needs. Our vision will support **instructional technology** by giving our staff and students the tools that they need to provide and encourage implementation of student-centered learning and application in the classroom that will be transferred to the workplace and promote life-long learning.

Informational technology ; Dieterich will provide tools which include up-to-date systems, hardware, infrastructure and software that houses numerous data and information systems. Some of the data available to parents, teacher and administrators for reporting, data collection and analysis and decision making are: interactive report card, IWAS, testing results, and STI grading system.

The district will provide **telecommunications** to staff, parents and the community in a multitude of ways, including telephone access to each classroom, high speed internet access, cellular phone systems, and two way radios. High speed, filtered internet connections are available on all computers and laptops. Accessories such as projectors, Mimio boards and document cameras are available for staff and students to use in connection with teaching and learning.

Vision Explanation

Our school's technology vision statement begins with the district's mission statement. It was then revised to reflect the future of technology in the Dieterich School District in 2008 by the district technology committee with feedback from all faculty members and several business and committee members.

It is our goal that the entire community of learners becomes computer literate and knowledgeable in technology applications.

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

| | | | |
|---|-----|---|----|
| Is this District making Adequate Yearly Progress (AYP)? | Yes | Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act? | No |
| Is this District making AYP in Reading? | Yes | 2007-08 Federal Improvement Status | |
| Is this District making AYP in Mathematics? | Yes | 2007-08 State Improvement Status | |

| | Percentage Tested on State Tests | | | | Percent Meeting/Exceeding Standards* | | | | | | Other Indicators | | | |
|----------------------------|----------------------------------|---------|-------------|---------|--------------------------------------|----------------------|---------|-------------|----------------------|---------|------------------|---------|-----------------|---------|
| | Reading | | Mathematics | | Reading | | | Mathematics | | | Attendance Rate | | Graduation Rate | |
| | % | Met AYP | % | Met AYP | % | Safe** Harbor Target | Met AYP | % | Safe** Harbor Target | Met AYP | % | Met AYP | % | Met AYP |
| State AYP Minimum Target | 95.0 | | 95.0 | | 62.5 | | | 62.5 | | | 90.0 | | 75.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 83.3 | | Yes | 92.7 | | Yes | 95.9 | Yes | 100.0 | Yes |
| White | 100.0 | Yes | 100.0 | Yes | 83.1 | | Yes | 92.6 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 90.6 | | Yes | 98.1 | | 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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

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

Section I A. Data & Analysis — Report Card Data
Item 2 —2008 AMAO Report

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

| District Information | | | | | | | | |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| Attendance Rate (%) | 96.4 | 96.3 | 96.5 | 96.9 | 96.6 | 97.0 | 96.9 | 95.9 |
| Truancy Rate (%) | 1.5 | 0.2 | 0.8 | 0.4 | - | 2.1 | 1.1 | 0.7 |
| Mobility Rate (%) | 8.9 | 8.4 | 8.1 | 12.6 | 10.8 | 8.6 | 6.6 | 6.6 |
| HS Graduation Rate, if applicable (%) | 94.3 | 100.0 | 81.4 | 85.7 | 88.2 | 91.1 | 94.4 | 100.0 |
| HS Dropout Rate, if applicable (%) | 1.2 | 3.2 | 2.9 | 2.5 | 1.8 | 2.5 | 0.6 | 1.8 |
| District Population (#) | 559 | 557 | 532 | 511 | 529 | 506 | 491 | 490 |
| Economically Disadvantaged (%) | 24.7 | 22.3 | 26.1 | 24.9 | 25.7 | 23.5 | 25.5 | 28.6 |
| Limited English Proficient (LEP) (%) | - | - | - | - | - | - | - | - |
| Students with Disabilities (%) | | | | | | | | |
| White, non-Hispanic (%) | 98.0 | 98.4 | 98.7 | 98.8 | 97.5 | 98.0 | 98.8 | 98.2 |
| Black, non-Hispanic (%) | 0.5 | 0.4 | 0.2 | 0.2 | 0.8 | - | - | - |
| Hispanic (%) | 1.3 | 0.9 | 0.9 | 1.0 | 1.7 | 0.8 | 0.8 | 0.8 |
| Asian/Pacific Islander (%) | 0.2 | 0.4 | 0.2 | - | - | 0.4 | - | 0.6 |
| Native American or Alaskan Native(%) | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic (%) | - | - | - | - | - | 0.8 | 0.4 | 0.4 |

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/Pacific Islander(%) | Native American(%) | Multiracial/Ethnic(%) |
|--|------|----------|----------|-------------|---------------------------|--------------------|-----------------------|
| D I S T R I C T | 1999 | 98.4 | 0.4 | 0.9 | 0.4 | - | - |
| | 2000 | 97.7 | 0.5 | 1.4 | 0.4 | - | - |
| | 2001 | 98.0 | 0.5 | 1.3 | 0.2 | - | - |
| | 2002 | 98.4 | 0.4 | 0.9 | 0.4 | - | - |
| | 2003 | 98.7 | 0.2 | 0.9 | 0.2 | - | - |
| | 2004 | 98.8 | 0.2 | 1.0 | - | - | - |
| | 2005 | 97.5 | 0.8 | 1.7 | - | - | - |
| | 2006 | 98.0 | - | 0.8 | 0.4 | - | 0.8 |
| | 2007 | 98.8 | - | 0.8 | - | - | 0.4 |
| | 2008 | 98.2 | - | 0.8 | 0.6 | - | 0.4 |
| S T A T E | 1999 | 62.0 | 20.8 | 13.9 | 3.2 | 0.2 | - |
| | 2000 | 61.1 | 20.9 | 14.6 | 3.3 | 0.2 | - |
| | 2001 | 60.1 | 20.9 | 15.4 | 3.4 | 0.2 | - |
| | 2002 | 59.3 | 20.8 | 16.2 | 3.5 | 0.2 | - |
| | 2003 | 58.6 | 20.7 | 17.0 | 3.6 | 0.2 | - |
| | 2004 | 57.7 | 20.8 | 17.7 | 3.6 | 0.2 | - |
| | 2005 | 56.7 | 20.3 | 18.3 | 3.7 | 0.2 | 0.7 |
| | 2006 | 55.7 | 19.9 | 18.7 | 3.8 | 0.2 | 1.8 |
| | 2007 | 54.9 | 19.6 | 19.3 | 3.8 | 0.2 | 2.2 |
| 2008 | 54.0 | 19.2 | 19.9 | 3.9 | 0.2 | 2.7 | |

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 Truancy(%) | HS Dropout Rate(%) | HS Graduation Rate(%) |
|--|------|--------|---------------|-------------------------|---------------|-------------|--------------------|--------------------|--------------------|-----------------------|
| D I S T R I C T | 1999 | - | 25.4 | 100.0 | 96.2 | 9.8 | 13 | 2.3 | 3.8 | 94.3 |
| | 2000 | - | 23.4 | 96.1 | 96.6 | 12.3 | 6 | 1.1 | 1.2 | 97.6 |
| | 2001 | - | 24.7 | 100.0 | 96.4 | 8.9 | 8 | 1.5 | 1.2 | 94.3 |
| | 2002 | - | 22.3 | 100.0 | 96.3 | 8.4 | 1 | 0.2 | 3.2 | 100.0 |
| | 2003 | - | 26.1 | 100.0 | 96.5 | 8.1 | 4 | 0.8 | 2.9 | 81.4 |
| | 2004 | - | 24.9 | 100.0 | 96.9 | 12.6 | 2 | 0.4 | 2.5 | 85.7 |
| | 2005 | - | 25.7 | 100.0 | 96.6 | 10.8 | 0.0 | - | 1.8 | 88.2 |
| | 2006 | - | 23.5 | 100.0 | 97.0 | 8.6 | 10 | 2.1 | 2.5 | 91.1 |
| | 2007 | - | 25.5 | 100.0 | 96.9 | 6.6 | 5 | 1.1 | 0.6 | 94.4 |
| | 2008 | - | 28.6 | 100.0 | 95.9 | 6.6 | 3 | 0.7 | 1.8 | 100.0 |
| S T A T E | 1999 | 6.4 | 36.1 | 96.1 | 93.6 | 18.1 | 43332 | 2.3 | 5.9 | 81.9 |
| | 2000 | 6.1 | 36.7 | 97.2 | 93.9 | 17.5 | 45109 | 2.4 | 5.8 | 82.6 |
| | 2001 | 6.3 | 36.9 | 94.5 | 93.7 | 17.2 | 42813 | 2.2 | 5.7 | 83.2 |
| | 2002 | 6.7 | 37.5 | 95.0 | 94.0 | 16.5 | 39225 | 2.0 | 5.1 | 85.2 |
| | 2003 | 6.3 | 37.9 | 95.9 | 94.0 | 16.4 | 37525 | 1.9 | 4.9 | 86.0 |
| | 2004 | 6.7 | 39.0 | 96.3 | 94.2 | 16.8 | 40764 | 2.1 | 4.6 | 86.5 |
| | 2005 | 6.6 | 40.0 | 95.7 | 93.9 | 16.1 | 43152 | 2.2 | 4.0 | 87.4 |
| | 2006 | 6.6 | 40.0 | 96.6 | 94.0 | 16.0 | 44836 | 2.2 | 3.5 | 87.8 |
| | 2007 | 7.2 | 40.9 | 96.1 | 93.7 | 15.2 | 49056 | 2.5 | 3.5 | 85.9 |
| 2008 | 7.5 | 41.1 | 96.8 | 93.3 | 14.9 | 49858 | 2.5 | 4.1 | 86.5 | |

