

Submitted	02/27/2010
Plan Resubmitted	05/06/2010
Pending ISBE action	05/20/2010
ISBE Approved	06/14/2010

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**District Information**
**1. District Information**

District Name:	Mt Vernon Twp HSD 201	District Address:	320 S 7th St
City/State/Zip:	Mount Vernon, IL 62864 4140	RCDT Number:	250412010170000
Superintendent:	Dr Michael Smith	Superintendent Email:	mesmith@roe25.com
District Phone:	6182465908	District Fax:	0
TIP Contact Name:	Robin Flagg	TIP Contact Email:	rflagg@roe25.com
TIP Contact Phone:	6182141337	TIP Contact Fax:	6187444461

**2. Submission Type**

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

**3. Mid-course Correction**

The plan was reviewed and evaluated on 12/14/2009

Mid-course correction was needed?  Yes  No

## Vision Statement

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

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

[Mt. Vernon Township High School District](#) realizes that new ideas can change the status quo. We see the benefit of accepting change and new ideas. This means looking past the things that seem so obvious and looking to those that seem unattainable. Students, as well as adults, must have a vision for the future. The administration and staff of Mt. Vernon Township High School encourages the growth of this vision.

Mt. Vernon Township High School District demonstrates a commitment to using technology effectively to improve student achievement, support teaching and learning, and prepare students to succeed in school and the workplace. Mt. Vernon Township High School will strive to engage students, staff, and administration, as well as families and community stakeholders who will assist in the forward-thinking progress, execution, and review of the school improvement process. Through current efforts, we will be able to sustain expected growth of the district over the next five years.

The function of technology at Mt. Vernon Township High School takes many forms, but its most important focus is to provide for the learning needs and experiences of our students. On the way to this end, our technology decisions are informed by the following ideas:

### *Technology will be use*

- to enhance good teaching, in demonstrating concepts; engaging students in critical thinking; and to expand access to ideas and information. Access to technology for learning must be available for all learners regardless of learning styles, differences, or capabilities.
- as a means for students to demonstrate their learning and intellectual growth, and to perform research and information gathering.
- by teachers and administrators in developing curriculum, for professional development, and in collaborating with colleagues independent of time and place.
- as a means for parents, teachers, and administrators to communicate and exchange information that improves the potential for students' success

- as a productivity tool for increasing the efficiency with which the work of the district is accomplished at all levels.
- to acquire, manage and analyze data that will be used to inform the overall educational program.
- in a way that fosters student understanding of safety issues and the responsibilities of citizenship in a technologically complex age.

Each of these uses complements the others in the use of technology in the learning environment. Essential in this responsibility is the purchase, use, and maintenance of technologically up to date equipment, software, and networks. Valuable and pertinent professional development activities increase the chances that teachers will have the proper skills to direct their students in using the technology to support their education.

This vision statement has been reviewed and no changes needed to be made.

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

Is this District making Adequate Yearly Progress (AYP)?	No	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2009-10 Federal Improvement Status	Corrective Action Year 1
Is this District making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Watch Status Year 1

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	98.8	Yes	98.8	Yes	54.6		No	37.3		No			83.8	
White	98.9	Yes	98.9	Yes	60.2	54.6	Yes	40.6	47.6	No			82.4	
Black	98.1	Yes	98.1	Yes	21.3		No	12.8		No				
Hispanic														
Asian/Pacific Islander														

Native American														
Multiracial / Ethnic														
LEP														
Students with Disabilities	97.0	Yes	97.0	Yes	19.0	20.5	No	7.9	20.5	No			72.7	
Low Income	96.7	Yes	96.7	Yes	31.5	35.5	Yes	18.0	30.9	No			92.4	

Four Conditions Are Required For Making Adequate Yearly Progress
<ol style="list-style-type: none"> <li>1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.</li> <li>2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***</li> <li>3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</li> <li>4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.</li> </ol>
<p>* Includes only students enrolled as of 5/01/2008.                      ** Safe Harbor Targets of 70% or above are not printed.                      *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.</p>

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

This district is not accountable for AMAO data for 2009

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	90.3	89.4	94.3	90.9	91.4	90.0	91.7	91.5
Truancy Rate (%)	8.1	13.4	3.6	6.8	14.6	14.6	5.0	5.0
Mobility Rate (%)	17.4	10.8	12.8	12.8	18.1	18.5	10.5	19.5
HS Graduation Rate, if applicable (%)	78.8	77.5	65.9	71.6	75.4	74.9	79.2	83.8
HS Dropout Rate, if applicable (%)	5.3	7.6	8.2	5.3	4.9	5.1	3.7	5.0
District Population (#)	1,517	1,453	1,407	1,366	1,320	1,319	1,372	1,338
Low Income (%)	15.3	30.1	26.1	31.6	30.5	29.6	35.4	40.6
Limited English Proficient (LEP) (%)	-	-	-	-	0.2	-	-	0.1
Students with Disabilities (%)								
White, non-Hispanic (%)	86.2	84.5	83.7	82.5	81.0	81.1	78.6	81.1
Black, non-Hispanic (%)	11.4	12.9	13.2	14.6	14.2	13.5	14.8	15.4
Hispanic (%)	1.1	1.0	1.5	1.3	1.8	1.4	1.7	1.9
Asian/Pacific Islander (%)	1.0	1.1	1.0	1.0	1.0	0.8	0.7	0.8
Native American or Alaskan Native(%)	0.4	0.5	0.6	0.5	0.5	0.5	0.6	0.7
Multiracial/Ethnic (%)	-	-	-	-	1.5	2.7	3.6	0.1

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	84.7	12.5	1.4	1.2	0.3	-
	2001	84.6	12.8	1.1	1.1	0.5	-
	2002	86.2	11.4	1.1	1.0	0.4	-
	2003	84.5	12.9	1.0	1.1	0.5	-
	2004	83.7	13.2	1.5	1.0	0.6	-
	2005	82.5	14.6	1.3	1.0	0.5	-
	2006	81.0	14.2	1.8	1.0	0.5	1.5
	2007	81.1	13.5	1.4	0.8	0.5	2.7
	2008	78.6	14.8	1.7	0.7	0.6	3.6
	2009	81.1	15.4	1.9	0.8	0.7	0.1
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	-	21.4	100.0	91.2	19.9	45	3.2	4.2	84.0
	2001	-	23.7	95.0	91.6	17.7	54	3.8	3.8	80.2
	2002	-	15.3	95.0	90.3	17.4	118	8.1	5.3	78.8
	2003	-	30.1	98.0	89.4	10.8	183	13.4	7.6	77.5
	2004	-	26.1	97.5	94.3	12.8	46	3.6	8.2	65.9
	2005	-	31.6	98.0	90.9	12.8	89	6.8	5.3	71.6
	2006	0.2	30.5	98.0	91.4	18.1	183	14.6	4.9	75.4
	2007	-	29.6	98.0	90.0	18.5	189	14.6	5.1	74.9
	2008	-	35.4	97.5	91.7	10.5	65	5.0	3.7	79.2
	2009	0.1	40.6	96.5	91.5	19.5	65	5.0	5.0	83.8
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
<b>D I S T R I C T</b>	2000	1,474	-	-	-	-	-	-
	2001	1,488	-	-	-	-	-	338
	2002	1,517	-	-	-	-	-	370
	2003	1,453	-	-	-	-	-	346
	2004	1,407	-	-	-	-	-	356
	2005	1,366	-	-	-	-	-	309
	2006	1,320	-	-	-	-	-	324
	2007	1,319	-	-	-	-	-	325
	2008	1,372	-	-	-	-	-	337
	2009	1,338	-	-	-	-	-	339
<b>S T A T E</b>	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	78	16	42,308	41	59	-	23	-	-
	2001	77	17	44,947	42	58	-	24	-	-
	2002	81	16	47,758	49	51	-	23	2	-
	2003	80	15	50,313	54	46	-	22	1	-
	2004	79	14	48,402	59	41	-	22	-	-
	2005	78	14	48,869	63	37	-	22	-	-
	2006	82	14	50,334	54	46	-	22	1	-
	2007	82	14	53,386	50	50	-	21	1	-
	2008	82	13	55,676	50	50	-	22	-	-
2009	83	13	55,721	44	56	-	22	-	-	
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	12	61,402	44	56	18	18	1	1	

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

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

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

PSAE - % Meets & Exceeds Reading grade 11

Groups	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	58.8	64.4	50.6	44.1	45.5	52.9
White	61.0	67.1	54.7	47.7	47.8	59.1
Black	20.0	40.9	20.0	25.0	28.2	17.0
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	12.5	11.5	13.3	7.4	4.2	13.3
Low Income	48.3	45.7	31.4	31.0	26.0	29.2

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

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

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

PSAE - % Meets & Exceeds Mathematics grade 11

Groups	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	43.5	51.9	47.2	38.0	36.7	36.8
White	44.8	56.9	52.1	42.4	40.3	40.1
Black	15.0	13.6	13.3	15.0	12.8	10.6
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	0.0	7.7	6.7	3.7	4.2	3.3
Low Income	28.4	17.1	28.4	15.5	21.1	16.8

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

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## Section I A. Data & Analysis – Report Card Data

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

### **Assessment Data**

Data Collection Processes: Inventories, surveys, and other information have been gathered, inspected, considered and evaluated by the Director of Technology/Data Analyst to determine gaps and needs for Mt. Vernon Township High School. Data analysis will continue annually to revise and update the technology. The Mt. Vernon Township High School's Assistant Principal of Curriculum along with the School Improvement Committee will continue reviewing assessment data and constructing a full School Improvement Plan (SIP).

