Submitted	02/26/2010
Plan Resubmitted	
Pending ISBE action	03/11/2010
ISBE Approved	03/18/2010

District Information

1. District Information

District Name:	Limestone CHSD 310		District Address:	4201 Airport Rd
City/State/Zip:	Peoria,IL 61607 2113		RCDT Number:	480723100160000
Superintendent:	Allan S Gresham		Superintendent Email:	agresham@limestone.k12.il.us
District Phone:	3096976271		District Fax:	3096979635
TIP Contact Name:	Julie Powers		TIP Contact Email:	jpowers@limestone.k12.il.us
TIP Contact Phone:	3096976271		TIP Contact Fax:	3096979635

2. Submission Type

⦿ Original Submission — Check this line if this is the first submission of the technology plan by your district.

◯ Amended Submission — Check this line for any resubmission of the plan (returning for peer review, etc).

3. Mid-course Correction

The plan was reviewed and evaluated on

Mid-course correction was needed?   ◯ Yes ⦿ No

Vision Statement

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

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

Based on community needs, Limestone Community High School is committed to global learning using technology in an engaged learning environment. Our technologically connected community, including homes, schools, libraries, and businesses, has the ability to access information immediately for the purposes of research, interactive learning, and dissemination of knowledge. With the aid of technology we continue to be life-long learners and productive members of our community.

Using forward thinking, our district will evaluate emerging technologies to determine their educational value. Based upon avaialbe funds, our district will acquire technologies that continue to expand and support the technical resources needed to have the greatest impact on student achievement now and in the future.

To support this vision statement, the district is committed to:
- Integration of technology knowledge and skills into the Illinois Learning Standards, NET standards, and the applications of learning.
- Preparing students to succeed in an increasingly complex, information-rich society.
- Ensuring students, teachers, administrators, and staff have knowledge and skills that will allow them to function effectively in an ever-changing environment.
- Ensuring that all students and educators are provided with equitable access to learning opportunities both inside and outside the classroom.
- Guarantying that adequate funding is available for future technology resources.
- Ensuring professional and technology growth remains a priority.
- Maintaining adequate bandwidth needs.

This vision addresses integration instructional and administrative programs of:
- Telecommunication: AT&T provides equipment and support to provide necessary communication tools to support best practice in education and communication within the District and between the District and student, parents, and community members. High-speed, filtered Internet connections are available on all computers and laptops. Peripheral devices such as LCD projectors, interactive whiteboards and document

cameras are available for staff and students to use to support teaching and learning.

- Information Technology: AT&T provides equipment and support to enable the District to function effectively and efficiently during day-to-day operations. The district will provide tools that include up‐to‐date systems, hardware, infrastructure and software that house numerous data and information systems. Some of the data available to parents, teacher and administrators for reporting, data collection and analysis and decision-making are: Illinois Interactive Report Card, IWAS, testing results, and Skyward Student & Financial Management.
- Instructional Technology: Julie Powers (Technology Coordinator) and Cody Martzluf (Assistant Technology Coordinator) provide equipment and instructional & technical support to enable classroom use of technology to support best practices in education.

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	District Improvement Year 2
Is this District making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 2

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*							Other Indicators			
	Reading		Mathematics		Reading			Mathematics				Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP		%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0				90.0		78.0	
All	99.6	Yes	99.6	Yes	50.6		No	40.0		No				94.7	
White	99.6	Yes	99.6	Yes	51.2	62.3	No	40.0	60.9	No				95.0	
Black															
Hispanic															
Asian/Pacific Islander															

Native American													
Multiracial /Ethnic													
LEP													
Students with Disabilities	100.0	Yes	100.0	Yes									
Low Income	100.0	Yes	100.0	Yes	34.0	49.2	No	23.4	40.0	No			100.0

Four Conditions Are Required For Making Adequate Yearly Progress
1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* 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.