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 | 1999 | 571 | - | - | - | - | - | - |
| | 2000 | 561 | - | - | - | - | - | - |
| | 2001 | 559 | 51 | 51 | 40 | 55 | 56 | 45 |
| | 2002 | 557 | 35 | 48 | 52 | 41 | 48 | 47 |
| | 2003 | 532 | 33 | 33 | 51 | 39 | 35 | 36 |
| | 2004 | 511 | 32 | 37 | 32 | 50 | 39 | 47 |
| | 2005 | 529 | 35 | 30 | 35 | 48 | 52 | 43 |
| | 2006 | 506 | 39 | 37 | 31 | 31 | 48 | 36 |
| | 2007 | 491 | 29 | 40 | 35 | 37 | 35 | 40 |
| | 2008 | 490 | 31 | 29 | 38 | 29 | 39 | 46 |
| S T A T E | 1999 | 1962026 | - | - | - | - | - | - |
| | 2000 | 1983991 | - | - | - | - | - | - |
| | 2001 | 2007170 | 164791 | 161546 | 162001 | 151270 | 148194 | 123816 |
| | 2002 | 2029821 | - | - | - | - | - | - |
| | 2003 | 2044539 | - | - | - | - | - | - |
| | 2004 | 2060048 | - | - | - | - | - | - |
| | 2005 | 2062912 | - | - | - | - | - | - |
| | 2006 | 2075277 | 136123 | 139619 | 146935 | 153566 | 154856 | - |
| | 2007 | 2077856 | 155356 | 153480 | 154719 | 162594 | 159038 | 150475 |
| | 2008 | 2074167 | 155578 | 152895 | 153347 | 160039 | 161310 | 149710 |

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) | Average Teacher Experience (Years) | Average Teacher Salary(\$) | Teachers with Bachelor's Degree(%) | Teachers with Master's Degree(%) | Pupil-Teacher Ratio (Elementary) | Pupil-Teacher Ratio (HighSchool) | Teachers w/ Emergency/ Provisional Credentials(%) | Classes not taught by Highly Qualified Teachers(%) |
|--|--------|----------------------|------------------------------------|----------------------------|------------------------------------|----------------------------------|----------------------------------|----------------------------------|---|--|
| D I S T R I C T | 1999 | 33 | 14 | 29463 | 79 | 21 | 24 | 12 | - | - |
| | 2000 | 32 | 14 | 30930 | 80 | 21 | 23 | 13 | - | - |
| | 2001 | 35 | 14 | 32001 | 81 | 19 | 21 | 12 | - | - |
| | 2002 | 36 | 14 | 33140 | 81 | 19 | 19 | 13 | - | - |
| | 2003 | 37 | 14 | 34514 | 81 | 19 | 19 | 12 | - | - |
| | 2004 | 34 | 15 | 37348 | 83 | 18 | 20 | 12 | - | - |
| | 2005 | 34 | 13 | 37495 | 88 | 12 | 21 | 13 | - | - |
| | 2006 | 36 | 12 | 38295 | 86 | 14 | 19 | 12 | 3 | - |
| | 2007 | 37 | 13 | 39946 | 87 | 13 | 17 | 13 | - | - |
| 2008 | 37 | 13 | 40968 | 89 | 11 | 17 | 13 | - | - | |
| S T A T E | 1999 | 119718 | 15 | 45337 | 53 | 47 | 20 | 18 | - | - |
| | 2000 | 122671 | 15 | 45766 | 53 | 47 | 19 | 18 | - | - |
| | 2001 | 125735 | 15 | 47929 | 54 | 46 | 19 | 18 | - | - |
| | 2002 | 126544 | 14 | 49702 | 54 | 46 | 19 | 18 | 2 | 2 |
| | 2003 | 129068 | 14 | 51672 | 54 | 46 | 18 | 18 | 3 | 2 |
| | 2004 | 125702 | 14 | 54446 | 51 | 49 | 19 | 19 | 2 | 2 |
| | 2005 | 128079 | 14 | 55558 | 50 | 49 | 19 | 18 | 2 | 2 |
| | 2006 | 127010 | 13 | 56685 | 49 | 51 | 19 | 19 | 2 | 1 |
| | 2007 | 127010 | 13 | 58275 | 48 | 52 | 19 | 19 | 2 | 3 |
| 2008 | 131488 | 12 | 60871 | 47 | 53 | 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, 2003-2008 | | | | | | | | | | | | | | | | | | |
|--|---------|------|------|------|------|------|---------|------|------|------|------|------|---------|------|------|------|------|------|
| | Grade 3 | | | | | | Grade 4 | | | | | | Grade 5 | | | | | |
| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | - | - | - | 47.5 | 55.0 | 62.5 | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 |
| All | 71.9 | 68.8 | 91.7 | 80.5 | 86.6 | 86.6 | - | - | - | 91.2 | 86.5 | 85.7 | 81.1 | 84.9 | 88.6 | 86.7 | 93.9 | 91.9 |
| White | 71.9 | 68.8 | 91.7 | 80.5 | 86.2 | 86.6 | - | - | - | 91.2 | 86.5 | 85.7 | 82.4 | 83.9 | 88.6 | 86.7 | 93.9 | 91.9 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Economically Disadvantaged | - | - | - | 72.8 | - | 90.0 | - | - | - | 90.9 | - | - | - | - | - | - | 81.8 | 90.0 |
| | Grade 6 | | | | | | Grade 7 | | | | | | Grade 8 | | | | | |
| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| AYP Benchmark % Meets + Exceeds | - | - | - | 47.5 | 55.0 | 62.5 | - | - | - | 47.5 | 55.0 | 62.5 | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 |
| All | - | - | - | 94.5 | 93.6 | 94.1 | - | - | - | 93.6 | 89.2 | 86.7 | 69.7 | 72.5 | 84.0 | 85.1 | 87.9 | 92.3 |
| White | - | - | - | 94.5 | 93.1 | 94.0 | - | - | - | 93.1 | 89.2 | 85.8 | 71.0 | 73.7 | 84.0 | 84.8 | 87.1 | 92.3 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | | | | | | |
|----------------------------|---|---|---|---|---|---|---|---|---|---|------|---|---|------|------|------|------|------|---|
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Economically Disadvantaged | - | - | - | - | - | - | - | - | - | - | 78.5 | - | - | 69.2 | 61.5 | 90.0 | 90.0 | 92.3 | |

PSAE - % Meets + Exceeds for Reading for Grade 11

| Groups | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| AYP Benchmark % Meets + Exceeds | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 |
| All | 56.3 | 58.7 | 67.6 | 48.1 | 48.8 | 47.8 |
| White | 58.1 | 60.0 | 67.6 | 48.1 | 50.0 | 47.8 |
| Black | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - |
| Students with Disabilities | - | - | - | - | - | - |
| Economically Disadvantaged | - | - | - | - | 53.8 | - |

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

| ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008 | | | | | | | | | | | | | | | | | | |
|--|---------|------|------|-------|------|-------|---------|------|------|-------|------|-------|---------|-------|-------|------|-------|-------|
| | Grade 3 | | | | | | Grade 4 | | | | | | Grade 5 | | | | | |
| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | - | - | - | 47.5 | 55.0 | 62.5 | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 |
| All | 87.5 | 93.8 | 97.2 | 90.2 | 96.6 | 100.0 | - | - | - | 100.0 | 83.7 | 100.0 | 94.3 | 100.0 | 100.0 | 96.7 | 100.0 | 97.3 |
| White | 87.5 | 93.8 | 97.2 | 90.2 | 96.6 | 100.0 | - | - | - | 100.0 | 83.7 | 100.0 | 94.1 | 100.0 | 100.0 | 96.7 | 100.0 | 97.3 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Economically Disadvantaged | - | - | - | 90.9 | - | 100.0 | - | - | - | 100.0 | - | - | - | - | - | - | 100.0 | 100.0 |
| | Grade 6 | | | | | | Grade 7 | | | | | | Grade 8 | | | | | |
| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| AYP Benchmark % Meets + Exceeds | - | - | - | 47.5 | 55.0 | 62.5 | - | - | - | 47.5 | 55.0 | 62.5 | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 |
| All | - | - | - | 100.0 | 96.7 | 100.0 | - | - | - | 96.8 | 97.2 | 90.0 | 75.7 | 77.5 | 76.0 | 89.3 | 93.9 | 97.5 |
| White | - | - | - | 100.0 | 96.5 | 100.0 | - | - | - | 96.5 | 97.2 | 89.3 | 74.2 | 79.0 | 76.0 | 89.1 | 93.6 | 97.5 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | | | | | | |
|----------------------------|---|---|---|---|---|---|---|---|---|---|-------|---|---|------|------|-------|-------|------|---|
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Economically Disadvantaged | - | - | - | - | - | - | - | - | - | - | 100.0 | - | - | 69.2 | 46.2 | 100.0 | 100.0 | 92.3 | |