Due to the number of students needed to count as a subgroup, only the White, Disabled, and Low Income sub-groups were examined for determining whether or not Mt. Vernon Township High School met AYP.

### **Basic District Information**

#### **Philosophy**

Mt. Vernon Township High School's philosophy is that education is a lifelong process by which an individual grows intellectually, socially, and emotionally. The mission of Mt. Vernon Township High School is to provide educational experiences that will cause all students to become productive, responsible citizens in a changing world.

#### **Education**

Mt. Vernon Township High School, located in Mt. Vernon, Illinois, the county seat of Jefferson County, Illinois, has an enrollment of approximately 1,300 students. The high school occupies 32 acres of land and consists of 11 buildings, an excellent athletic field complex, and a large stage and auditorium.

#### **Population**

Mt. Vernon High School has been integrated since its beginning in 1905. Approximately (17%) of its students are minorities. Among the minorities who have attended MVTHS, English is the primary language and LEP students have not impacted the school. The district has participated in various student exchange programs through the years and has students enrolled from many different countries. Hispanic and Asian students have attended Mt. Vernon High as regularly enrolled students.

#### **Other**

The percentage of students considered economically disadvantaged remains around one third of the student body. There has been a drop in enrollment over the last four years. This trend is projected to level off and move back up in the future. An examination of the above enrollment data shows that student enrollment at Mt. Vernon Township High School has dropped

over the last seven years from 1517 students in 2002 to the current year's 1,338.

- The graduation rate has fluctuated over the past five years increasing from 71.6% to the current 83.8%.
- The number of students considered "low-income students" has increased from 15.3% to 40.6% in the past 8 years.

### **Educator Data**

A professional staff of 83 district employees provide and supervise services to the students. All classroom teachers are licensed by the State of Illinois and are highly qualified in their content areas. Special educators provide resource and self-contained programs for students in cross-categorical, learning disabilities, emotional disturbance, hearing and visually impaired programs. All paraprofessional staff members at Mt. Vernon Township High School have met federal criteria for being "highly qualified."

Educators are recommended for employment at Mt. Vernon Township High School based on meeting state licensing criteria as a minimum; consequently, they are highly qualified when they are hired. A formal system of teacher observation and evaluation is used to improve student instruction and provide meaningful dialogue about instruction between teachers and administrators. When instructional weaknesses arise, there are efforts on behalf of both teachers and administrators to address remediation and improve instruction.

The average teaching experience of the district's 83 teachers is 13 years. Of the 83 teachers, 23% are male and 77% are female. Approximately half, 56%, have a Master's Degree or more. Many enroll in graduate courses and in-service opportunities regularly to improve their knowledge and skills.

Mt. Vernon Township High School did not make AYP in 2009, resulting in Academic Watch with the Corrective Action sanction .

State Assessment: PSAE 2009

- Grade 11: Reading Scores are below the state benchmark.
- Grade 11: Reading scores increased in all areas including low-income and students with disabilities.
- Grade 11: Reading - 54.6% met or exceeded which constitutes a 7% improvement over last year scores
- Grade 11: Reading - 31.5 % low income students met or exceeded standards. Although this did not meet the state minimum target it did meet requirements as determined by Safe Harbor
- Grade 11: Reading - only 21.3 % of black students met or exceeded standards.
- Grade 11: Reading - 60.2% of white students met or exceeded standards. Although this did not meet the state minimum target it did meet requirements as determined by Safe Harbor
- Grade 11: Mathematics - No group made AYP: All students 37.3%, white students 40.6%, black students 12.8%, students with disabilities 7.9%, low income 18.0%

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- Graduation Rate has increased and is the highest since 2002. (83.8%)
  - Dropout rate is right around the 5% mark, which is consistent over the past five years.
  - Truancy levels have remained low (5%) the past two years.
  - Attendance rate of 91.5% is above the state target level of 90%.
  - All students met the minimum target for percentage tested on state tests.
  - All teachers at MVTHS are highly qualified to teach in their areas.

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

### **Contributing Key Factors**

#### External Factors:

- Increased number of low income students (15.3% in 2002 and 40.6% in 2009)
- Students arrive at MVTHS with a variety of educational background, since students come from over 13 feeder schools.
- Mobility rate has increased to 19.5%.

#### Internal Factors:

- Test proctors and teachers when talking to students have reported a high level of apathy when taking the PSAE test.
- A high percentage of special education students (approximately 34%) whose needs are not fully being met to meet or exceed on the PSAE.
- Curriculum and instruction may not be directly aligned to Illinois Learning Standards.
- Teachers may need professional development in best practices regarding math and reading instructional strategies for regular education and special education students.
- RTI has not been fully implemented.
- Students may not have received enough instruction in test taking skills to assist with standardized tests.
- Special education curriculum needs to be fully aligned to the Illinois Learning Standards and rigorous enough to prepare students to meet or exceed on state assessments.
- Data needs to be properly utilized to direct classroom instruction, drive decisions regarding individual student instruction, and modify curriculum.

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

- Data needs to be used to drive instructional decisions and professional development opportunities provided to staff.
- Efforts, based upon student and staff suggestions, will need to be used to help motivate students when taking state assessments
- Special Education Curriculum needs to parallel regular education curriculum.
- Curriculum and instruction needs to be fully aligned to the Illinois Learning Standards. Curriculum mapping should occur and the Surveys of Enacted Curriculum should be conducted.
- Regular education teachers need to receive instruction in providing best practices in math and reading instruction to all students, but particularly low income students, black students, and students with disabilities in the regular classroom.
- Collaborate with feeder schools for better communication concerning math and language arts readiness expectations for entering freshmen.
- Examine and discuss possible scheduling changes to accommodate meeting RTI needs of students.
- Professional development needs to be targeted to improve areas of weakness in instruction, identified through data, for individual teachers. Increased amounts of test preparation skills need to be incorporated into content areas.

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**Section I B. Data & Analysis – Local Assessment Data**

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

The Explore - November, 2009

Administered to 9th grade (English, Math, Science, and Reading)

The PLAN - November, 2009

Administered to 10th grade (English, Math, Science, and Reading)

The PSAE - March 2010

Administered to 11th grade (Reading, Math, Science, and Writing)

[No Child Left Behind—Illinois State Board of Education](#)

[No Child Left Behind—U.S. Government—Department of Education](#)

[Interactive Illinois Report Card Website](#)

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

- The EXPLORE test (given to 9th grade students) showed an increase in the Reading norm from 14.4 in 2009 to 15.1 in 2010. This is .2 below the national norm of 15.3 In Mathematics, the results showed an increase from 15.5 in 2009 to 15.9 in 2010. This is .4 below the national norm of 16.3.
- The PLAN test (given to 10th grade students) showed an increase in the Reading norms from 16.1 in 2009 to 16.4 in 2010. This was .5 below the national norm of 16.9. The Mathematics norm showed a very slight decrease from 16.8 in 2009 to 16.7 in 2010. This is .7 below the national norm of 17.4.
- Data from PSAE results showed that in the area of Mathematics 37% met or exceeded This was well below the state benchmark. Reading was below the state benchmark at 53%, but did show a 7% increase from the previous year.

***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.***

- Students come from a wide range of academic preparation levels in Math and Reading.
- Test proctors and teachers have reported students' lack of concern and poor attitudes about taking the standardized tests. This may lead to improper test results and difficulty in identifying areas of weakness.
- Data from 9th grade EXPLORE, a predictor of ACT performance scores, indicates that students are not on target to meet or exceed on the PSAE.
- Some students are being placed in math sequences that are not preparing them for success in meeting or exceeding in math on the PSAE.

***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.***

- Clearly identified core academic expectations for freshmen students need to be provided to the local feeder schools.
- A freshmen academy will be used to make the transition to high school smoother and successful for incoming freshmen students.
- Data, including the EXPLORE test, will be used to drive placement of students in freshmen level classes. Efforts will be made to ensure math sequences sufficiently prepare all students to meet or exceed state standards on the PSAE.
- Use of EXPLORE, PLAN and AIMSweb (for freshmen) tests will be used to analyze areas of student weaknesses in math and reading and make instructional changes to better support the academic deficiencies of individual students.

- Targeted interventions will need to be implemented for freshmen and sophomores whose results on the PLAN and EXPLORE tests indicate they are slightly below expected levels.
- Comprehensive interventions will need to be implemented for students who are significantly below standards.

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

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

[Mt. Vernon Township High School's Information Brochure \(2008-2009\)](#)

[City of Mt. Vernon Website \(2009\)](#)

Trend Data from:

[U.S. Census Bureau Website \(2009\)](#)

Technology Budget Analysis Fall (2009)

Student, Staff, Administrative and Parent surveys (August, 2009)

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

Mt. Vernon Township High School, located in Mt. Vernon, Illinois, the County seat of Jefferson County, Illinois, has an enrollment of approximately 1,350 students. The high school occupies 32 acres of land and consists of 11 buildings, an athletic field complex, and a large stage and auditorium. Mt. Vernon High School has been racially integrated since its beginning in 1905. Presently, 18% of its students are minorities. The district has participated in various student exchange programs through the years and has students enrolled from many different countries. The student population includes Hispanic, Asian, Black, Native American, and Multi-Racial students among its minorities.