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 (%)	93.8	93.2	92.9	92.6	92.8	92.5	92.1	92.7
Truancy Rate (%)	2.7	1.8	2.4	1.9	4.1	5.1	3.7	0.2
Mobility Rate (%)	24.1	13.6	17.3	21.9	21.1	22.1	15.3	18.7
HS Graduation Rate, if applicable (%)	92.1	96.2	93.4	90.9	92.8	94.0	93.3	94.7
HS Dropout Rate, if applicable (%)	0.9	0.8	0.2	0.1	0.1	2.1	1.7	2.2
District Population (#)	1,055	1,053	1,077	1,074	1,112	1,142	1,133	1,146
Low Income (%)	12.9	14.6	15.5	25.9	23.4	24.7	22.4	27.8
Limited English Proficient (LEP) (%)	-	-	-	-	-	-	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	91.6	90.0	91.6	91.0	89.5	88.4	88.3	85.0
Black, non-Hispanic (%)	4.8	5.8	4.9	5.8	7.2	6.6	5.7	7.5
Hispanic (%)	2.3	2.4	2.2	2.1	2.3	2.3	1.9	1.6
Asian/Pacific Islander (%)	1.0	1.0	1.0	0.7	0.7	0.9	1.1	1.0
Native American or Alaskan Native(%)	0.3	0.8	0.3	0.4	0.3	0.3	0.4	0.3
Multiracial/Ethnic (%)	-	-	-	-	-	1.6	2.6	4.5

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	92.7	3.7	2.6	0.8	0.2	-
	2001	92.1	4.3	2.4	0.8	0.3	-
	2002	91.6	4.8	2.3	1.0	0.3	-
	2003	90.0	5.8	2.4	1.0	0.8	-
	2004	91.6	4.9	2.2	1.0	0.3	-
	2005	91.0	5.8	2.1	0.7	0.4	-
	2006	89.5	7.2	2.3	0.7	0.3	-
	2007	88.4	6.6	2.3	0.9	0.3	1.6
	2008	88.3	5.7	1.9	1.1	0.4	2.6
	2009	85.0	7.5	1.6	1.0	0.3	4.5
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	0.3	15.0	98.4	92.8	12.3	22	2.1	0.4	88.8
	2001	0.7	12.6	98.1	93.3	17.7	24	2.4	0.8	93.4
	2002	-	12.9	97.5	93.8	24.1	27	2.7	0.9	92.1
	2003	-	14.6	96.5	93.2	13.6	18	1.8	0.8	96.2
	2004	-	15.5	95.4	92.9	17.3	25	2.4	0.2	93.4
	2005	-	25.9	92.8	92.6	21.9	19	1.9	0.1	90.9
	2006	-	23.4	94.6	92.8	21.1	43	4.1	0.1	92.8
	2007	-	24.7	94.2	92.5	22.1	55	5.1	2.1	94.0
	2008	-	22.4	92.4	92.1	15.3	39	3.7	1.7	93.3
	2009	-	27.8	93.7	92.7	18.7	2	0.2	2.2	94.7
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)
D I S T R I C T	2000	1,077	-	-	-	-	-	-
	2001	1,069	-	-	-	-	-	246
	2002	1,055	-	-	-	-	-	259
	2003	1,053	-	-	-	-	-	269
	2004	1,077	-	-	-	-	-	239
	2005	1,074	-	-	-	-	-	248
	2006	1,112	-	-	-	-	-	265
	2007	1,142	-	-	-	-	-	276
	2008	1,133	-	-	-	-	-	269
	2009	1,146	-	-	-	-	-	273
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary ($)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	60	16	42,626	42	58	-	18	-	-
	2001	61	16	44,672	36	60	-	18	-	-
	2002	62	15	45,779	44	54	-	17	-	-
	2003	61	12	46,032	53	44	-	17	2	-
	2004	57	13	48,184	53	44	-	19	-	-
	2005	56	13	50,217	46	50	-	19	-	-
	2006	56	12	49,482	57	41	-	20	-	-
	2007	59	12	50,232	56	42	-	19	-	-
	2008	62	12	52,615	59	39	-	18	-	-
	2009	65	12	54,104	52	46	-	18	-	-
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
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	59.7	58.6	54.5	53.8	55.3	50.0
White	61.4	60.7	57.7	56.2	56.9	51.1
Black	-	38.5	22.2	7.7	38.1	28.6
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	58.3
LEP	-	-	-	-	-	-
Students with Disabilities	5.6	16.7	14.8	9.4	18.8	11.6
Low Income	44.0	45.9	45.6	35.6	44.8	33.4

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

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

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	56.2	37.6	47.1	45.8	52.2	39.0
White	58.0	40.1	51.4	46.9	56.0	38.9
Black	-	0.0	11.1	15.4	14.3	35.7
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	41.7
LEP	-	-	-	-	-	-
Students with Disabilities	5.3	3.2	3.7	0.0	6.3	9.3
Low Income	32.0	24.5	23.9	42.4	29.3	20.8

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

Section I A. Data & Analysis — Report Card Data

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

Summary

- On the PSAE in 2009, the percent of students ("All" category) Meeting or Exceeding in Reading was 50.6%.
  - o Of the two subgroups identified, neither made AYP through Safe Harbor: "Whites" at 51.2% and "Economically Disadvantaged" at 34%.
- On the PSAE in 2009, the percent of students ("All" category) Meeting or Exceeding in Mathematics was 40.0%.
  - o Of the two subgroups identified, neither made AYP through Safe Harbor: "Whites" at 40.0% and "Economically Disadvantaged" at 23.4%.