PSAE - % Meets + Exceeds for Mathematics for Grade 11

| Groups | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| AYP Benchmark % Meets + Exceeds | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 |
| All | 68.8 | 56.5 | 64.9 | 51.8 | 64.1 | 70.5 |
| White | 71.0 | 57.8 | 64.9 | 51.8 | 63.2 | 70.5 |
| Black | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - |
| Students with Disabilities | - | - | - | - | - | - |
| Economically Disadvantaged | - | - | - | - | 53.8 | - |

Section I A. Data & Analysis — Report Card Data

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

Student Demographics-Summary and Analysis

The districts k-12 student population is 490

The percentage of economically disadvantaged students in the district is currently 28.6%

Instructional expenditures per pupil is currently \$4,617

The district's student population has decreased over the past five years by 532 in 2003 to 490 in 2008. At the same time, the low income student percentage rose from 26.1% in 2003 to 28.6 in 2008. The districts drop out rate decreased from 2.9 in 2003 to 1.8 in 2008. Also, the graduation rate increased from 81.4% in 2003 to 100 in 2008.

Educator Data-Summary and Analysis

The average district teacher's salary is \$40,968; the average administrator's salary \$82,083

The district's pupil-teacher ratio is 11.5

The district's operating and instructional expenditures per pupil are well below state averages. Not unexpectedly, district salaries are also below state averages for both teachers and administrators.

Assessment Data-Summary and Analysis

In 2008, the district met the AYP.

In 2008, reading and math scores showed a decline between 8th grade and 11th grade. Reading scores at the eighth grade were 93% meeting or exceeding and 47% in the 11th grade. Math scores in the 8th grade were 97% meeting and exceeding and 70% in the 11th grade.

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

Teachers need additional support (i.e., skills, resources, strategies) to reach students who are not meeting or exceeding state standards in the areas of reading and math.

Needs and Gaps

We need to use research-based, professional development that support teachers in gaining instructional strategies that have been proven to raise student

achievement scores in the areas of reading, math, writing and science in grades 7-12.

We need to focus on differentiated instructional practices that better serve our increasing low-income populations

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.*

Conclusions- Although we have seen improvement on the state assessments in K-12, achievement scores in grades 8-12 are still of a concern. Therefore, we need to continue to make strides to get all students to meet or exceed in these tests.

Section I B. Data & Analysis — Local Assessment Data

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

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

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

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

Section I C. Data & Analysis – Other Data Item 1 – Attributes and Challenges of the District

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

Budget:

Budget analysis tool January 2008

Curriculum Integration:

Conducted NextSteps Surveys with students, teachers and parents Fall 2008.

Teacher NextSteps Survey had 18 responses. Fall 2008

Student Next Steps Survey had 48 responses. Fall 2008

Technology Inventory. Fall 2008

Community Demographics:

Factfinder on the US Census Bureau website using the 2006 information. www.factfinder.census.gov

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

Budget**Summary**

In 2007, the technology budget was 35,489. In 2008, the technology budget was 46,462. In 2009, the technology budget was 57,467.

Analysis

Over the last three years the budget has increased by 61%. This increase is due to the addition of another computer lab plus the purchases of additional computers to help update some of the classrooms. The salary of the technology personnel is also included in our technology budget. Also included in the technology budget is the salary for the outside technology personnel, the T-1 line, the internet provider, e-mail provider and all hardware and software used.

Curriculum Integration**Summary**

Instructional technology access:

Two computers in every classroom. Pre-K -12. 70% of computers are at least three years old.

Three computer labs with an average of 26 computers in each lab with 3 hours a day being assigned to regularly scheduled classes leaving six hours for lab times. All three labs have computers that are less than two years old.

Two media centers with an average of 18 desktop computers and one portable lab with 13 computers.

One T1 line serves both elementary and Jr/Sr high school building as well as the Unit office. All classrooms and labs have internet access. Internet response and access is sufficient for instructional use.

Student Survey

64.6% rate themselves as proficient with the computer.

48% of the students surveyed are proficient as internet users with 46% able to teach others.

79% of the students use technology at school on an individual basis. 10% use technology in groups.

85% of the students use computers in the classroom or in the lab to do class projects.

65% of the students use a computer at school more than 3 hours a week.

50% of the students can use a digital camera on their own.

31.6% of the students can use a video camera on their own.

65.8% seldom or never use graphing calculators.

46.2% of students are able to use word processing on their own.

29.7% use word processing on a weekly basis.

63.2% of the students have no skills in database creation.

42.1% of the students can work with handheld devices on their own.

40.5% are proficient with web tools.

27% write stories, essays and reports with a word processor daily.

32.4% research and gather facts online for school work.

Teacher Survey

71.4% of teachers have 5+ years of experience using technology in the classroom

78% rate frequency of professional use of technology as daily.

100% say technology use has increased their time to work with individuals/small groups.

Teachers state that technology has decreased lecturing and other whole class activities

57% are able to provide more complex, challenging tasks

72% of the students seldom or never use technology to analyze and organize patterns of information with a database

73% of the teachers say their students seldom or never use technology to research and gather facts online for school work.

Analysis

According to the surveys, students are mainly using technology for word processing. The also show that over 70% of teachers surveyed said that students are not using technology for complex learning tasks such as analysis, organization, research or to create digital projects. On the other hand teachers indicate that technology has caused them to decrease lecturing and whole class activities. Although computers are found throughout classrooms and labs use of these labs are limited due to scheduling.

Community Demographics

Summary

Dieterich Community Unit School District is located in Effingham County. It is mainly a rural community that includes the towns of Montrose, Wheeler, Dieterich and other small areas around southeastern Effingham County. Dieterich is predominately an agricultural and blue collar community of 2,069. Dieterich Unit 30 is comprised of one Pre-K through 6 grade building and an attached 7-12 school.

Community Facts:

Total population

Population: 2,069

4/16/2009 9:55:56 AM

Male: 1,059
 Female 1,010

Ethnic Makeup

| | | |
|-------------------|-------|-------|
| White | 2,053 | 99.2% |
| African American | 2 | 0.1 |
| American Indian | 5 | 0.2 |
| Asian | 3 | 0.1 |
| Other race | 4 | 0.2 |
| Two or more races | | 0.1 |

Median family income \$42,074
 Families below poverty level 36

Industries:

Wholesale Trade:

Farm Supplies Merchant Wholesalers (20-49 employees: 1 establishment, 1-4 employees: 1 establishment)

Finance and Insurance:

Commercial Banking (20-49: 1)

Construction:

Plumbing, Heating, and Air-Conditioning Contractors (10-19: 1, 1-4: 1)

Utilities:

Water Supply and Irrigation Systems (10-19: 1)

Construction:

New Single-Family Housing Construction (except Operative Builders) (5-9: 1, 1-4: 1)

Other Services (except Public Administration):

Religious Organizations (5-9: 1, 1-4: 1)

Professional, Scientific, and Technical Services: All Other (5-9: 1, 1-4: 1)

Accommodation and Food Services: Full-Service Restaurants (5-9: 1)

District Demographics

White 98.2%

Hispanic .8

Asian .6

Multiracial .4

Avg. Teacher Salary: \$40,968
Avg. Teacher Experience: 13.4 Years
Instructional Expenditure \$4,617
Operational Expenditure \$7,262
Low Income: 29%
Parental Contact 100%
Student-teacher ratio:
elementary 16:1
jr/sr high 12:1

Education level of teachers:
Bachelor's Degree: 89%
Master's & Above: 11%

Mobility rate:
Students: 6.6%

Dropout rate: 1.8%
Graduation rate: 100.0%

Analysis of Community Demographics

Dieterich is a predominately white community. The majority of the districts revenue comes from general state aid with that decreasing from 2004 (53.6%) to 2008 (49.6%). Parental contact in the district is excellent with 100%. Low income in the district is 29% which is an increase from 25.5% in 2007. The pupil/teacher ratio in elem. is 16.5 which is lower than the state with 18.3. The secondary pupil/teacher ratio is 5.5 lower than the state. Mobility in the district is 6.6% which is lower than the state average of 14.9%. Dieterich also saw an increase in the graduation rate by 5.6% from 2007 to 2008. The drop out rate has also increased from .6% in 2007 to 1.8% in 2008.

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

Most technology use is for lower level tasks such as word processing.

Limited access for student use.

Students use is primarily in computer labs, not in classrooms which limits the types of technology experiences and learning that occurs.

Teacher and student knowledge is limited in the various areas of technology use in the classroom.

Needs/Gaps

Greater use of activities that utilize technology effectively for student learning.