There are several attributes about Mt. Vernon Township High School District 201 that are notable. It is a comprehensive high school and offers a varied curriculum to serve the needs and goals of its students. Courses and programs are available for a wide range of special needs students, including the mentally and physically challenged and the gifted and talented. Independent study programs and Advanced Placement courses in Calculus, American History, Biology, Literature and Composition, and Language and Composition are offered to students. In addition, there are twenty-four different dual credit classes that are available to the students at Mt. Vernon Township High School. The district has implemented a comprehensive technology plan that provides every classroom with access to a computer with internet

access. The school's library media center serves students before, during, and after school. Mt. Vernon High School has one of the few secondary vocational and technical area centers in the State of Illinois. Students can enroll in vocational/technical programs in agriculture, automotive repair, business, health, family and consumer sciences, industrial technology, and cooperative education. Approximately 60% of the graduates enroll in colleges, universities, or other educational programs beyond high school. The high school has established a reputation for excellence in its extracurricular programs as well as in its curricular courses. Many of the grade schools that feed into Mt. Vernon Township High School are small rural community schools. Coming to the "big" college-like campus is a major adjustment for these students. Our open campus setting also creates many distractions and challenges to freshmen

making an adjustment to the high school classes. To help the transition to high school, a Freshman Academy began in the fall of 2009 which includes a closed campus for all 2009 freshmen. Teachers and staff also made home visits to as many incoming freshmen parents that could be arranged. The number of students with disabilities has grown at a noticeable rate. In 2009, 16.7% of students were students with disabilities and now over 30% of our students are students with disabilities. Challenges exist in properly preparing these students to meet or exceed on state tests. The challenges associated with meeting the unique instructional needs of economically disadvantaged students is also impacting academic performance. Mt. Vernon Township High School has approximately 48% of its students on free or reduced lunch. It is believed that this is still an under-representation of low-income students, since the main feeder school has a 78% low-income rate. Teachers and staff report a high amount of apathy among students in their classes and when taking standardized tests.

Over the past six years, the local Rotarian club has sponsored a "Strive" Program. This program links local business leaders to at-risk seniors (those with attendance problems and low grades) to motivate them for academic success and share with them career opportunities after high school here in the community. The high school is also supported by the Mt. Vernon Township High School Foundation. This organization's mission is to promote excellence in education at Mt. Vernon Township High School. The foundation yearly awards teachers with classroom grants and has provided many technology needs, such as the wireless network, smart boards, a mobile science lab, and new computer labs. Many other activities and programs, such as a career fair, job cooperative programs, Chamber of Commerce teacher grants and PBIS funding, are supported by local business. C.E. Brehm Memorial Library serves our district.

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

- The performance of students during their freshman year is known to impact the overall success of their high school careers. The overwhelming feelings and distractions faced by our freshmen in transitioning to high school impacts their focus on learning. Many students find the transition from middle school to high school a difficult one. The students lack the skills to do high school work, and they do not possess the study skills necessary to meet the higher state standards at the ninth grade level and beyond. Incoming ninth graders suffer from self-esteem issues, development and environmental changes. When students get behind in credits their freshman year they are more likely to drop out of school. Early data demonstrates positive results in freshman attendance rates (94.5% in the first quarter).
- The large number of students with disabilities has increased which has resulted in the number of required special education teachers doubling in the past ten years. The financial commitment for this increased number of special education teachers may be helping to create the increased number of students in the core regular education classes.
- The economic stressors for low income families often impact the home environment, thus negatively impacting student achievement. The school is working to meet both the academic and emotional needs of these students.
- Student apathy in classes and while taking tests are likely to have negative impacts on the true performance of students on achievement tests.
- Student behavior has an impact on their academic performance; therefore, the PBIS program needs to continue to be fully implemented.

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

- A Freshman Academy that focuses on the transitioning of freshman into the high school will need to continue to be fully implemented.
- Organizational skills, test preparation skills and study skills will need to be incorporated into class curriculum.
- Administration and teachers will need to analyze data that can be used to drive curricular and instructional decisions.
- With increasing numbers of low-income students and special education students, professional development will need to target working with students with disabilities in the regular education classrooms and the impact of low socio-economic conditions on student achievement.
- Differentiated instruction, co-teaching, and supplemental teaching materials will need to be incorporated into the curriculum to help teach the missing academic skills of the students.
- Increased counseling and career decision making will need to be provided to our freshmen students so that they take a greater interest in their education and become academically successful. Regular academic classes and Career and Technical Education (CTE) programs should provide the framework and rigor for success on the PSAE.
- Teachers and students will need to work together to increase academic efforts in classes and on achievement tests. Possible incentives to reward increased efforts will need to be offered.
- A greater number of students should be encouraged to take AP courses and dual credit courses to help improve their academic success.pasting

### Section I C. Data & Analysis - Other Data

#### Item 2 - Educator Qualifications and Professional Growth and Development Data

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

[The Champion.org](#)

2009-2010 Teacher Seniority List

[2009 School Report Card](#)

Faculty Survey on-line survey (2009)

Administrative on-line survey (2009)

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

- With over 90 faculty members, Mt. Vernon Township High School has a diverse group of teachers. According to the data, the teachers have an average of 13 years of teaching experience which enables the school to draw from a wealth of experience in implementing programs and instructing students. Also, 56% of the teachers have master's degrees or higher which shows they have extensive training to be better prepared as instructors. Currently, there are 7 National Board Certified Teachers instructing at Mt. Vernon Township High.
- Due to a number of retirements, turn-over rates have been high the past several years with 30 (36%) non-tenured teachers on staff.
- All staff members have access to professional development either through activities at the high school or by attending workshops or conferences by outside providers. Over 30 staff members have attended one of Bill Daggett's conferences sponsored by the International Leadership in Education Association.
- All core subject classes are taught by highly qualified teachers.
- All certified staff new to Mt. Vernon Township High School participate in a two-year mentor program, and are encouraged to participate in on-going professional development programs.
- Teachers felt inadequate integrating technology as an essential part of their curriculum and the use of Web2.0 tools.
- A wide range of technology experience and usage exists within our faculty. Nearly 48% of teachers surveyed have had 10 or fewer hours of training during the past 5 years and 37.8% consider themselves to be beginners in technology. 69% use technology with their class monthly, and most teachers are beginning to communicate electronically.
- Teachers agree that technology increases student motivation and their classes mainly use technology to communicate knowledge and information.
  - Both students and teachers primarily use word processing and the Internet. Other technologies are used occasionally. More teachers are using technology to keep student

records and monitor progress.

- Most teachers have used workshops to learn technology and feel the training has been adequate, or offered, but not taken. Technology assistance is available but with some time lags.



**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.**

- Staff turn-over rates have caused some inconsistencies in curriculum and instruction within departments.
- Budget constraints have forced some down-sizing of faculty in non-special education classrooms and have led to increased class sizes in core subjects.
- National Board Certified Teachers must demonstrate their commitment to five core propositions: teachers are committed to students and their learning; teachers know the subjects they teach and how to teach those subjects to students; teachers are responsible for managing and monitoring student learning; teachers think systematically about their practice and learn from experience; and teachers are members of learning communities. Because of their commitment to these propositions, NBCTs positively impact student learning.
- The teacher mentoring program provides new teachers with 3 days of training prior to the beginning of school to help them get acclimated in order to be a more efficient and effective teacher in a new environment. The mentoring program also provides a great deal of support to new teachers for two years after hire. This allows teachers an adequate amount of time to experience the different aspects of being a teacher at MVTHS while continually supporting them with monthly meetings and an accessible mentor. By allowing new teachers a smooth transition into a new school, teachers are more apt to remain at MVTHS and they are able to be better teachers because they have the support they need.
- Professional development has not always been targeted and data driven, and therefore may not be meeting the needs of teachers as they prepare all students to succeed academically.
- Lack of training on the utilization of open-source software.
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**Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on educator qualifications and professional growth and development.**

- An organized professional development plan must be implemented to provide necessary learning opportunities for teachers to meet the diverse needs of students. The National Staff Development Council Survey will provide useful information to develop a new professional development plan.
- The new teacher orientation and mentoring program should continue to be expanded and improved.
- Teachers and administration need to continue to receive training in data analysis and use it in making curriculum and teaching decisions.
- Faculty and staff can continue to build relationships with students to show them they care for them as individuals and provide academic and emotional support services to meet their various needs.
- Continued encouragement needs to be provided for teachers to engage in continuing education and the National Board Certified Teacher program.
- Training and professional development opportunities on the new Web2.0 tools needs to be provided.
- Training on the use of the SMARTBoards needs to be continued.
- Assure that ALL of our faculty participate in technology training. we need to expose staff to the many uses and types of technology to enhance teaching and learning.
- No written proficiency of technology standards exists for staff.
- A variety of opportunities need to continue to be offered that go beyond technical skills (literacy) training, which results in changes in teacher instructional practices/student learning practices.
- Strategies need to be developed to increase staff participation in professional development activities to increase opportunities for all students to use technology tools in their learning.

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

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

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

Teacher Online Survey (August, 2009)

Administrative Online Survey (August, 2009)

Parent Online Survey (August, 2009)

Web site statistics (September, 2009)

Interviews with principals, teachers, parents, and students (September, 2009)

Discussions of the technology committee (October, 2009)

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

- Ram o Gram - monthly newsletter sent to school community
- Guidance Gazette - monthly newsletter sent to school community
- Vernois News - monthly school paper-students/staff
- Homework hotline - allows parents or students can call in and check on homework assignments
- Local News Articles - local papers do a great job
- Board Presentations
- Board of Education Meetings Minutes
- [Mvths.org](http://Mvths.org) - school website
- Open houses (each fall) - Over the past 5 years, the number of parents attending Open House has steadily increased

- Hosting Public Forums
- Skyward Online Access (New-Fall 2007)
- E-mail

At this time, there is very little use of parent/community involvement data. Data collected, such as parent contact information, is used primarily for required state reports. During the 2005-2006 school year, 98% of parents were contacted for non-disciplinary purposes. This data is on file in the guidance office as part of the School Report Card statistical information. Mt. Vernon Township High School uses multiple methods to communicate with all community stakeholders, majority being traditional in nature.