Analysis

In 2009, 50.6% of students met/exceeded in reading, which was below the state target of 70%, indicating Adequate Yearly Progress (AYP) was not made as a district, however in 2008, the subgroups did meet AYP in reading.

In 2009, 40% of students of students met/exceeded in mathematics, which was below the state target of 70%, indicating Adequate Yearly Progress (AYP) was not made as a district, however in 2008, the "white" subgroup met AYP in mathematics while the economically disadvantaged did not.

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

- The District's low-income percentages do fluctuate each year between 24% and 34%. Currently, the district has a 27.8% of students identified as low income.
- The District's mobility rate fluctuates each year between 15% and 20%. Currently, the district has 18.7% mobility rate.
- Teachers have not received professional development that focuses on researched-based instructional strategies for reading and math in grades 9-12 and has been proven to raise student achievement scores.
- The district has not focused on differentiated instructional practices to serve our district's increasing low-income population.
- Incoming freshmen students are not always properly placed in math classes.
- Students are not required to pass the core content courses to advance to the next grade level as long as the total number of credits is adequate; therefore some juniors have not had sufficient junior-level course work prior to taking 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.

Based on the summary and analysis of the data, the district needs to:

> Build the capacity for teachers to work with an increasingly diverse student body
> Develop focused interventions to promote student success in reading and math
> Implement more professional development and follow through with regards to best practices, teaching strategies, & use of technology
- Research motivation techniques to improve student efforts
- Expand articulation between LCHS & feeder grade schools to help place freshmen students more appropriately in math classes

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.

In the development of this plan, the following tools were used to gather and analyze data:
- EXPLORE Reading and Mathematics administered to 9th graders (September 2009)
- PLAN Reading and Mathematics administered to 10th graders (September 2009)
- Pre-ACT Reading and Mathematics administered to 11th graders (September 2009)
- Measures of Academic Progress (MAP) (ongoing)

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

Summary

Limestone Community High School began administering the ACT EXPLORE, PLAN, ACT EXAMS (EPAS) in Fall 2007. Collection of longitudinal data will begin to determine areas of strength and areas for improvement in our curriculum.

Reading (% of students scoring in each quartile)

Quartile	2007 EXPLORE	2008 PLAN
75-100%	21	24
50-74%	31	28
25-49%	34	23
1-24%	14	24

Math (% of students scoring in each quartile)

Quartile	2007 EXPLORE	2008 PLAN
75-100%	14	13
50-74%	37	30
25-49%	26	45
1-24%	23	12

Composite (% of students scoring in each quartile)

Quartile	2007 EXPLORE	2008 PLAN
75-100%	17	19
50-74%	33	33
25-49%	34	23
1-24%	16	25

Limestone Community High School began administering Measures of Academic Progress (MAP) as a universal screening tool in Fall 2009. The following data is from the Fall 2009 testing session. The data is based on beginning-of-year National Norms provided via a research study by the Northwest Evaluation Association (the company that developed the MAP tests).

- For junior students, 245 students were tested in the area of Math, 75% scored at or above the National Math Mean of 237.1
- For junior students, 246 students were tested in the area of Reading, 83% scored at or above the National Math Mean of 225.2
- For sophomore students, 269 students were tested in the area of Math, 60% scored at or above the National Math Mean of 235.2
- For sophomore students, 279 students were tested in the area of Reading, 69% scored at or above the National Math Mean of 223.9
- For Freshmen students, 301 students were tested in the area of Math, 55% scored at or above the National Math Mean of 231.6
- For sophomore students, 306 students were tested in the area of Math, 68% scored at or above the National Math Mean of 220.9

Additionally, LCHS junior English and math classes have utilized a web-based program, KeyTrain, to help acclimate students to the WorkKeys curriculum. Data collected comparing the KeyTrain pretest for the Reading for Information compared to the Spring 2008 PSAE Reading for Information tests show an increase in score of 0.27. Data collected comparing the KeyTrain pretest for the Applied Mathematics to the Spring 2008 PSAE Applied Mathematics tests show an increase in score of 1.01.