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

Dieterich Unit 30 needs to continue emphasizing technology integration into the curriculum to insure students are involved in higher-level problem-solving and development of technology skills and artifacts that support the state and federal standards.

Section I C. Data & Analysis – Other Data Item 2 – Educator Qualifications and Professional

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

Educator Data comes from the NextSteps Survey-Fall 2008
 Informal Interviews with Teachers on Professional Development Needs-January 2008
 Analysis of PD offered to Teachers in house over last three years
 Past Tech Plan

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

Summary

Based on the NextSteps Survey-Fall 2008

Educator Qualifications and Growth--Summary and Analysis

The teacher's professional use of technology is : Daily 77.8% and Weekly 22.2%.

42.9% of the teachers surveyed reported less than 10 clock hours of technical training in the last five years.

50% of the teachers surveyed reported less than 10 clock hours of designing/assessing curriculum using technology in the last five years.

71.4% report having 5 or more years of experience using technology in the classroom.

Teachers reported learning about effective technology through workshops

11 out of 18 teachers surveyed responded that as a technology user they feel they are beginners with support with the other 7 feel they are capable of teaching others.

56% of the teachers feel they are beginners with support as an internet user with the other 44% being capable of teaching others.

67% of the teachers feel capable of teaching others to design and assess lessons supported with technology resources.

55% of the teachers are able to teach others word processing.

55% have no skills on database creation.

46% are beginners on spreadsheet.

46% have no skills in digitizing.

Professional Development--Summary and Analysis

Out of 30 teachers in the building 15 teachers were asked what PD they needed concerning Instructional Technology. Top responses were:

100% stated they needed additional training on to integrate instructional technology into their curriculum and teaching strategies.

100% stated they needed PD on the Internet Safety curriculum and requirements needed to meet the new state and federal legislation.

80% stated they needed additional training on basic applications such as: SIS, e-mail, spreadsheets, presentation software, publishing software, webdesign.

NextSteps teacher surveys also indicated that 95-100% most needed instruction in designing learning projects in the classroom as well as developing assessment strategies for technology users.

Analysis of educator qualifications and professional development:

The data above shows that the teachers are limited in their computer experiences and need additional training.

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

The amount of staff development and training in technology during the past three years has been limited. There is no program that insures training is consistent for all teachers in technology integration.

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.

Even though the use of technology has increased, the majority still have a desire to develop additional technology skills, particularly newer skills which may further increase student interest and achievement in the content area.

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

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

Parent/Community Involvement Data comes from the NextSteps Survey-Fall 2008

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

Summary

Based on 2008 parent surveys:

- 56% rank technology at 8 or above out of ten among the needs facing schools today.
- 55% of the parents would be interested in technology training for parents at the school.
- 67% agree that the school uses technology for communicating with our home and family.
- 72% of the parents have good computer skills.
- 67% of the parents are comfortable learning and working with different technologies.
- 67% have a good overall knowledge of technology.

89% of the parents agree/strongly agree that technology is critical to the learning experience of students.

94% would be willing to support additional funding for technology use.
District personnel report anecdotal evidence that the district website is seen as a useful communication tool for the community.

Analysis

The district has seen improvement with electronic communication with the parents. The school website offers various ways to keep the community and parents informed of school happenings and gives them another avenue to contact school personnel. Parents feel that technology is important in and out of the classroom and would be willing to support it.

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

Home/school communication has increased.
Parents realize that electronic communication is important.

Needs/Gap

Internet Safety curriculum needs to be provided to students, staff and community.
The district should improve its individual school websites to add uniformity and a more professional appearance and easier navigation for visitors.

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.*

Conclusion

The school district should continue to improve communication between home and school. The district needs to continue to focus on these essential resources to help keep parents informed and up to date on the child's academic learning and achievement.

Section I D. Data & Analysis — Technology Deployment Data

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

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

Hardware Inventory-Network Administrator-Fall 2008

Software Inventory-Network Administrator-Fall 2008

NextSteps Survey of administration, teachers, parents and students-Fall 2008

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

Summary**Infrastructure**

Backbone is 1000mb going from switch to switch and from switch to server.

All other switches are running at 100mb.

All buildings are wired with CAT5

Unit office is wired with CAT5.

Unit office includes 3 computers and 1 laptop.

All classrooms in the elementary and junior high have 1 desktop primarily for teacher use and 1 computer for student use.

High school classrooms have 1 computer for teacher and student use.

Students have access to 3 computer labs and 2 media center labs.

Hardware

3 file servers are located in the networking room.

1 server is used for CD tower

1 server is used for Internet

1 server is used for Filter

District peripherals include:

3 scanners

3 digital cameras

3 camcorders

6 LCD/Projection devices

10 graphing calculators

8 Mimio boards

6 document cameras

Software

Currently 250 licenses for personal productivity tools (word processing, spreadsheet, database, desktop publishing)

1 Student management which includes 1 license for every user (STI)

500 licenses for Study Island

150 licenses for Career Cruising

Telecommunications/Internet Access

1 Multi-T1 line running at 10 mb which is connected to all buildings.

Fiber feeds into all buildings at 1000mb

All classrooms have intercom system

All classrooms include phones.

Analysis

Infrastructure

Infrastructure will need to continue to be upgraded to keep up with current standards.

Hardware

Current replacement program is providing for update of equipment. This will need to continue to stay current with the hardware. Additional peripherals need to be purchased to enhance classroom instruction.

Software

Licenses are current.

Telecommunications/Internet Access

Current T1 line is running all instructional and administrative needs and is effective

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

The cost of peripherals along with the lack of time to train teachers has limited the use of peripherals in the classroom.

Needs/Gaps

Increase the number of peripherals used in classroom instruction.

Expand the internet access to bus garage.

New technology to reduce the hardware cost and electricity demands.

Access to computers is mainly in lab settings which is limited by scheduling.

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

Conclusions

Continue with a replacement schedule for new computers in all buildings. A plan is needed to prepare the bus garage for future technology.

District Technology Inventory - District Information

| Number | Item |
|--------|---|
| 443 | 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). |
| 2 | Number of K-12 special education self-contained classroom students |
| 42 | Number of Teachers (FTE - this does not include teacher aides) |
| 3 | Number of Administrators |
| 2 | Number of instructional school buildings with high speed internet access |
| 0 | Number of instructional school buildings with low speed internet access |
| 0 | Number of instructional school buildings with no internet access |
| 2 | Subtotal |
| 0 | Number of non-instructional school buildings with high speed internet access |
| 0 | Number of non-instructional school buildings with low speed internet access |
| 0 | Number of non-instructional school buildings with no internet access |
| 0 | Subtotal |
| 2 | Total number of instructional school buildings |
| 0 | Total number of non-instructional school buildings |

| |
|--|
| District Technology Inventory - Internet Access |
|--|

| Location | Type | Number of Rooms |
|--------------------------------|-----------------------------|-----------------|
| Instructional Classroom | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 33 |
| | 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 | 3 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 0 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |
| Media Center/Library | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 2 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 0 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |

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

| Location | Type | Number of Rooms |
|----------|-----------------------------|-----------------|
| | 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)

| Desktop Computers | | | | | | | | | | | | | |
|-------------------------|---------------|-------------------------|-----|-------|-------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|
| Location | Computer Age | Total Desktop Computers | | | High Speed Access >=56k | | | Low Speed Access <56k | | | No Internet Access | | |
| | | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| Instructional Classroom | Under 2 years | 10 | 0 | 10 | 10 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 51 | 0 | 51 | 51 | 0 | 51 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 32 | 0 | 32 | 32 | 0 | 32 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 93 | 0 | 93 | 93 | 0 | 93 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dedicated Computer Lab | Under 2 years | 20 | 0 | 20 | 20 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 26 | 0 | 26 | 26 | 0 | 26 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 30 | 0 | 30 | 30 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 76 | 0 | 76 | 76 | 0 | 76 | 0 | 0 | 0 | 0 | 0 | 0 |
| Media Center/Library | Under 2 years | 37 | 0 | 37 | 37 | 0 | 37 | 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 | 37 | 0 | 37 | 37 | 0 | 37 | 0 | 0 | 0 | 0 | 0 | 0 |

| Desktop Computers | | | | | | | | | | | | | |
|------------------------|---------------|-------------------------|-----|-------|-------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|
| Location | Computer Age | Total Desktop Computers | | | High Speed Access >=56k | | | Low Speed Access <56k | | | No Internet Access | | |
| | | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| Mobile Computer Lab | Under 2 years | 13 | 0 | 13 | 13 | 0 | 13 | 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 | 13 | 0 | 13 | 13 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| Administrative Offices | Under 2 years | 7 | 0 | 7 | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 8 | 0 | 8 | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Offices | Under 2 years | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 2 | 0 | 2 | 2 | 0 | 2 | 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(Laptop Computers)