Anecdotal evidence (e.g. student show of hands in classrooms) suggests that while a large proportion of our families own computers and have Internet access, this is not true of all of them. Interest in access to school technology outside the school has been expressed by a variety of community groups. Many routine district procedures, such as student enrollment, registration for student festivals, and staff registration for training are still handled via traditional paper forms. These processes could be simplified and paper resources conserved by conversion to an electronic format.

Mt. Vernon Township High School needs to open Skyward Parent Access to all parents and needs to be a priority for access to grades. This will be essential in developing parent and teacher communication so that student achievement is the focus and not the technology.

Mt. Vernon Township High School needs to move to produce and redefine the Mt. Vernon Township High School website so that it is easier for the community to find information.

Family and community members are involved in supporting learning through attending Open House, participation on the Strategic Planning Committee, participation on the Curriculum Council, and participation on the SIP committee. They are also involved in supporting learning by maintaining open lines of communication with teachers through e-mail and phone contacts.

Discussions with staff and parents, along with public comment at board meetings, suggest that many people are only partially aware of the benefits of effective technology use in education. In most cases, their understanding is limited to uses of technology for drill and practice and the acquisition of basic computer skills. There is not much awareness of the need to develop 21st century skills and the critical role technology should play in that acquisition.

Administrators indicate use of technology to communicate with parents on a regular basis at a much higher rate than teachers: 50% of the Administrators indicate they communicate with parents on regular basis using technology, while only 25% of teachers indicate using technology to communicate with parents monthly. Upon reviewing the community and parent surveys, we can see that 100% have a computer in their home and 70% or more have Internet access. This is much higher than our results from our last technology plan. Nearly 100% of students surveyed indicated that they have e-mail accounts. Both the parent and community surveys reflect the importance of technology in our school. Most of those surveyed use computers at work and expect employees to have computer literacy.

Parent/Community involvement is a primary goal for educators at Mt. Vernon Township High School. Feedback from parents and staff suggests that the Internet is becoming one of the top

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choices in communication. Parents look to our district and individual school web sites for important information about the district and school in general - the curriculum, daily classroom activities, and student performance. Many parents also rely on email as a primary means of communication with teachers and other district staff, however, traditional forms continue to be the preferred.

Our school currently maintains a website at [www.mvths.org](http://www.mvths.org) which provides information about school events, a school calendar, sports schedules, lunch menus, school board information and several links to outside news sources. The new mvths.org website has had over \_\_\_\_\_ “hits” during the 2006-2007 school year. Currently only a few teachers publish information online.

Nearly 50% of parents indicated that they be interested in participating in computer training at Mt. Vernon Township High School. Several programs purchased by the district are available for whole community use (Career Cruising and WIN for WorkKeys). Partnerships with Rend Lake College and Southern Illinois University are in place.

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

- Communication with the community and parents needs to improve in regards to what we are doing with technology at Mt. Vernon Township High School
- Strategies that have mutual cooperative ventures between the district and the community are needed to gain additional support for the district including technology.
- Information regarding student progress needs to be communicated to parents electronically.
- Parents need direct access to important student information such as attendance, discipline, and progress.
- Electronic communication with the public needs to be expanded and enhanced to offer access to labs and technology resources as appropriate.
- Partnerships with stakeholders need to continue and be expanded.
  
- Teachers and administrators need to utilize technology as a primary method of communication.
  
- Communication is a problem for students and community members who do not have home computers given the amount of district communication that now takes place through the web and e-mail.

**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.**

- Mt. Vernon Township High School needs to increase student and parent communication with teachers and staff by using e-mail and Skyward Parent/Student Access to its fullest capacity.
  
- Mt. Vernon Township High School needs to move away from the traditional school website and implement an online communication system that is easy to use, allows for sharing of workload, offers complete control, is fully interactive, allows for two-way communication and is safe, secure and reliable.
  
- Mt. Vernon Township High School needs to consider incorporating community technology classes.

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### Section I D. Data & Analysis – Technology Deployment Data

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

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

Teacher Online Survey (August, 2009)

Administrative Online Survey (August, 2009)

Parent Online Survey (August, 2009)

Interviews with principals, teachers, parent and students (September, 2009)

Discussions of the technology committee (October, 2009)

District Technology Inventory Survey (September, 2009)

Infrastructure design (August, 2009)

E-rate applications for Year 10 (October, 2009)

Local District Software and Hardware Inventories (October, 2009)

Current Internet Access connections (September, 2009)

Review of Each Year of Technology Plan (June, 2009)

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

All classrooms at Mt. Vernon Township High School have computers that are set up for internet access and every staff member receives a computer. This access allows teachers to record attendance online, complete nine-week grades and progress reports. Because of this capability, teachers are able to draw upon a wide variety of outside resources such as lesson plans developed by other teachers throughout the world, interactive learning web sites, and message boards where teachers are encouraged to share ideas. The wiring of the classrooms allows for cable TV access to show classes appropriate programs that enhance units of study in a variety of subjects (math, science, social science, etc.). Teachers also have the opportunity to build their own web site for displaying grades and lesson plans with regular updating. Teachers continue to use other technology such as overhead projectors, LCD's, and VCR's.

Integration of technology in instructional practices and student learning is in the early stages for most teachers. Some teachers are using tools such as projectors, PowerPoint presentations, and Internet research regularly as classroom technology aides; however, most teachers use technology primarily as a classroom management tool.

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Every faculty member is equipped with a computer with Internet access. Computer labs are available for check-out to all classes. All CTE classrooms and many regular education classrooms are equipped with an LCD projector. The projector allows teachers to lecture using the Power Point program, to show a brief video segment, and to require students to complete projects using the Power Point program.

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All classrooms at Mt. Vernon Township High School have high-speed internet and local phone access. Over 200 computers used in labs/classrooms across campus are over 5 years old.

Specific examples of technology use for instructional practices and student learning include:

Students create and present PowerPoint presentations

Students use probes and other devices connected to a computer in lab work

Computers are used as a research tool for students in a variety of courses

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

- Budgetary constraints have resulted in less money being allocated for technology.
- Network is operating at a minimal level and must be upgraded to provide for better Internet access.
- Due to the heavy technology maintenance load caused by aging computers, along with additional duties, our technology support specialist frequently has a backlog of work orders. This causes frustration among instructors and occasionally hinders instructional use of technology.

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

- Mt. Vernon Township High School needs to implement a plan to maintain improve its current technology including hardware, software and network capabilities
- Mt. Vernon Township High School needs to focus on maintaining a consistent level of increasing test scores by having a highly qualified team of teachers who are trained in the use of classroom based technology. We need to maintain a solid network infrastructure and keep a strong ongoing communication between the school system personnel, students and parents, as to our goals and the use of technology to meet those goals. We need a strong focus on improving the reading and math scores.
- Further, during one evaluation per year, the teachers are expected to show the integration of technology into their teaching.
- Equity in distribution of equipment and equitable learning opportunities needs to be addressed.
- Technology resources available (human resources) to support technology deployment and sustainability needs to be reviewed to effectively impact student and staff learning opportunities.
- Telecommunication services need to be assessed to improve education services and to meet E-rate requirements as they change.

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**District Technology Inventory - District Information**

Number	
1040	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).
300	Number of K-12 special education self-contained classroom students
82	Number of Teachers (FTE - this does not include teacher aides)
7	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
11	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
11	Subtotal
11	Total number of instructional school buildings
0	Total number of non-instructional buildings
2	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
2	Subtotal
0	Total number of instructional school buildings
2	Total number of non-instructional buildings

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**District Technology Inventory - Internet Access**

Location	Type	Number
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	91
	Dedicated Cable	0
	DSL	0
	Wireless	91
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	8
	Dedicated Cable	0
	DSL	0
	Wireless	8
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0

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

**District Technology Inventory - Computer Inventory(Desktop Computers)**

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	14	0	14	0	0	0	0	0	0	14	0	14
	2-5 years	138	1	139	0	0	0	0	0	0	138	1	139

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	152	1	153	0	0	0	0	0	0	152	1	153
<b>Dedicated Computer Lab</b>	Under 2 years	103	0	103	0	0	0	0	0	0	103	0	103
	2-5 years	117	0	117	0	0	0	0	0	0	117	0	117
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	220	0	220	0	0	0	0	0	0	220	0	220
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	20	0	20	0	0	0	0	0	0	20	0	20
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	20	0	20	0	0	0	0	0	0	20	0	20
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	3	0	3	0	0	0	0	0	0	3	0	3
	2-5 years	40	0	40	0	0	0	0	0	0	40	0	40
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	43	0	43	0	0	0	0	0	0	43	0	43
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	7	0	7	0	0	0	0	0	0	7	0	7
	5+ years	51	0	51	0	0	0	0	0	0	51	0	51
	SubTotal	58	0	58	0	0	0	0	0	0	58	0	58
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