EPAS Analysis
Student performance decreases in the area of reading as students progress through EPAS testing. and student performance increases in the area of mathematics as students progress through EPAS testing.

MAP Analysis
Trend data is not yet available because this is our first year testing with the MAP tests. Our Language Arts and Math tutors have utilized this data to help identify which students need an intervention and more help in these two subject areas.

KeyTrain
Although there is an increased score using the KeyTrain web site, but the increase is minimal.

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.

- Early testing dates may contribute to lower student performance on the EPAS test as students have had little exposure to curriculum material.
- Students come from 8 separate grade school districts with a minimal amount of articulation and coordination between the grade school districts and between LCHS.
- KeyTrain is only done in the junior curriculum.

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.

- LCHS will continue to use Measure of Academic Progress testing to help assign freshmen students in correct Language Arts and Math courses, instead of relying 100% on teacher recommendation.
- KeyTrain will be used in freshmen courses to begin introducing students to WorkKeys type questions earlier in the academic career.

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.

- Student Survey (December 2009/January 2010)
- Teacher Survey (October/November 2009)
- Parent Survey (January 2010)
- Community Demographics (2009)
- Free/Reduced and Special Education Numbers (December 2009)
- Computer lab numbers for 08-09 school year

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

Summary

At Limestone, 211 students took an online Zoomerang survey supplied by Area III Learning Technology Center. According to our student survey in December 2009/January 2010:

- 87% of students used internet resources at least weekly, 64% used word processing at least weekly, and 47% of students used presentation tools at least weekly.
- 60% of students rate themselves as confident as computer users; 26% are capable of teaching others; 12% are beginners.
- When using technology at school, 82% indicate working alone; 14% with a partner; 3% in a group.
- 89% of students reported having a computer at home, while 11% reported that they did not. Of those that reported having a computer at

home, 32% reported using the computer 8 or more hours a week, while 28% reported using it 2 to 4 hours, 27% reported using it 5 to 8 hours, and 15% reported using it one hour or less.

At Limestone, 58 teachers logged into the Illinois Data Portal and took four surveys in October/November 2009:

- 61% of students work individually; 12.1% work in small groups; 12.1% work in pairs; 13.8% report that students are not currently using technology in their class.
- 53.4% of students use technology equipment available in their classroom; 10.3% use technology in scheduled open lab time; 10.3% Use a regularly scheduled lab time; 20.7% use equipment in the media center/library.
- 85% of teachers either agree or strongly agree that the building principal expects, supports, and assesses learning and effected use of technology with their students.
- 53% of teachers either agree or strongly agree that they have experienced significant change in their instructional strategies for teaching content using technology.
- 73% of teachers have taken less than 30 clock hours of technical training within the last five years.
- So far, in the 2009-2010 school year, only 2 business teachers have attended workshops about integrating technology into their curriculum.

Community Demographics
Limestone Community High School is located in Bartonville, Illinois, a central Illinois city with a population of 6,100. Bartonville is adjacent to Peoria, a residential area of 126,963. The community has a combination of agriculture and light and heavy industry. Seven high schools, one college (Bradley University) and one junior college (Illinois Central College) are located in the Peoria-Bartonville area.

The average family size is 2.94. The percent of households with individuals 65 years and over is 26.4%, and households with individuals under18 is 34%. The household size of owner-occupied units is 2.58, with 82.4% of housing units being owner-occupied. Family households make up 73.2% of the population. The median age for community residents it 39.4. The racial breakdown of our community is as follows: White-95.3%, Black or African American-2.5%, American Indian and Alaska Native-0.2%, Asian-0.5%, other race-0.5%, and two or more races-0.9%. Nearly all (99.1%) of the community members are native to the United States. Families living in poverty were 5.3%. The poverty status of families with female householders with no husband present was 23.5%. The medium value of owner-occupied homes in the community was $84,700, with the median mortgage cost at $825. The median for rent in the community was $484.

Parent Survey
We posted two parent/community survey links from the Illinois Data Portal on our web site for 2 1/2 months and advertised the surveys in our quarterly newsletter. Unfortunately, we had only 20 people respond.