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

| Laptop Computers | | | | | | | | | | | | | |
|------------------|---------------|-------------------------|-----|-------|-------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|
| | | Total Desktop Computers | | | High Speed Access >=56k | | | Low Speed Access <56k | | | No Internet Access | | |
| Location | Computer Age | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| | 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 (Tablet Computers)

| Tablet Computers | | | | | | | | | | | | | |
|-------------------------|---------------|-------------------------|-----|-------|-------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|
| | | Total Desktop Computers | | | High Speed Access >=56k | | | Low Speed Access <56k | | | No Internet Access | | |
| Location | Computer Age | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| Instructional Classroom | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 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 |

| Tablet Computers | | | | | | | | | | | | | |
|------------------------|---------------|-------------------------|-----|-------|-------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|
| Location | Computer Age | Total Desktop Computers | | | High Speed Access >=56k | | | Low Speed Access <56k | | | No Internet Access | | |
| | | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 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 |

| Tablet Computers | | | | | | | | | | | | | |
|------------------|--------------|-------------------------|-----|-------|-------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|
| | | Total Desktop Computers | | | High Speed Access >=56k | | | Low Speed Access <56k | | | No Internet Access | | |
| Location | Computer Age | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

District Technology Inventory - Computer Inventory(Servers)

| Servers | | | | | | | | | | | | | |
|-------------------------|---------------|-------------------------|-----|-------|-------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|
| | | Total Desktop Computers | | | High Speed Access >=56k | | | Low Speed Access <56k | | | No Internet Access | | |
| Location | Computer Age | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| Instructional Classroom | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 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 |

| Servers | | | | | | | | | | | | | |
|------------------------|---------------|-------------------------|-----|-------|-------------------------|-----|-------|-----------------------|-----|-------|--------------------|-----|-------|
| Location | Computer Age | Total Desktop Computers | | | High Speed Access >=56k | | | Low Speed Access <56k | | | No Internet Access | | |
| | | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| | 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 - Operating Systems

| PC | | |
|-------------------------|------------------|--------|
| Location | Operating System | Number |
| Instructional Classroom | Windows Vista | 3 |

| | | |
|-------------------------------|----------------------------|----|
| | Windows XP (any version) | 61 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 32 |
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 96 |
| Dedicated Computer Lab | Windows Vista | 0 |
| | Windows XP (any version) | 76 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 76 |
| Media Center/Library | Windows Vista | 0 |
| | Windows XP (any version) | 56 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 56 |
| Mobile Computer Lab | Windows Vista | 0 |
| | Windows XP (any version) | 13 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |

| | | |
|-------------------------------|----------------------------|----|
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 13 |
| Administrative Offices | Windows Vista | 1 |
| | Windows XP (any version) | 8 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 9 |
| Teacher Offices | Windows Vista | 0 |
| | Windows XP (any version) | 0 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 0 |
| Other Locations | Windows Vista | 0 |
| | Windows XP (any version) | 0 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 0 |
| | Subtotal | 0 |

| Macintosh | | |
|--------------------------------|------------------|--------|
| Location | Operating System | Number |
| Instructional Classroom | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 0 |
| Dedicated Computer Lab | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 0 |
| Media Center/Library | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 0 |
| Mobile Computer Lab | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |

| | | |
|--|-------------------------|---------------|
| | Other MAC | 0 |
| | Subtotal | 0 |
| Administrative Offices | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 0 |
| Teacher Offices | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 0 |
| Other Locations | MAC System 10.x | 0 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 0 |
| Other Operating Systems (including Linux) | | |
| Location | Operating System | Number |
| Instructional Classroom | | 0 |
| Dedicated Computer Lab | | 0 |

| | | |
|------------------------|--|---|
| Media Center/Library | | 0 |
| Mobile Computer Lab | | 0 |
| Administrative Offices | | 0 |
| Teacher Offices | | 0 |
| Other Locations | | 0 |

District Technology Inventory - Network Equipment

| Location | Equipment | Number |
|-------------------------|------------------------|--------|
| Instructional Classroom | Hubs | 10 |
| | Routers | 1 |
| | Switches | 2 |
| | Wireless Access Points | 2 |
| | Firewall | 1 |
| | Spam Filter | 1 |
| | Content Filter | 1 |
| | Intrusion Detector | 1 |
| Dedicated Computer Lab | Hubs | 0 |
| | Routers | 0 |
| | Switches | 4 |
| | Wireless Access Points | 2 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |

| Location | Equipment | Number |
|-------------------------------|------------------------|--------|
| | Intrusion Detector | 0 |
| Media Center/Library | Hubs | 1 |
| | Routers | 0 |
| | Switches | 4 |
| | Wireless Access Points | 2 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Mobile Computer Lab | Hubs | 0 |
| | Routers | 0 |
| | Switches | 0 |
| | Wireless Access Points | 1 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Administrative Offices | Hubs | 2 |
| | Routers | 0 |
| | Switches | 0 |
| | Wireless Access Points | 0 |
| | Firewall | 0 |
| | Spam Filter | 0 |

| Location | Equipment | Number |
|------------------------|------------------------|--------|
| | 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 | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |

District Technology Inventory - Licensing Software

| | Software Type |
|-----|---------------|
| Yes | Networking |

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

District Technology Inventory - Other Technologies

| Technology Type | Instructional | Administrative | Total |
|-------------------------------|---------------|----------------|-------|
| Networked Printers | 6 | 2 | 8 |
| Stand-alone Printers | 51 | 0 | 51 |
| Scanners | 3 | 0 | 3 |
| Digital Cameras | 4 | 0 | 4 |
| Camcorders/Movie Cameras | 2 | 0 | 2 |
| Satellite Dishes | 0 | 0 | 0 |
| Televisions | 35 | 0 | 35 |
| Video Microscopes | 1 | 0 | 1 |
| LCD Panels/Projection Devices | 8 | 0 | 8 |

| Technology Type | Instructional | Administrative | Total |
|-----------------------------|---------------|----------------|-------|
| Fax Machines | 2 | 0 | 2 |
| Graphing Calculators | 6 | 0 | 6 |
| PDAs | 2 | 0 | 2 |
| Assistive/Adaptive Devices | 0 | 0 | 0 |
| GPS Devices | 0 | 0 | 0 |
| Science Probeware | 0 | 0 | 0 |
| Modems (below 28.8 kbps) | 0 | 0 | 0 |
| Modems (28.8 kbps or above) | 0 | 0 | 0 |
| Electronic Whiteboards | 1 | 0 | 1 |
| Whiteboard Capture Devices | 6 | 0 | 6 |
| Document Cameras | 5 | 0 | 5 |
| 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, and Blackberries) | 0 | 0 | 0 |
| Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries) | 0 | 0 | 0 |
| Classrooms with Telephones | | | |
| | Number | | |
| Classrooms with telephones | 0 | | |

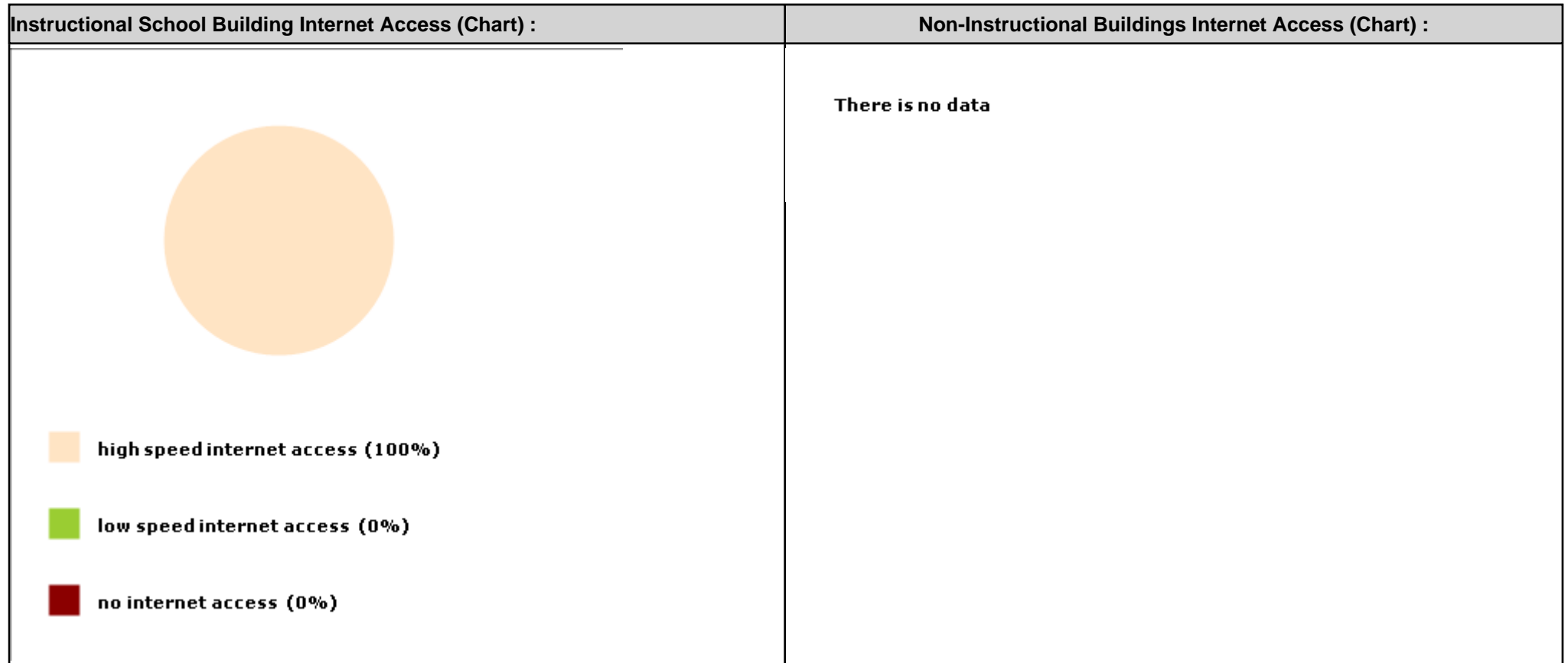
District Technology Inventory - Distance Learning