## District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	7	0	7	0	0	0	0	0	0	7	0	7
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	7	0	7	0	0	0	0	0	0	7	0	7
<i>Dedicated Computer Lab</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	7	0	7	0	0	0	0	0	0	7	0	7
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	7	0	7	0	0	0	0	0	0	7	0	7
<i>Media Center/Library</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<i>Mobile Computer Lab</i>	Under 2 years	30	0	30	0	0	0	0	0	0	30	0	30
	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	30	0	30	0	0	0	0	0	0	30	0	30
<i>Administrative Offices</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<i>Teacher Offices</i>	Under 2 years	9	0	9	0	0	0	0	0	0	9	0	9
	2-5 years	3	0	3	0	0	0	0	0	0	3	0	3
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	12	0	12	0	0	0	0	0	0	12	0	12

<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

**District Technology Inventory - Computer Inventory(Tablet Computers)**

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

	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

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

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Locations</b>	Under 2 years	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	5	0	5	0	0	0	0	0	0	5	0	5
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	7	0	7	0	0	0	0	0	0	7	0	7

**District Technology Inventory - Operating Systems**

PCs		
Location	Type	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	135
	Windows 2000 (any version)	23
	Windows 98	1
	Windows 95	0
	Other PC	0
	Subtotal	159
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	227
	Windows 2000 (any version)	0
	Windows 98	0

	Windows 95	0
	Other PC	0
	Subtotal	227
Media Center/Library	Windows Vista	0
	Windows XP (any version)	20
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	20
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	30
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	30
Administrative Offices	Windows Vista	0
	Windows XP (any version)	45
	Windows 2000 (any version)	10
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	55
Teacher Offices	Windows Vista	0
	Windows XP (any version)	2
	Windows 2000 (any version)	5
	Windows 98	52
	Windows 95	0
	Other PC	0
	Subtotal	59
Other Locations	Windows Vista	0

	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Macintosh		
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	1
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	1
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	1
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	1
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	Linux	2
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations		0

### District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	4
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	2
	Routers	1
	Switches	1
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0

	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Administrative Offices</b>	Hubs	2
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Teacher Offices</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Other Locations</b>	Hubs	0
	Routers	2
	Switches	25
	Wireless Access Points	20
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	2

### District Technology Inventory - Licensed Software

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

### District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	22	13	35
Stand-alone Printers	98	23	121
Scanners	17	4	21
Digital Cameras	10	2	12
Camcorders/Movie Cameras	1	2	3
Satellite Dishes	1	0	1
Televisions	135	7	142
Video Microscopes	0	2	2
LCD Panels/Projection Devices	20	1	21

Fax Machines	0	6	6
Graphing Calculators	162	0	162
PDA's	0	7	7
Assistive/Adaptive Devices	2	0	2
GPS Devices	0	0	0
Science Probeware	30	0	30
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	1	1
Electronic Whiteboards	9	0	9
Whiteboard Capture Devices	0	0	0
Document Cameras	1	0	1
MP3 Players	0	0	0

### District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	6	6
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	3	3
	<b>Number</b>		
<b>Classrooms with telephones</b>	120		

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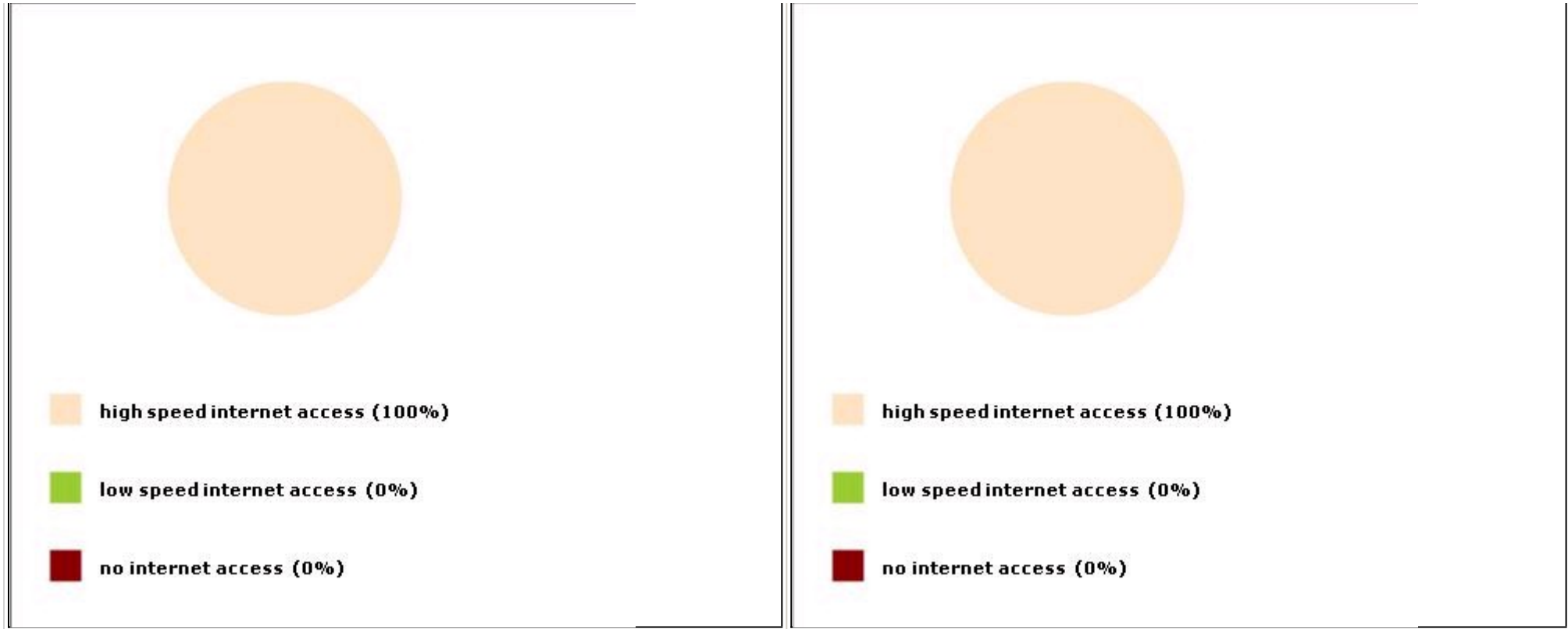
**District Technology Inventory - Distance Learning**

<b>Distance Learning</b>	<b>Number of Access Points</b>
Satellite	0
Cable/Broadcast	1
Internet Services for Distance Learning	0
Phone line/v-tel systems	0
Other	0

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

**District Information:**

<b>District Information:</b>					
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators
1040		300	82		7
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
11	0	0	2	0	0
<b>Instructional School Building Internet Access (Chart) :</b>			<b>Non-Instructional Buildings Internet Access (Chart) :</b>		



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
<b>Computers</b>														
<i>Desktops</i>	152	1	220	0	20	0	0	0	43	0	58	0	0	0
<i>Laptops</i>	7	0	7	0	0	0	30	0	0	0	12	0	0	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	0	0	0	0	0	0	0	0	0	0	0	0	7	0
	159	1	227	0	20	0	30	0	43	0	70	0	7	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
	160	227	20	30	43	70	7
<b>Students per Computer</b>						<b>2.41</b>	

**Computers with High Speed Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
<b>Computers</b>														
<i>Desktops</i>	152	1	220	0	20	0	0	0	43	0	58	0	0	0
<i>Laptops</i>	7	0	7	0	0	0	30	0	0	0	12	0	0	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	0	0	0	0	0	0	0	0	0	0	0	0	7	0
	159	1	227	0	20	0	30	0	43	0	70	0	7	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	
	160		227		20		30		43		70		7	
<b>Students per Computer with High Speed Access</b>											<b>2.41</b>			

**Computers with Low Speed Internet Access:**

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

Location	PC and Mac	PC and Mac	PC and Mac	PC and Mac	PC and Mac	PC and Mac	PC and Mac
	0	0	0	0	0	0	0
<b>Students per Computer with Low Speed Access</b>						<b>0</b>	

**Computers with No Internet Access:**

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

**Computer Ages:**

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
120	39	0	323	17	0	51	0	0

**Internet Access:**

Number of Rooms	Type
0	10 mg Ethernet

111	100+ mg Ethernet
0	Dedicated Cable
0	DSL
112	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

**Operating Systems:**

Number of Computers	Type	Number of Computers	Type
0	Total Number of Computers with Windows Vista	0	Total Number of Computers with MAC System 10.x
459	Total Number of Computers with Windows XP (any version)	2	Total Number of Computers with MAC System 9.x
38	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 8.x
53	Total Number of Computers with Windows 98	0	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Other PC		

**Other Technologies:**

Total	Type	Total	Type
35	Number of Networked Printers	7	Number of PDAs
121	Number of Stand-alone Printers	2	Number of Assistive/Adaptive Devices
21	Number of Scanners	0	Number of GPS Devices
12	Number of Digital Cameras	30	Number of Science Probeware
3	Number of Camcorders/Movie Cameras	0	Number of Modems (below 28.8 kbps)

1	Number of Satellite Dishes	1	Number of Modems (28.8 kbps or above)
142	Number of Televisions	9	Number of Electronic Whiteboards
2	Number of Video Microscopes	0	Number of Whiteboard Capture Devices
21	Number of LCD Panels/Projection Devices	1	Number of Document Cameras
6	Number of Fax Machines	0	Number of MP3 Players
162	Number of Graphing Calculators		

**Distance Learning**

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

**Section I E. Data & Analysis – Meta Analysis**

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

To increase the percentage of students meeting/exceeding from 52.9% to 70%, or safe harbor, in Reading and from 36.8% to 70%, or safe harbor, in Mathematics over the next three years.

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

<b>Phase I Goal 1 Title:</b>
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.
<b>Phase I Goal 1 Description:</b>
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.