- 79% responded that they either agreed or strongly agreed that our school uses technology for communicating with our home and family, via web pages, voice messaging, listservs, newsletters, or email.
- 90% responded that technology ranks in the top 6 or greater of the top ten needs facing schools today.

Computer lab numbers
During the Fall 2008 semester, only 17 teachers used rooms 34, 94a, and 94b a total of 152 class periods. In the fall/winter of 2008, the board approved changing 94a to a lab with 30 computers. During the Spring 2009 semester, the numbers increased quite a bit and by the end of the school year, a total of 42 teachers used those labs 762 class periods. In the Fall 2009 semester, 41 teachers using those labs a total of 513 class periods.

As of December 2009, enrollment is 1,099, with 393 (36%) participating in our free/reduced lunch program and 158 (14%) are classified as special education. In December 2008, free/reduced 255 were classified free/reduced and in December 2007 we had 304 free/reduced.

Analysis
With the construction of a new lab in the fall/winter of 2008, this increased the access of technology for our students.   While technology use has increased, students are still using basic skills (internet research, word processing, presentation tools) and continue to work alone. The district using Skyward Family Access and tracks the number of hits by parents. In October 2009, 575 different parents logged in, representing 685 students. These numbers continue to increase, this represents 62% of our students. This school year, we have also required every teacher to make 2 positive contacts every week and document with a Contact Log. We have received a lot of good feedback with this activity, but do not have specific data to show yet.

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.

- Professional development time for technology is limited.
- Electronic communication between parents and school is still emerging.
- The teachers that are using technology are only using internet tools, word processing, and presentation tools and students are mainly working individually.
- The number of special education students is increasing.
- The number of free/reduced population is increasing.

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.

- There is a need to continue to expand student opportunities to use technology in adaptive and transforming lessons.
- There is a need for improved communication with parents including telecommunication, e-mail, and Skyward.
- There is a need for additional hardware/software/peripherals to allow for expanded opportunities for students further their learning experiences.
- The district needs to development strategies and activities to reach our special education and free/reduced lunch populations.

Section I C. Data & Analysis - Other Data
Item 2 - Educator Qualifications and Professional
Growth and Development Data

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

- Teacher Survey (October/November 2009)
- School Report Card
- Local Professional Development Analysis (January 2009)

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

Summary
Teacher Survey

- As a technology user, 58.6% of Limestone teachers consider themselves as a beginner with support. 20.7% consider themselves confident on their own, while 20.7% consider themselves capable of teaching others.
- As an internet user, 61.7% of Limestone teachers consider themselves as a beginner with support. Only 4.3% consider themselves confident on their own, while 34% consider themselves capable of teaching others.
- When students use technology to do class work, teachers reported that 62.1% typically work individually, while 13.8% report not using technology at the time of survey. 24.2% of teachers reported that their students either working pairs or small groups.

- 63.8% of teachers report that their average student computer use per week is 1 hour or less, while 36.2% report 2 or more hours of use.
- 89.7% of teachers indicated using technology daily for professional use, while 5.2% report weekly use of technology. 5.1% use it four times or less.
- 39.7% of teachers indicated using technology with their students on a daily basis, while 31% report weekly use of technology with their students. 13.8% report monthly use of technology with their students, while 15.1% use it four times or less.
- Within the last 5 years, 39.7% of teachers indicate taking less than 10 clock hours of technology training; 32.8% indicate 10-30 hours; 17.2% indicate 31-70 hours; 10.3% indicate 71 or more hours.
- 42.4% of teachers indicated that they have not attended workshops or conferences with teachers from other schools, while 54.2% having attended 1-2 workshops or conferences within the past year. Only 3.4% reported five or more workshops or conferences with teachers outside the building.

School Report Card
- The number of teachers with Master's degrees has dropped from 63% in 2001 to 39% in 2008; in 2009, this percentage increased to 46.5%.
- Conversely, the number of Bachelor's degrees as a terminal degree has increased from 37% to 59%; in 2009, this percentage decreased to 52%.
- Average years of experience has declined from 17 years experience in 1999 to 12 years experience in 2008, which also results in a much younger average age for our teachers than in 1999; in 2009, this remained at 12 years .
- There are only two minority teachers on staff, even though our minority population is increasing.

Local Professional Development

- Language Arts & Mathematics teachers have spent 5 days each out of their classrooms working with consultants aligning their curriculum with the Illinois Assessment Framework and creating common assessments.
- Outside conferences were content based or RTI related.
- Technology workshops were offered before & after school during the first two weeks of school. The workshops were not mandatory, so attendance was low. In spring 2010, technology workshops will be held, but attendance cannot be reported at this time.