| 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 | | | |
|---|--|--|--------------------------|
| 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 |
| 443 | 2 | 42 | 3 |

| | | | | | |
|--|---|--|--|---|--|
| Number of instructional school buildings with high speed internet access | Number of instructional school buildings with low speed internet access | Number of instructional school buildings with no internet access | Number of non-instructional school buildings with high speed internet access | Number of non-instructional school buildings with low speed internet access | Number of non-instructional school buildings with no internet access |
| 2 | 0 | 0 | 0 | 0 | 0 |



| Total Desktop Computers | | | | | | | | | | | | | | |
|-------------------------|--------------------------|-----|------------------------|-----|------------------------|-----|---------------------|-----|------------------------|-----|------------------|-----|-----------------|-----|
| Type and Location | Classrooms Instructional | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Administrative Offices | | Teachers Offices | | Other Locations | |
| | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac |
| Computers | | | | | | | | | | | | | | |
| Desktops | 93 | 0 | 76 | 0 | 37 | 0 | 13 | 0 | 8 | 0 | 2 | 0 | 0 | 0 |
| Laptops | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tablets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Total Desktop Computers | | | | | | | | | | | | | | |
|----------------------------------|--------------------------|-----|------------------------|-----|------------------------|-----|---------------------|-----|------------------------|-----|---------------------|-----|---------------------|-----|
| Type and Location | Classrooms Instructional | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Administrative Offices | | Teachers Offices | | Other Locations | |
| Computers | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac |
| Servers | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 97 | 0 | 76 | 0 | 37 | 0 | 13 | 0 | 8 | 0 | 2 | 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 | |
| | 97 | | 76 | | 37 | | 13 | | 8 | | 2 | | 0 | |
| Students per Computer | | | | | | | | | | | | | 1.91 | |

| Computers with High Speed Internet Access: | | | | | | | | | | | | | | |
|--|--------------------------|-----|------------------------|-----|------------------------|-----|---------------------|-----|------------------------|-----|---------------------|-----|---------------------|-----|
| Type and Location | Classrooms Instructional | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Administrative Offices | | Teachers Offices | | Other Locations | |
| Computers | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac |
| Desktops | 93 | 0 | 76 | 0 | 37 | 0 | 13 | 0 | 8 | 0 | 2 | 0 | 0 | 0 |
| Laptops | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tablets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Servers | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 97 | 0 | 76 | 0 | 37 | 0 | 13 | 0 | 8 | 0 | 2 | 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 | |
| | 97 | | 76 | | 37 | | 13 | | 8 | | 2 | | 0 | |
| Students per Computer | | | | | | | | | | | | | 1.91 | |

| Computers with Low Speed Internet Access: | | | | | | | | | | | | | | |
|---|--------------------------|-----|------------------------|-----|------------------------|-----|---------------------|-----|------------------------|-----|---------------------|-----|---------------------|-----|
| Type and Location | Classrooms Instructional | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Administrative Offices | | Teachers Offices | | Other Locations | |
| Computers | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac |
| Desktops | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laptops | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tablets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Servers | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Computers in Each Location | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | |
| | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| Students per Computer | | | | | | | | | | | | | 0 | |

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

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

| Computer Ages | | | | | | | | |
|---|--|--|---|--|--------------------------------------|--|---|---|
| Number of desktop computers under 2 years old | Number of laptop computers under 2 years old | Number of tablet PCs under 2 years old | Number of desktop computers 2 - 5 years old | Number of laptop computers 2 - 5 years old | Number of tablet PCs 2 - 5 years old | Number of desktop computers older than 5 years | Number of laptop computers older than 5 years | Number of tablet PCs older than 5 years |
| 89 | 3 | 0 | 78 | 0 | 0 | 62 | 1 | 0 |

| Internet Access | |
|-----------------|-----------------------------|
| Number of Rooms | Type |
| 0 | 10 mg Ethernet |
| 45 | 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 Rooms | Type |
| 4 | Windows Vista |

| Operating Systems | |
|-------------------|----------------------------|
| Number of Rooms | Type |
| 214 | Windows XP (any version) |
| 0 | Windows 2000 (any version) |
| 32 | Windows 98 |
| 0 | Windows 95 |
| 0 | Other PC |
| 0 | MAC System 10.x |
| 0 | MAC System 9.x |
| 0 | MAC System 8.x |
| 0 | MAC System 7.x |
| 0 | Other MAC |

| Operating Systems | |
|-------------------|----------------------------|
| Number of Rooms | Type |
| 214 | Windows XP (any version) |
| 0 | Windows 2000 (any version) |
| 32 | Windows 98 |
| 0 | Windows 95 |
| 0 | Other PC |
| 0 | MAC System 10.x |
| 0 | MAC System 9.x |
| 0 | MAC System 8.x |
| 0 | MAC System 7.x |
| 0 | Other MAC |

| Other Technologies | |
|--------------------|---|
| Total | Type |
| 8 | Number of Networked Printers |
| 51 | Number of Stand-alone Printers |
| 3 | Number of Scanners |
| 4 | Number of Digital Cameras |
| 2 | Number of Camcorders/Movie Cameras |
| 0 | Number of Satellite Dishes |
| 35 | Number of Televisions |
| 1 | Number of Video Microscopes |
| 8 | Number of LCD Panels/Projection Devices |

| Other Technologies | |
|--------------------|---|
| Total | Type |
| 8 | Number of Networked Printers |
| 51 | Number of Stand-alone Printers |
| 3 | Number of Scanners |
| 4 | Number of Digital Cameras |
| 2 | Number of Camcorders/Movie Cameras |
| 0 | Number of Satellite Dishes |
| 35 | Number of Televisions |
| 1 | Number of Video Microscopes |
| 8 | Number of LCD Panels/Projection Devices |

| Other Technologies | |
|--------------------|---------------------------------------|
| Total | Type |
| 2 | Number of Fax Machines |
| 6 | Number of Graphing Calculators |
| 2 | Number of PDAs |
| 0 | Number of Assistive/Adaptive Devices |
| 0 | Number of GPS Devices |
| 0 | Number of Science Probeware |
| 0 | Number of Modems (below 28.8 kbps) |
| 0 | Number of Modems (28.8 kbps or above) |
| 1 | Number of Electronic Whiteboards |
| 6 | Number of Whiteboard Capture Devices |
| 5 | Number of Document Cameras |
| 0 | Number of MP3 Players |

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

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

Section I E. Data & Analysis — Meta Analysis

S.M.A.R.T. Goal(s) - Drawing on the above conclusions, define your **S.M.A.R.T.** (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**angible) **goal(s)** in the box below. These goals will be addressed in your strategies and activities in Section II.

Increase the % of students who Meet or Exceed on the ISAT and PSAE Exams as follows:

1. Increase reading on the ISAT by 2 points per year.
2. Increase reading on the PSAE by 5 points per year.

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

Goal 1 Description for Phase I :2009-2010

Increase the % of students who Meet or Exceed on the ISAT and PSAE Exams as follows:

1. Increase reading on the ISAT by 2 points per year.
2. Increase reading on the PSAE by 5 points per year.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Students will be instructed using appropriate reading interventions which incorporates reasearch-based reading instructional strategies and appropriate uses of technology that have been proven to raise reading scores.

| | Activities | StartDate | EndDate | Total (\$) | District (\$) | E-Rate (\$) | R or D | Title I-A (\$) | Title II-D (\$) | Title III-D (\$) | Title IV (\$) | Title V (\$) | Other (\$) |
|---|---|-----------|-----------|------------|---------------|-------------|--------|----------------|-----------------|------------------|---------------|--------------|------------|
| 1 | K-6th grade students will make use of AIMSweb to reinforce reading and technology skills. | 9/1/2009 | 5/25/2010 | 1000 | 0 | | | 0 | 0 | 0 | 0 | 0 | 1000 |

| | | | | | | | | | | | | | |
|---|--|----------|-----------|---------|---------|--|--|---|---|---|---|---|---|
| 2 | 2nd-8th grade students will make use of the Study Island program to reinforce reading and technology skills. | 9/1/2009 | 5/25/2010 | 2710.13 | 2710.13 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 9-12 students will use the WIN program to reinforce reading and technology skills | 9/1/2009 | 5/25/2010 | 500 | 500 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 11th grade students use ACT online | 9/1/2009 | 5/25/2010 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | After school program encouraged for at-risk students 1st-12th grade. | 9/1/2009 | 5/25/2010 | 1507 | 1507 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