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

<b>Phase I Goal 1 Title:</b>
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.

<b>Strategy 1</b>
Tie instruction to Illinois Learning Standards and NETS

Activities	StartDate	EndDate	Budget & Funding Sources (\$)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Examine, evaluate and align current curriculum to the Illinois Learning Standards	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Study ways to incorporate technology into lesson plan(s) in an effort to meet the Illinois State Learning Standards and National Education Technology Standards for Students.	07/07/2010	06/30/2011	200	200			0	0	0	0	0	0
3 Encourage students and staff to utilize/access emerging technologies and high speed internet connection for classroom lessons/projects.	07/01/2010	06/30/2011	200	200			0	0	0	0	0	0
4 Expand departmental plans based on an item-analysis of the EXPLORE, PLAN and ACT tests.	07/01/2010	06/30/2011	15,000	0			0	0	0	0	0	15,000
5 Inspect methods to evaluate the technology literacy of our students in the key areas of word processing, spreadsheets, presentation software, and Internet	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

usage to include evaluation of website accuracy and copyright information.													
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Strategy 2												
Make available research-based resources and technology access to assist students mathematics and reading skills.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Make use of WIN for Work Keys, Criterion and Career Cruising to prepare students for PSAE	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Look at ways to increase the amount of access students have to computer labs outside of regular school hours.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
3 Make available United Streaming for instructional purposes.	07/01/2010	06/30/2011	2,500	2,500			0	0	0	0	0	0

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

**Section II C. Action Plan – Professional Development**

<b>Phase I Goal 1 Title:</b>												
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.												
<b>Strategy 1</b>												
To put into action professional development for staff, focusing on research based practices for integrating technology into the curriculum. Ensuring that we will have highly qualified educators according to the No Child Left behind Act												
			Budget & Funding Sources (\$)									

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Technology Director will attend State conference(s) to gather information that will then be passed on to the Teachers through a Train-the-Trainer model, which meets the NSDC standards for professional development.	07/01/2010	06/30/2011	2,700	1,500			1,200	0	0	0	0	0
2 Faculty and/or staff will attend workshops, conferences, to gather information that will then be passed on to the other faculty and/or staff through a Train-the-Trainer model, which meets the NSDC standards for professional development.	07/01/2010	06/30/2011	6,800	4,800			0	0	0	0	0	2,000
3 Will provide in-service training regarding innovative technologies to aide teachers in their classroom teaching as well as the recertification process at least once a year. Offerings will be based on a yearly needs assessment.	07/01/2010	06/30/2011	1,200	1,200			0	0	0	0	0	0

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

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

**Section II D. Action Plan – Parental/Community Involvement**

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

Phase I Goal 1 Title:												
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.												
Strategy 1												
Boost Parental / Community Involvement in the educational process, while stressing the importance of why technology is important for today's learners.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide software licensing, instructional materials and training for "simplified online communication (SOCS)--for school community	07/01/2010	06/30/2011	6,000	6,000			0	0	0	0	0	0
2 Continue to expand, and improve the Ram o Gram newsletter	07/01/2010	06/30/2011	2,500	2,500			0	0	0	0	0	0
3 Add the Web based component to the current Student Management Software (Skyward Parent/Student Access) so parents can access information about their child.(grades, discipline, etc.)	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
4 Set hours for the community to use the schools computer labs.	07/01/2010	06/30/2011	1,500	1,500			0	0	0	0	0	0

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

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

**Section II E. Action Plan – Technology Deployment**

Phase I Goal 1 Title:													
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.													
Strategy 1													
Update and sustain equipment and software in order to maintain reliable network/internet access for students and staff.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Construct a plan to maintain and improve current technology including hardware, software and network capabilities. If unable to maintain or update redeployment and/or disposal will occur.	07/01/2010	06/30/2011	0	0	0	D	0	0	0	0	0	0	
2 Continue subscribing to and monitor all telecommunications for the district: phone lines, land and cell phones to ensure fast access to our technology support groups:	07/01/2010	06/30/2011	34,212	10,654	23,557	D	0	0	0	0	0	0	

3	Raise equity in distribution of equipment and suitable learning opportunities needs to be addressed.	07/01/2010	06/30/2011	0	0	0	D	0	0	0	0	0	0
4	Use T-1 to gain online access to our reading and math programs as well as other curricular needs.	07/01/2010	06/30/2011	7,560	2,268	5,292	D	0	0	0	0	0	0
5	Examine technology resources available (human resources) to support technology deployment and sustainability needs to be reviewed to effectively impact student and staff learning opportunities.	07/01/2010	06/30/2011	0	0	0	D	0	0	0	0	0	0

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

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

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

<b>Phase II Goal 1 Title:</b>
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.
<b>Phase II Goal 1 Description:</b>
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:												
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.												
Strategy 1												
Tie instruction to Illinois Learning Standards and NETS												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Examine, evaluate and align current curriculum to the Illinois Learning Standards	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Study ways to incorporate technology into lesson plan(s) in an effort to meet the Illinois State Learning Standards and National Education Technology Standards for Students.	07/01/2011	06/30/2012	200	200			0	0	0	0	0	0
3 Encourage students and staff to utilize/access emerging technologies and high speed internet connection for classroom lessons/projects.	07/01/2011	06/30/2012	200	200			0	0	0	0	0	0
4 Expand departmental plans based on an item-analysis of the EXPLORE, PLAN and ACT tests.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
5 Inspect methods to evaluate the technology literacy of our students in the key areas of word processing, spreadsheets, presentation software, and Internet usage to include evaluation of website accuracy and copyright information.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

Strategy 2												
Make available research-based resources and technology access to assist students mathematics and reading skills.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Make use of WIN for Work Keys, Criterion and Career Cruising to prepare students for PSAE	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Look at ways to increase the amount of access students have to computer labs outside of regular school hours.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
3 Make available United Streaming for instructional purposes.	07/01/2011	06/30/2012	2,500	2,500			0	0	0	0	0	0

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

**Section II C. Action Plan – Professional Development**

Phase II Goal 1 Title:												
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.												
Strategy 1												
To put into action professional development for staff, focusing on research based practices for integrating technology into the curriculum. Ensuring that we will have highly qualified educators according to the No Child Left behind Act												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Technology Director will attend State conference(s)												

to gather information that will then be passed on to the Teachers through a Train-the-Trainer model, which meets the NSDC standards for professional development.	07/01/2011	06/30/2012	2,700	1,500			1,200	0	0	0	0	0
2 Faculty and/or staff will attend workshops, conferences, to gather information that will then be passed on to the other faculty and/or staff through a Train-the-Trainer model, which meets the NSDC standards for professional development.	07/01/2011	06/30/2012	6,800	4,800			0	0	0	0	0	2,000
3 Will provide in-service training regarding innovative technologies to aide teachers in their classroom teaching as well as the re-certification process at least once a year. Offerings will be based on a yearly needs assessment.	07/01/2011	06/30/2012	1,200	1,200			0	0	0	0	0	0

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

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

**Section II D. Action Plan – Parental/Community Involvement**

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

Phase II Goal 1 Title:												
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.												
Strategy 1												
Boost Parental / Community Involvement in the educational process, while stressing the importance of why technology is important for today's learners.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide software licensing, instructional materials and training for "simplified online communication (SOCS)--for school community	07/01/2011	06/30/2012	6,000	6,000			0	0	0	0	0	0
2 Continue to expand, and improve the Ram o Gram newsletter	07/01/2011	06/30/2012	2,500	2,500			0	0	0	0	0	0
3 Add the Web based component to the current Student Management Software (Skyward Parent/Student Access) so parents can access information about their child.(grades, discipline, etc.)	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
4 Set hours for the community to use the schools computer labs.	07/01/2011	06/30/2012	1,500	1,500			0	0	0	0	0	0

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

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

**Section II E. Action Plan – Technology Deployment**

Phase II Goal 1 Title:													
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.													
Strategy 1													
Update and sustain equipment and software in order to maintain reliable network/internet access for students and staff.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Construct a plan to maintain and improve current technology including hardware, software and network capabilities. If unable to maintain or update redeployment and/or disposal will occur.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0	
2 Continue subscribing to and monitor all telecommunications for the district: phone lines, land and cell phones to ensure fast access to our technology support groups:	07/01/2011	06/30/2012	34,212	10,654	23,557	D	0	0	0	0	0	0	

3	Raise equity in distribution of equipment and suitable learning opportunities needs to be addressed.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0
4	Use T-1 to gain online access to our reading and math programs as well as other curricular needs.	07/01/2011	06/30/2012	7,560	2,268	5,292	D	0	0	0	0	0	0
5	Examine technology resources available (human resources) to support technology deployment and sustainability needs to be reviewed to effectively impact student and staff learning opportunities.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0
6	Telecommunication services need to be assessed to improve education service.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0

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

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

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

<b>Phase III Goal 1 Title:</b>
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.
<b>Phase III Goal 1 Description:</b>
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.

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

**Phase III Goal 1 Title:**

To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.