Analysis

Professional development time has focused on reading/strategies in content areas, aligning the Illinois Learning Standards within the curriculum and instruction, exposing all teachers to the PSAE/ACT format, and RtI implementation. Technology workshops are provided when new technology is purchased, such as LCD projectors.

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.

- Only a few teachers take advantage of professional development; out of state conferences are typically not approved
- Teachers do not have any formal follow-up after attending workshops or conferences.
- Professional development for general technology skills is typically not available.

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.

- Staff development needs to include innovative models to address the needs of teachers and students.
- Professional development activities need to include targeted areas of reading, writing, and mathematics to improve student achievement levels.
- Teachers need to be kept up to date with current technologies (software and hardware), while also offering basic skills workshop as well.

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

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

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

- Parent/Teacher Conference Information (September2008 and September 2009)
- Skyward Family Access Numbers (as of October 2009)
- Number of Parents Involved with Booster Clubs
- AlertNow Phone System
- Critique of Web Site (February 2010)
- Positive Parent Contact Logs (February 2010)

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

Summary

Parent/Teacher Conference Information
- Parent contact was 94.2 % in 2007; 92.4% in 2008; 93.6% in 2009
- Parent Teacher Conferences trend is that fewer parents attend in spring than in the fall.
- Of the 526 parents who attended Parent/Teacher conferences Fall 2008, only 12 returned surveys; announcements were made during the Fall 2009 Parent-Teacher conference which resulted in 112 returned surveys.

Skyward Family Access Information
- FamilyAccess "hits" has increased each year (877 hits in 2002-03; 45,289 in 2006-2007; 334,323 hits in 2007-08; 439,775 in 2008-09; so far this year through October 2009 92,153.
- 1,737 different parents have accessed FamilyAccess so far in 2009-10 compared to 646 different parents at this time in 2008-09.

Parent Groups
- 84 parents are members of the Athletic Boosters; of these, 20 are actively involved on a regular basis in the club, attending monthly meetings & working the concessions at games in the 2009-2010 school year
- 30 parents are active in the Band Boosters Club, which meets monthly & helps with set-ups for band competitions and football game performances in the 2009-2010 school year
- Strong support from parents of students in Student Council and the Student Prevention Team

AlertNow Phone System
- The Alert Now automated notification system was implemented in Fall 2008 to notify all parents of Parent-Teacher Conferences
- The Alert Now system is also used for school cancellations, PSAE testing information, and other items as they occur
- Each spring all junior parents are contacted by teachers via phone to remind parents of the upcoming PSAE

School Counselors report that approximately 45%-50% of freshmen parents have attended the freshmen parent orientation for the last 3 years.

All teachers are required to make two positive parent contacts each week. Each teacher is reposible for documenting these contacts with a log provided by the district. This is the first year for this new requirement, so trend data is not available. Teachers are encouraged to communicate via e-mail and over the phone.

Web Site Information
57% of teachers have added information to their individual web sites, while 43% continue to have just the basic information created by the Technology Office staff. In the Clubs & Activities, only 9 activities have created web sites. Under Athletics, only 3 teams have created informational web sites.

Analysis
Trend data supports the fact that more parents are getting involved in activities at Limestone Community High School, but we are around 50% with most electronic forms of communication. Without technological communication, we resort to the same types of communication as in the past, newsletters, newspaper, and word of mouth.

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 parents via Skyward Family Access has increased, but half the parents do not have internet access at home or at work.
- Communication with households without Internet access remains traditional, like newsletters.
- Teachers receive training about how to update their web sites, but it is typically done in August or September. If teachers do not work to keep up-to-date with the skill, it is forgotten.

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.

- Need to develop additional strategies to create new opportunities for parents to become involved in educational initiatives.
- Need to encourage parents/community to use electronic forms of communications at the local library, at work, and at home.