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

Strategy 3

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

Section II C. Action Plan — Professional Development

Strategy 1

District will develop and implement a professional development program that focuses on effective(research-based) instructional practices that utilize technology that support reading.

| | 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 access to and training in ISAT/PSAE/ACT Reading strategies as well as training in AIMS Web, Study Island, and WIN programs | 9/1/2009 | 5/25/2010 | 20000 | 0 | | | 0 | 0 | 0 | 0 | 0 | 20000 |

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

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

Section II D. Action Plan — Parental/Community Involvement
 <h5>(such as adult literacy providers, public library services and district emergency crisis planning)</h5>

| Strategy 1 | | | | | | | | | | | | | |
|---|-----------|-----------|------------|---------------|-------------|--------|----------------|-----------------|------------------|---------------|--------------|------------|---|
| District will communicate with parents and community members through the use of technology and telecommunications | | | | | | | | | | | | | |
| 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 Add parent to problem solving team | 9/1/2009 | 5/25/2010 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 continue to provide webpages for individual teachers and district | 9/1/2009 | 5/25/2010 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 continue to meet with parents through parent teacher conferences | 9/1/2009 | 5/25/2010 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Continue to inform parents through newsletters and e-mail | 9/1/2009 | 5/25/2010 | 650 | 650 | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Strategy 2 | | | | | | | | | | | | | |
|------------|-----------|---------|------------|---------------|-------------|--------|----------------|-----------------|------------------|---------------|--------------|------------|--|
| Activities | StartDate | EndDate | Total (\$) | District (\$) | E-Rate (\$) | R or D | Title I-A (\$) | Title II-D (\$) | Title III-D (\$) | Title IV (\$) | Title V (\$) | Other (\$) | |

| | | | | | | | | | | | | | |
|---|--|--|--|---|---|--|--|---|---|---|---|---|---|
| 1 | | | | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
|---|--|--|--|---|---|--|--|---|---|---|---|---|---|

Strategy 3

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

Section II E. Action Plan — Technology Deployment

Strategy 1

District will purchase and maintain necessary innovative technologies, software, telecommunications services needed to support instruction, safety and communication needs for all stakeholders.

| 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 and maintain telecommunication service to all stakeholders (local and long distance services and T1 line) | 9/1/2009 | 5/25/2010 | 3600 | 3600 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Provide internet access to bus garage | 9/1/2009 | 5/25/2010 | 500 | 500 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

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

Strategy 3

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

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

Goal 1 Description for Phase II :2010-2011

Increase the % of students who Meet or Exceed on the ISAT and PSAE Exams as follows:

Increase reading on the ISAT by 2 points per year.

Increase reading on the PSAE by 5 points per year.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Students will be instructed using appropriate reading interventions which incorporates reasearch-based reading instructional strategies and appropriate uses of technology that have been proven to raise reading scores.

| | Activities | StartDate | EndDate | Total (\$) | District (\$) | E-Rate (\$) | R or D | Title I-A (\$) | Title II-D (\$) | Title III-D (\$) | Title IV (\$) | Title V (\$) | Other (\$) |
|---|--|-----------|-----------|------------|---------------|-------------|--------|----------------|-----------------|------------------|---------------|--------------|------------|
| 1 | K-6th grade students will make use of AIMSweb to reinforce reading and technology skills. | 9/1/2010 | 5/25/2011 | 2000 | 1000 | | | 0 | 0 | 0 | 0 | 0 | 1000 |
| 2 | 2nd-8th grade students will make use of the Study Island program to reinforce reading and technology skills. | 9/1/2010 | 5/25/2011 | 2710.13 | 2710.13 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 9-12 students will use the WIN program to reinforce reading and technology skills | 9/1/2010 | 5/25/2011 | 500 | 500 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 11th grade students use ACT online | 9/1/2010 | 5/25/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | After school program encouraged for at-risk students 1st-12th grade. | 9/1/2010 | 5/25/2011 | 1507 | 1507 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

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

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

Section II C. Action Plan — Professional Development

| Strategy 1 | | | | | | | | | | | | | |
|--|-----------|-----------|------------|---------------|-------------|--------|----------------|-----------------|------------------|---------------|--------------|------------|-------|
| District will develop and implement a professional development program that focuses on effective(research-based) instructional practices that utilize technology that support reading. | | | | | | | | | | | | | |
| 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 access to and training in ISAT/PSAE/ACT Reading strategies as well as training in AIMSweb, Study Island, and WIN programs | 9/1/2010 | 5/25/2011 | 20000 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 | 20000 |

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

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

Section II D. Action Plan — Parental/Community Involvement
 <h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

District will communicate with parents and community members through the use of technology and telecommunications

| | 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 | Add parent to problem solving team | 9/1/2010 | 5/25/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | continue to provide webpages for individual teachers and district | 9/1/2010 | 5/25/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | continue to meet with parents through parent teacher conferences | 9/1/2010 | 5/25/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | Continue to inform parents through newsletters and e-mail | 9/1/2010 | 5/25/2011 | 650 | 650 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

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

Strategy 3

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

Section II E. Action Plan — Technology Deployment

Strategy 1

District will purchase and maintain necessary innovative technologies, software, telecommunications services needed to support instruction, safety and communication needs for all stakeholders.

| 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 and maintain telecommunication service to all stakeholders (local and long distance services and T1 line | 9/1/2010 | 5/25/2011 | 3600 | 3600 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Provide internet access to bus garage | 9/1/2010 | 5/25/2011 | 500 | 500 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

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

Strategy 3

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

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

Goal 1 Description for Phase III :2011-2012

Increase the % of students who Meet or Exceed on the ISAT and PSAE Exams as follows:
 Increase reading on the ISAT by 2 points per year.
 Increase reading on the PSAE by 5 points per year.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Students will be instructed using appropriate reading interventions which incorporates reasearch-based reading instructional strategies and appropriate uses of technology that have been proven to raise reading scores.

| | Activities | StartDate | EndDate | Total (\$) | District (\$) | E-Rate (\$) | R or D | Title I-A (\$) | Title II-D (\$) | Title III-D (\$) | Title IV (\$) | Title V (\$) | Other (\$) |
|---|--|-----------|-----------|------------|---------------|-------------|--------|----------------|-----------------|------------------|---------------|--------------|------------|
| 1 | K-6th grade students will make use of AIMSweb to reinforce reading and technology skills. | 9/1/2011 | 5/25/2012 | 1000 | 0 | | | 0 | 0 | 0 | 0 | 0 | 1000 |
| 2 | 2nd-8th grade students will make use of the Study Island program to reinforce reading and technology skills. | 9/1/2011 | 5/25/2012 | 2710.13 | 2710.13 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 9-12 students will use the WIN program to reinforce reading and technology skills | 9/1/2011 | 5/25/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 11th grade students use ACT online | 9/1/2011 | 5/25/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | After school program encouraged for at-risk students 1st-12th grade. | 9/1/2011 | 5/25/2012 | 1507 | 1507 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

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

Strategy 3

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

Section II C. Action Plan — Professional Development

Strategy 1

District will develop and implement a professional development program that focuses on effective(research-based) instructional practices that utilize technology that support reading.

| | 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 access to and training in ISAT/PSAE/ACT reading strategies as well as training in AIMSweb, Study Island, and WIN programs | 9/1/2011 | 5/25/2012 | 20000 | 0 | | | 0 | 0 | 0 | 0 | 0 | 20000 |

Strategy 2

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

Strategy 3

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

Section II D. Action Plan — Parental/Community Involvement

<h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

District will communicate with parents and community members through the use of technology and telecommunications

| | 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 | Add parent to problem solving team | 9/1/2011 | 5/25/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | continue to provide webpages for individual teachers and district | 9/1/2011 | 5/25/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | continue to meet with parents through parent teacher conferences | 9/1/2011 | 5/25/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | Continue to inform parents through newsletters and e-mail | 9/1/2011 | 5/25/2012 | 650 | 650 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

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

Strategy 3

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

Section II E. Action Plan — Technology Deployment

Strategy 1

District will purchase and maintain necessary innovative technologies, software, telecommunications services needed to support instruction, safety and communication needs for all stakeholders.

| | 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 and maintain telecommunication service to all stakeholders (local and long distance services and T1 line) | 9/1/2011 | 5/25/2012 | 3600 | 3600 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Provide internet access to bus garage | 9/1/2011 | 5/25/2012 | 500 | 500 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