**Strategy 1**

Tie instruction to Illinois Learning Standards and NETS

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Examine, evaluate and align current curriculum to the Illinois Learning Standards	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Study ways to incorporate technology into lesson plan(s) in an effort to meet the Illinois State Learning Standards and National Education Technology Standards for Students.	07/01/2012	06/30/2013	200	200			0	0	0	0	0	0
3 Encourage students and staff to utilize/access emerging technologies and high speed internet connection for classroom lessons/projects.	07/01/2012	06/30/2013	200	200			0	0	0	0	0	0
4 Expand departmental plans based on an item-analysis of the EXPLORE, PLAN and ACT tests.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
5 Inspect methods to evaluate the technology literacy of our students in the key areas of word processing, spreadsheets, presentation software, and Internet usage to include evaluation of website accuracy and copyright information.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Strategy 2												
Make available research-based resources and technology access to assist students mathematics and reading skills.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Make use of WIN for Work Keys, Criterion and Career Cruising to prepare students for PSAE	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Look at ways to increase the amount of access students have to computer labs outside of regular school hours.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
3 Make available United Streaming for instructional purposes.	07/01/2012	06/30/2013	2,500	2,500			0	0	0	0	0	0

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

**Section II C. Action Plan – Professional Development**

Phase III Goal 1 Title:												
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.												
Strategy 1												
To put into action professional development for staff, focusing on research based practices for integrating technology into the curriculum. Ensuring that we will have highly qualified educators according to the No Child Left behind Act												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Technology Director will attend State conference(s)												

to gather information that will then be passed on to the Teachers through a Train-the-Trainer model, which meets the NSDC standards for professional development.	07/01/2012	06/30/2013	2,700	1,500			1,200	0	0	0	0	0
2 Faculty and/or staff will attend workshops, conferences, to gather information that will then be passed on to the other faculty and/or staff through a Train-the-Trainer model, which meets the NSDC standards for professional development.	07/01/2012	06/30/2013	6,800	4,800			0	0	0	0	0	2,000
3 Will provide in-service training regarding innovative technologies to aide teachers in their classroom teaching as well as the re-certification process at least once a year. Offerings will be based on a yearly needs assessment.	07/01/2012	06/30/2013	1,200	1,200			0	0	0	0	0	0

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

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

**Section II D. Action Plan – Parental/Community Involvement**

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

Phase III Goal 1 Title:												
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.												
Strategy 1												
Boost Parental / Community Involvement in the educational process, while stressing the importance of why technology is important for today's learners.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide software licensing, instructional materials and training for "simplified online communication (SOCS)--for school community	07/01/2012	06/30/2013	6,000	6,000			0	0	0	0	0	0
2 Continue to expand, and improve the Ram o Gram newsletter	07/01/2012	06/30/2013	2,500	2,500			0	0	0	0	0	0
3 Add the Web based component to the current Student Management Software (Skyward Parent/Student Access) so parents can access information about their child.(grades, discipline, etc.)	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
4 Set hours for the community to use the schools computer labs.	07/01/2012	06/30/2013	1,500	1,500			0	0	0	0	0	0

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

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

**Section II E. Action Plan – Technology Deployment**

Phase III Goal 1 Title:													
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.													
Strategy 1													
Update and sustain equipment and software in order to maintain reliable network/internet access for students and staff.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Construct a plan to maintain and improve current technology including hardware, software and network capabilities. If unable to maintain or update redeployment and/or disposal will occur.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0	
2 Use T-1 to gain online access to our reading and math programs as well as other curricular needs.	07/01/2012	06/30/2013	34,212	10,654	23,557	D	0	0	0	0	0	0	
3 Raise equity in distribution of equipment and suitable learning opportunities needs to be addressed.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0	

4	Use T-1 to gain online access to our reading and math programs as well as other curricular needs.	07/01/2012	06/30/2013	7,560	2,268	5,292	D	0	0	0	0	0	0
5	Examine technology resources available (human resources) to support technology deployment and sustainability needs to be reviewed to effectively impact student and staff learning opportunities.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0
6	Telecommunication services need to be assessed to improve education service.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0

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

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

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

It is the goal of the Technology Director and Technology Services Department to provide an ongoing process for technology planning that includes review, revision, implementation, and assessment of the Technology Plan. Although the members of the Technology Committee may change from year to year, the committee’s goal to have technology planning be a part of our school improvement process will not change. Each year we will continue to examine the use of technology and how it impacts student learning.

It is also widely recognized that technology planning takes place in an extremely dynamic environment in terms of public policy, resources, technology, and society itself.

The specifics of how today's projected technology goals will be addressed on a practical basis from year to year will certainly change over the period described by this plan, and it is assumed that the district technology plan will be subject to a process of revision and annual updating as necessary.

This Technology Plan is not a static document, rather an ongoing process that is monitored and revised throughout the course of each school year. Time is used during school improvement in-service days, faculty meetings, Curriculum Committee meetings, administrative meetings, and Technology Committee meetings to monitor and revise the Technology Plan. Review of annual state and school assessment data drives the instructional focus for the school and the development of action plans. Following is the process that will be used during the 2007-2008 school year. The same process will be completed in the 2008-2009 and 2009-2010 school years as the necessary state, local, and school assessment data becomes available.

During the monthly meetings of the Technology Committee, progress towards implementing the improvement strategies will be discussed. Data will be collected through the division heads, throughout the year to measure the effectiveness of the strategies. Each improvement strategy will be assigned to a member of the Technology Committee who will be charged with monitoring the progress.

Information regarding the progress of the plan is collected on a continual basis. The Technology Committee, the Curriculum Committee, and the Technology Director work to collect and analyze this information on a monthly (minimum) basis.

<u>Monitoring Tools</u>	<u>Progress Indicators</u>	<u>Evaluation Frequency</u>	<u>Person(s) Responsible</u>
Teacher created course outlines	Completion of actions intended to aligned existing program of study with Illinois State Standards	Each Semester	Principal, Ron Daniels
Curriculum and Technology Integration	Faculty will display technology use in a effort to meet standards in annual assessments	Annually	Principal, Ron Daniels
Communication documents sent to parents	Informational documents outlining math and reading resources available for use at home.	Each Semester	Principal, Ron Daniels
Maintenance of software licenses, online resource subscriptions, inventories of technology tools	Contracts and subscriptions renewed annually and technology inventories maintained and analyzed	Annually	Technology Director, Rob Knutson

Continued evaluation of plan effectiveness through evaluation of testing results	Achievement scores in targeted areas will improve	Annually	Principal, Ron Daniels
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	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Teacher created course outlines	Completion of actions intended to aligned existing program of study with Illinois State Standards	Each Semester	Principal, Ron Daniels
PD Strategy	Curriculum and Technology Integration	Faculty will display technology use in a effort to meet standards in annual assessments	Annually	Principal, Ron Daniels
P/C Strategy	Communication documents sent to parents	Informational documents outlining math and reading resources available for use at home.	Each Semester	Principal, Ron Daniels
Tech D Strategy	Maintenance of software licenses, online resource subscriptions, inventories of technology tools	Contracts and subscriptions renewed annually and technology inventories maintained and analyzed	Annually	Technology Director, Rob Knutson

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

It is the goal of the Technology Director and Technology Services Department to provide an ongoing process for technology planning that includes review, revision, implementation, and assessment of the Technology Plan. Although the members of the Technology Committee may change from year to year, the committee’s goal to have technology planning be a part of our school improvement process will not change. Each year we will continue to examine the use of technology and how it impacts student learning.

It is also widely recognized that technology planning takes place in an extremely dynamic environment in terms of public policy, resources, technology, and society itself. The specifics of how today’s projected technology goals will be addressed on a practical basis from year to year will certainly change over the period described by this plan, and it is assumed that the district technology plan will be subject to a process of revision and annual updating as necessary.

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During the monthly meetings of the Technology Committee, progress towards implementing the improvement strategies will be discussed. Data will be collected through the division heads, throughout the year to measure the effectiveness of the strategies. Each improvement strategy will be assigned to a member of the Technology Committee who will be charged with monitoring the progress.

Information regarding the progress of the plan is collected on a continual basis. The Technology Committee, the Curriculum Committee, and the Technology Director work to collect and analyze this information on a monthly (minimum) basis.

	<b>Monitoring Tools</b>	<b>Progress Indicators</b>	<b>Evaluation Frequency</b>	<b>Person(s) Responsible</b>
C & I Strategy	Teacher created course outlines	Completion of actions intended to aligned existing program of study with Illinois State Standards	Each semester	Principal, Ron Daniels
PD Strategy	Curriculum and Technology Integration	Faculty will display technology use in a effort to meet standards in annual assessments	Annually	Principal, Ron Daniels
P/C Strategy	Communication documents sent to parents	Informational documents outlining math and reading resources available for use at home.	Each semester	Principal, Ron Daniels
Tech D Strategy	Maintenance of software licenses, online resource subscriptions, inventories of technology tools	Continued evaluation of plan effectiveness through evaluation of testing results	Annually	Technology Director, Rob Knutson

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

It is the goal of the Technology Director and Technology Services Department to provide an ongoing process for technology planning that includes review, revision, implementation, and assessment of the Technology Plan. Although the members of the Technology Committee may change from year to year, the committee's goal to have technology planning be a part of our school improvement process will not change. Each year we will continue to examine the use of technology and how it impacts student learning.

It is also widely recognized that technology planning takes place in an extremely dynamic environment in terms of public policy, resources, technology, and society itself. The specifics of how today's projected technology goals will be addressed on a practical basis from year to year will certainly change over the period described by this plan, and it is assumed that the district technology plan will be subject to a process of revision and annual updating as necessary.

This Technology Plan is not a static document, rather an ongoing process that is monitored and revised throughout the course of each school year. Time is used during school improvement in-service days, faculty meetings, Curriculum Committee meetings, administrative meetings, and Technology Committee meetings to monitor and revise the Technology Plan. Review of annual state and school assessment data drives the instructional focus for the school and the development of action plans. Following is the process that will be used during the 2007-2008 school year. The same process will be completed in the 2008-2009 and 2009-2010 school years as the necessary state, local, and school assessment data becomes available.