Section I D. Data & Analysis — Technology Deployment Data

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

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

- Technology Inventory
- Teacher Survey (October/November 2009)

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

- 35.1% of teachers surveyed indicated that general response time for technical needs is within the hour. 47.4% indicated that general response time for technical needs is within the day. 10.5% indicated that general response time for technical needs is within 24 hours. 7% indicated that general response time for technical needs is within 48 hours to a week.
- 96.4% of teachers surveyed rate the technology help desk serving the school as helpful/timely.
- Using data from inventories, the student-to-computer ratio is 2:1.
- In reviewing the infrastructure, all computers are connected to the Limestone Community High School network and have access to high speed Internet.
- There are at least 2 workstations in all classrooms and there are 3 general purpose computer labs available to all students.
- There are 8 content specific computer labs in the English, Fine Arts, Industrial Technology, and Business departments.
- Peripherals (digital cameras, printer, scanners, digital video cameras) are available to all faculty, staff, and students.
- Review of district policies and procedures show acceptable use policies and copyright and ethics policies have been written and implemented.
- E-Rate dollars are currently used for phone and internet services.
- District continues movement toward hardware and software updates including new computers, upgraded memory, SMART boards and multimedia technologies.
- A majority of software can best be described as productivity tools/drill and practice tools with need for additional software licensing for more advanced software. Windows and Microsoft Office are the most commonly used software throughout the district.

Analysis

In May 2008, Limestone hired a full time Network Specialist. Having two full time employees working from the technology office has increase response time and allowed more integration of technology into the classrooms.

Lease purchase program continues to enable our school to purchase new hardware and software to stay current with the ever changing trends of technology.

The network, bandwidth, and infrastructure are adequate for our district. Teachers and students have technology tools and software available to meet learning demands and improve overall student performance, however, there is room for improvment.

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.

- Availability and organization of technology tools can support current instructional practices, but there is still room for improvement (more multimedia capabilities).
- Staff is most likely to be available for technical needs.
- Distance learning has not been addressed.

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

- There is a need to continue to purchase more hardware and software to support instructional practices
- There is a need to continue current level of funding to remain up to date with hardware and software and continue seeking E-rate funds.

District Technology Inventory - District Information

Number	
941	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).
158	Number of K-12 special education self-contained classroom students
70	Number of Teachers (FTE - this does not include teacher aides)
9	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
1	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
1	Subtotal
1	Total number of instructional school buildings
0	Total number of non-instructional buildings
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
0	Subtotal
0	Total number of instructional school buildings
0	Total number of non-instructional buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	60
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	10
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	2
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	23
	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
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	50	0	50	0	0	0	0	0	0	50	0	50

	5+ years	200	0	200	0	0	0	0	0	0	200	0	200
	SubTotal	250	0	250	0	0	0	0	0	0	250	0	250
Dedicated Computer Lab	Under 2 years	88	0	88	0	0	0	0	0	0	88	0	88
	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	88	0	88	0	0	0	0	0	0	88	0	88
Media Center/Library	Under 2 years	24	0	24	0	0	0	0	0	0	24	0	24
	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	24	0	24	0	0	0	0	0	0	24	0	24
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	12	0	12	0	0	0	0	0	0	12	0	12
	2-5 years	26	0	26	0	0	0	0	0	0	26	0	26
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	38	0	38	0	0	0	0	0	0	38	0	38
Teacher Offices	Under 2 years	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2
Other Locations	Under 2 years	119	0	119	0	0	0	0	0	0	119	0	119
	2-5 years	28	0	28	0	0	0	0	0	0	28	0	28
	5+ years	33	0	33	0	0	0	0	0	0	33	0	33
	SubTotal	180	0	180	0	0	0	0	0	0	180	0	180

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	5	0	5	0	0	0	0	0	0	5	0	5
	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	10	0	10	0	0	0	0	0	0	10	0	10
Mobile Computer Lab	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
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

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

District Technology Inventory - Computer Inventory(Tablet Computers)

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

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

District Technology Inventory - Computer Inventory(Servers)

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

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	9	0	9	0	0	0	0	0	0	9	0	9
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	10	0	10	0	0	0	0	0	0	10	0	10

District Technology Inventory - Operating Systems

PCs		
Location	**Type**	**Number**
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	250
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	250
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	88
	Windows 2000 (any version)	0
	Windows 98	0

	Windows 95	0
	Other PC	0
	Subtotal	88
Media Center/Library	Windows Vista	0
	Windows XP (any version)	34
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	34
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	2
	Windows XP (any version)	36
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	38
Teacher Offices	Windows Vista	0
	Windows XP (any version)	2
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	2
Other Locations	Windows Vista	0

	Windows XP (any version)	180
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	180
Macintosh		
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	0

	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Operating Systems (including Linux)		
Location	**Operating System**	**Number**
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations	Server 2003 and 2008	10

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	60
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	9
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0