Dieterich Unit 30 administration and technology committee will continue reviewing, analyzing, and planning for the effective use of technology in our classrooms. Trends in funding, student population, and building construction, as well as changes in bandwidth and equipment needs, along with the development of new and innovative technologies will be tracked. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|-----------------|---|---|------------------------|--|
| C & I Strategy | ISAT PSAE AIMSweb Study Island WIN Pre/Post reading scores | Increase in ISAT/PSAE/Study Island/AIMSweb/WIN test scores | Annually March & April | Building principals and teachers |
| PD Strategy | Workshop attendance records | Increase in the number of teachers attending reading and technology workshops. Increase use of lessons that use effective reading strategies reinforced with technology | Annually | Building principals and technology administrator |
| P/C Strategy | Attendance records for parent/teacher conferences | Attendance increase in parent/teacher conferences | Annually | Building principals |
| Tech D Strategy | Number of subscriptions,current license information,inventory | Subscriptions, software, hardware, technology tools, and telecommunication capabilities will meet the needs of the district | Annually | Technology administrator |

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

Dieterich Unit 30 administration and technology committee will continue reviewing, analyzing, and planning for the effective use of technology in our classrooms. Trends in funding, student population, and building construction, as well as changes in bandwidth and equipment needs, along with the development of new and innovative technologies will be tracked. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|-----------------|---|---|-----------------------------|--|
| C & I Strategy | ISAT PSAE AIMSweb Study Island WIN Pre/Post reading scores | Increase in ISAT/PSAE/Study Island/AIMSweb/WIN test scores | Annually March and April | Building principals and teachers |
| PD Strategy | Workshop attendance records | Increase in the number of teachers attending reading and technology workshops. Increase use of lessons that use effective reading strategies reinforced with technology | Annually | Building principals and technology administrator |
| P/C Strategy | Attendance records for parent/teacher conferences | Attendance increase in parent/teacher conferences | Annually | Building principals and technology administrator |
| Tech D Strategy | Number of subscriptions, current license information, inventory | Subscriptions, software, hardware, technology tools, and telecommunication capabilities will meet the needs of the district | Annually | Technology administrator |

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

Dieterich Unit 30 administration and technology committee will continue reviewing, analyzing, and planning for the effective use of technology in our classrooms. Trends in funding, student population, and building construction, as well as changes in bandwidth and equipment needs, along with the development of new and innovative technologies will be tracked. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|----------------|--|--|-----------------------------|----------------------------------|
| C & I Strategy | ISAT PSAE AIMSweb Study Island WIN Pre/Post reading scores | Increase in ISAT/PSAE/Study Island/AIMSweb/WIN test scores | Annually March and April | Building principals and teachers |

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|-----------------|---|---|----------------------|--|
| PD Strategy | Workshop attendance records | Increase in the number of teachers attending reading and technology workshops. Increase use of lessons that use effective reading strategies reinforced with technology | Annually | Building principals and technology administrator |
| P/C Strategy | Attendance records for parent/teacher conferences | Attendance increase in parent/teacher conferences | Annually | Building principals and technology administrator |
| Tech D Strategy | Number of subscriptions,current license information,inventory | Subscriptions, software, hardware, technology tools, and telecommunication capabilities will meet the needs of the district | Annually | Technology administrator |

Section II G. Action Plan — Budget Summary

Phase I-II-III -Budget Summary

| Phase I 2009 -2010 | Budget & Funding Sources (\$) | | | | | | | | |
|--|-------------------------------|----------|--------|-----------|------------|-------------|------------|---------|-------|
| Goals | Total | District | E-Rate | Title I-A | Title II-D | Title III-D | Title IV-D | Title V | Other |
| Increase the % of students who Meet or Exceed on the ISAT and PSAE Exams as follows: 1. Increase reading on the ISAT by 2 points per year. 2. Increase reading on the PSAE by 5 points per year. | 30467 | 9467 | 0 | 0 | 0 | 0 | 0 | 0 | 21000 |
| Total Budget for Phase I - 2009-2010 | 30467 | 9467 | 0 | 0 | 0 | 0 | 0 | 0 | 21000 |
| Phase II 2010 -2011 | Budget & Funding Sources (\$) | | | | | | | | |

| Phase I-II-III -Budget Summary | | | | | | | | | |
|--|--|----------|--------|-----------|------------|-------------|------------|---------|-------|
| Goals | Total | District | E-Rate | Title I-A | Title II-D | Title III-D | Title IV-D | Title V | Other |
| Increase the % of students who Meet or Exceed on the ISAT and PSAE Exams as follows: Increase reading on the ISAT by 2 points per year. Increase reading on the PSAE by 5 points per year. | 31467 | 10467 | 0 | 0 | 0 | 0 | 0 | 0 | 21000 |
| Total Budget for Phase II - 2010-2011 | 31467 | 10467 | 0 | 0 | 0 | 0 | 0 | 0 | 21000 |
| Phase III 2011 -2012 | Budget & Funding Sources (\$) | | | | | | | | |
| Goals | Total | District | E-Rate | Title I-A | Title II-D | Title III-D | Title IV-D | Title V | Other |
| Increase the % of students who Meet or Exceed on the ISAT and PSAE Exams as follows: Increase reading on the ISAT by 2 points per year. Increase reading on the PSAE by 5 points per year. | 29967 | 8967 | 0 | 0 | 0 | 0 | 0 | 0 | 21000 |
| Total Budget for Phase III - 2011-2012 | 29967 | 8967 | 0 | 0 | 0 | 0 | 0 | 0 | 21000 |
| Total Budget for Phases I, II, and III - 2009 - 2012 | 91901 | 28901 | 0 | 0 | 0 | 0 | 0 | 0 | 63000 |

**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.

Teachers, students, parents and community members were asked to complete the NextStep Surveys to provide input for this revised and updated plan. The technology committee consists of a teacher, a community member, the district administrators and the technology administrator. In order to complete the 2009-2012 technology plan this committee met every other month over the course of 10 months. The vision was reviewed and posted in the teachers' lounge to gain in put and feedback from all faculty. Dieterich does not have a local library or local adult literacy provider. However, the district does use and consult with Shawnee Library system and utilizes/consults the Regional Office of Education and the local Community Colleges for adult training classes and needs.

**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.

Authorization for Electronic Network Access and Acceptable Use
Policy #6:235
Approved April 7, 2003

Peer Review Feedback Form

| | | | |
|--|-------------------|------------------------------|-----------------|
| District Name | Dieterich CUSD 30 | RCDT #: | 030250300260000 |
| Original Submission: True | | Approval Date: | 04/14/2009 |
| School Years Covered by Plan: 2009-2010:Yes 2010-2011:Yes 2011-2012:Yes | | Plan Expiration Date | 06/30/2012 |
| Section Used for Mid-Course Correction Only | | | |
| Mid-Course Correction(MCC) :No | | Date Peer Reviewed: | 03/11/2009 |
| 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. | Meets |

COMMENTS

| Section I: Data and Analysis | Requirements |
|--|--------------|
| Data Collection & Information <ul style="list-style-type: none"> • Part A. Illinois School Report Card Data • Part B. Local Assessment Data (as available) • Part C. Other Data -- Item 1,2 & 3 • Part D. Technology Deployment • Part E. Data & Analysis - (Meta-Analysis) | Meets |

COMMENTS

You may want to mention your contact with community (Shawnee Library, etc.) that you mention in the stakeholder involvement. Part D - may want to mention in the analysis the reason/need for running internet connection to the bus garage.

| Section II: Action Plan | Requirements |
|--|--------------|
| Part A. Overall Review of Action Plan <ul style="list-style-type: none"> • A.1 Goals • A.2 Strategies and Activities • A.3 Budget | Meets |

COMMENTS

The Title II D funding projection listed in all phases is not consistent with present funding amounts on file at ISBE for this district. There is also a concern about the activity stated, "Provide access to and training in Rtl programs." More clarification is needed regarding the activity listed. Rtl is not defined at ISBE a program and may not be eligible for Title II D at the level specified. What specific professional development will be provided? What technology will be purchased with the money specified. Please address and or respond to these questions so that the agency can continue with the process of review. FBishop, ISBE 3/26/09 Budget revised and resubmitted 4/14/09. Now meets. Please be prepared to provide budgetary, dollar source information, upon request, which align to activities listed.

| | |
|--|-------|
| Part B. Curriculum Integration Strategies and Activities | Meets |
|--|-------|

COMMENTS

Year 2 need to put \$ amount for AIMSweb activity #1

| | |
|--|-------|
| Part C. Professional Development Strategies and Activities | Meets |
|--|-------|

COMMENTS

| | |
|---|-------|
| Part D. Parent/Community Involvement | Meets |
| COMMENTS | |
| | |
| Part E. Technology Deployment | Meets |
| COMMENTS | |
| No activity to address the goal of running internet access to bus garage. | |
| Part F. Monitoring | Meets |
| COMMENTS | |
| | |
| Section III: Plan Development, Review, and Implementation | |
| Requirements | |
| Part A. Stakeholder Involvement Part B. Internet Safety Policy | Meets |
| COMMENTS | |
| | |

ISBE Review

Approved

COMMENTS

3/26/2009 FBishop: There is one portion of the plan that needs clarificatin or revision. Please note the comments regarding necessary corrections/actions above and contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 4/14/2009 Fbishop: The Illinois State Board of Education (ISBE) hereby approves your technology plan as resubmitted.