During the monthly meetings of the Technology Committee, progress towards implementing the improvement strategies will be discussed. Data will be collected through the division heads, throughout the year to measure the effectiveness of the strategies. Each improvement strategy will be assigned to a member of the Technology Committee who will be charged with monitoring the progress.

Information regarding the progress of the plan is collected on a continual basis. The Technology Committee, the Curriculum Committee, and the Technology Director work to collect and analyze this information on a monthly (minimum) basis.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible

C & I Strategy	Teacher created course outlines	Completion of actions intended to aligned existing program of study with Illinois State Standards	Each semester	Principal, Ron Daniels
PD Strategy	Curriculum and Technology Integration	Faculty will display technology use in a effort to meet standards in annual assessments	Annually	Principal, Ron Daniels
P/C Strategy	Informational documents outlining math and reading resources available for use at home.	Informational documents outlining math and reading resources available for use at home.	Each semester	Principal, Ron Daniels
Tech D Strategy	Continued evaluation of plan effectiveness through evaluation of testing results	Continued evaluation of plan effectiveness through evaluation of testing results	Annually	Technology Directory, Rob Knutson

**Section II G. Action Plan – Budget Summary**

**Phase I - 2010 - 2011**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.	80,371	33,322	28,849	1,200	0	0	0	0	17,000
Total Budget for Phase I - 2010-2011	80,371	33,322	28,849	1,200	0	0	0	0	17,000

**Phase II - 2011 - 2012**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.	65,371	33,322	28,849	1,200	0	0	0	0	2,000
Total Budget for Phase II - 2011-2012	65,371	33,322	28,849	1,200	0	0	0	0	2,000

**Phase III - 2012 - 2013**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
To increase the percentage of students in meets and exceeds emphasizing math and reading to 70% or safe harbor over the next three years.	65,371	33,322	28,849	1,200	0	0	0	0	2,000
Total Budget for Phase III - 2012-2013	65,371	33,322	28,849	1,200	0	0	0	0	2,000
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2010 - 2013	211,113	99,966	86,547	3,600	0	0	0	0	21,000

## 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.*

In the development of our 2007 Technology Plan, the district formed a Technology Committee. The District Technology Committee includes staff, teachers, library/media specialists, school administrators, technology staff, parents, students, and community representatives. The committee is chaired by the Technology Director. This committee has several goals, including the development of our Technology Plan. Along with this document, the committee plans to complete an assessment of our technology infrastructure, explore grant and funding resources, and explore improved integration of technology into the curriculum. In addition, we plan to develop a hardware replacement and rotation cycle. One final task will be an evaluation of our current technology curriculum, with the long-term goal of offering course work that will improve employment and career opportunities for our students. The committee will meet on a monthly basis to review the implementation and assessment of the plan.

The District Technology Committee meets to review policy and the district's progress in meeting goals, as well as the progress and to consider and recommend new technologies. In addition, the Technology Committee will update the Technology Plan. This committee makes policy suggestions based on legislative guidelines, prioritizes critical needs in the budgeting process for technology equipment and infrastructure, and provides feedback and recommendations to the Technology Director.

Any member of the Mt. Vernon Township High School learning community including faculty, staff, students, administration, school board members, and district patrons may attend any meeting. Committee representation for the 2006 – 2007 school year is outlined below.

#### Chart of Stakeholders

Task	Group	Title	First Name	Last Name	Title	Company
	AUP	Mr.	Butch	Wilson	Network Specialist	ROE #25
		Dr.	Jerry	Pepple	Principal	Mt. Vernon Township H.S.
		Mr.	Jeff	Campbell	Parent	Parent
		Ms.	Mariah	Fleming	Student	Student
		Mr.	Jason	Patterson	Teacher	Mt. Vernon Township H.S.
		Mr.	Brian	Rightnowar	Plant Superintendent	Mt. Vernon Township H.S.
		Mr.	Dave	Wagner	Parent	Parent

<b>Wireless</b>	Mrs. Sue Aman	Parent	Parent
	Mrs. Tammy Beckham	Assistant Principal	Mt. Vernon Township H.S.
	Mr. Mike Abell	Network Administrator	Mt. Vernon Township H.S.
	Mr. Robert Riley	Parent	Parent
	Mr. Ryan Robinson	Teacher	Mt. Vernon Township H.S.
	Dr. Salah Shakir	VP of Info Technology	Rend Lake College
	Mrs. Trish Wagner	Parent	Parent
	<b>Media</b>	Mrs. Ann Garrett	Teacher
Mrs. Melanie Gulley		Director of Guidance	Mt. Vernon Township H.S.
Ms. Esther Curry		Assistant Librarian	Brehm Library
Mrs. Marilyn Konold		Head Librarian	Brehm Library
Mrs. Jolanda Riley		Parent	Parent
Mrs. Susan Talley		Teacher	Mt. Vernon Township H.S.
Mr. Robert Knutson		Technology Director	Mt. Vernon Township H.S.
Ms. Christine Thomas		Administrative Secretary	Mt. Vernon Township H.S.

The draft of the Mt. Vernon Township High School Technology Plan was shared with the Technology Committee to obtain suggestions for changes. The Technology Director met with the Principal to collect information. This draft was taken to the Board of Education for approval before submitting the Technology Plan to Illinois review agencies.

### 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.**

#### Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

#### Curriculum

The use of the District's electronic networks shall (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

#### Acceptable Use

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's Authorization for Electronic Network Access contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

- Limiting student access to inappropriate matter as well as restricting access to harmful materials;
- Student safety and security when using electronic communications;
- Limiting unauthorized access, including "hacking" and other unlawful activities; and Mt. Vernon Township High School District 201
- Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Authorization for Electronic Network Access

Each staff member must sign the District's Authorization for Electronic Network Access as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised use.

All users of the District's computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the Authorization for Electronic Network Access, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

## LEGAL REF.:

Children's Internet Protection Act, P.L. 106-554.

20 U.S.C § 6801 et seq.

47 U.s.C. § 254(h) and (1).

720 ILCS 135/0.01.

## CROSS REF.:

5: 100 (Staff Development Program), 5:170 (Copyright for Publication or Sale of Instructional Materials and Computer Programs Developed by Employees), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Learning Resource Center), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Publications)

ADOPTED:

July 21, 2003

**Peer Review Feedback Form**

District Name :	RCDT #:
<input type="checkbox"/> Original Submission	Date Peer Reviewed: 03/16/2010
School Years Covered by Plan:	ISBE Approval Date: 06/14/2010
<input checked="" type="checkbox"/> 2010-2011 <input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013	Plan Expiration Date: 06/30/2013

**Section Used for Mid-Course Correction Only**

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

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

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> <li>● Part A. Illinois School Report Card Data</li> <li>● Part B. Local Assessment Data (as available)</li> <li>● Part C. Other Data -- Item 1,2 &amp; 3</li> <li>● Part D. Technology Deployment</li> <li>● Part E. Data &amp; Analysis - (Meta-Analysis)</li> </ul>	
Comments:	
Overall dates do not match between data and analysis. Section 1A Meets Section 1B Description need to add dates administered, subject and grade levels tested for each local assessment in the description. Summary analysis needs to include percentages. (Page 19) Key Factors: Make sure this aligns with the amended summary and analysis. (Page 20) Part	

1C: Must have a date for when the data was collected. Need to focus on current data (In tools listing the administration dates for faculty and administrative surveys do not match (Pages 21 and page 24). Make sure Key Factors are aligned to your analysis. (page 23) Item 2: Does not address technology professional development in conclusion either. (Pages 25 and 26) Item 3: Must have dates. (Page 27) Part D: Must have dates for surveys. (Page 31) This summary is from Parent/Community on page 27, not the tools on Tech Deployment on page 31. Rewrite Technology Deployment because it is the same as Parent Involvement. Tools were different but analysis, key factors and conclusions were the same. Part E. SMART Goal has to have percentages. (Page 57) changes verified 5/14/10

Section II: Action Plan

Requirements

Part A. Overall Review of Action Plan

Meets  Does Not Meet

- A.1 Goals
- A.2 Strategies and Activities
- A.3 Budget

Comments:

Action Plan goals do not have percentages (When SMART goal is changed should change here). All strategies must have start date and ending date in all three phases. (Page 58 first noticed) changes verified 5/14/10 6/14/2010 Fbishop, ISBE: As you complete your annual review of progress toward stated achievement goals, please be aware of NCLB requirements, which target the AYP Goal for the percentage of “meets or exceeds” as measured on state assessments. Remember to evaluate progress of specific subgroups as well. The performance target in 2011 is 85% and will be 92.5% in 2012 and 2013.

Part B. Curriculum Integration Strategies and Activities

Meets  Does Not Meet

Comments:

changes verified 5/14/10

Part C. Professional Development Strategies and Activities

Meets  Does Not Meet

Comments:

changes verified 5/14/10

Part D. Parent/Community Involvement

Meets  Does Not Meet

Comments:  
changes verified 5/14/10

Part E. Technology Deployment

Meets  Does Not Meet

Comments:  
changes verified 5/14/10

Part F. Monitoring

Meets  Does Not Meet

Comments:

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement

Part B. Internet Safety Policy

Meets  Does Not Meet

Comments:

ISBE Review

Approved  Revisions Needed  Not Approved

Comments:  
3/22/2010 JWalsh: Based upon a review of your plan, the Illinois State Board of Education finds this plan to be in need of 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. 6/14/2010 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.