	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	3
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	1
	Switches	23
	Wireless Access Points	0
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	1

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	70	6	76
Stand-alone Printers	2	8	10
Scanners	10	0	10
Digital Cameras	12	0	12
Camcorders/Movie Cameras	18	0	18
Satellite Dishes	1	0	1
Televisions	80	0	80
Video Microscopes	0	0	0
LCD Panels/Projection Devices	70	0	70

Fax Machines	0	4	4
Graphing Calculators	10	0	10
PDAs	0	5	5
Assistive/Adaptive Devices	0	0	0
GPS Devices	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	3	0	3
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)	5	5	10
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	0	0
	Number		
Classrooms with telephones	70		

District Technology Inventory - Distance Learning

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

Section I D Data & Analysis — District Technology Inventory Report

District Information:

District Information:

Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).	Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)	Number of Administrators
941	158	70	9

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
1	0	0	0	0	0

Instructional School Building Internet Access (Chart) : | **Non-Instructional Buildings Internet Access (Chart) :**

There is no data

high speed internet access (100%)

low speed internet access (0%)

no internet access (0%)

Computer Inventory:

Type and Location	Classrooms		Dedicated		Media Center /		Mobile Computer		Offices				Other Locations	
	Instructional		Computer Lab		Library		Lab		Administrative		Teachers			
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	250	0	88	0	24	0	0	0	38	0	2	0	180	0
Laptops	0	0	0	0	10	0	30	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	10	0
	250	0	88	0	34	0	30	0	38	0	2	0	190	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
	250	88	34	30	38	2	190

Students per Computer						1.74	

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		Computer Lab		Library		Lab		Administrative		Teachers			
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	250	0	88	0	24	0	0	0	38	0	2	0	180	0
Laptops	0	0	0	0	10	0	30	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	10	0
	250	0	88	0	34	0	30	0	38	0	2	0	190	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
	250	88	34	30	38	2	190

Students per Computer with High Speed Access						1.74	

Computers with Low Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		Computer Lab		Library		Lab		Administrative		Teachers			
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Total Computers in Each	Combined	Combined	Combined	Combined	Combined	Combined	Combined

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

Computers with No Internet Access:

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

Computer Ages:

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
245	35	0	104	5	0	233	0	0

Internet Access:

Number of Rooms	Type
0	10 mg Ethernet

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

Operating Systems:

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

Other Technologies:

Total	Type	Total	Type
76	Number of Networked Printers	5	Number of PDAs
10	Number of Stand-alone Printers	0	Number of Assistive/Adaptive Devices
10	Number of Scanners	0	Number of GPS Devices
12	Number of Digital Cameras	0	Number of Science Probeware
18	Number of Camcorders/Movie Cameras	0	Number of Modems (below 28.8 kbps)

1	Number of Satellite Dishes	0	Number of Modems (28.8 kbps or above)
80	Number of Televisions	3	Number of Electronic Whiteboards
0	Number of Video Microscopes	0	Number of Whiteboard Capture Devices
70	Number of LCD Panels/Projection Devices	1	Number of Document Cameras
4	Number of Fax Machines	0	Number of MP3 Players
10	Number of Graphing Calculators		

Distance Learning

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

Section I E. Data & Analysis — Meta Analysis

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

Students will improve PSAE reading and math scores from 50.6% and 40% meeting or exceeding to both 92.5% meeting or exceeding or Safe Harbor by 2013 through the use of technology and best practices for integration.

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

Phase I Goal 1 Title:
Safe Harbor/AYP in Math & Reading
Phase I Goal 1 Description:
Students will improve PSAE reading and math scores from 50.6% and 40% meeting/exceeding to both 92.5% meeting/exceeding or Safe Harbor by 2013 through the use of technology and best practices.

Section II B. Action Plan — Curriculum and Instruction

Phase I Goal 1 Title:
Safe Harbor/AYP in Math & Reading
Strategy 1
Students will continue to participate in technology-rich activities.

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 All students will have access to Internet-based resources (like United Streaming and Career Cruising) for conducting research and developing projects.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 All students will have access to school library before and after school. This access allows them electronic resources and computers.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
3 Title I/TEAM class is offered for identified freshmen. Those classes have 3 computers in each classroom to be used for Internet research and research based projects.	07/01/2010	06/30/2011	5,000	0			5,000	0	0	0	0	0
4 All students in grades 9-11, will be assessed three												

	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
times each year using Measures of Academic Progress screening test.	08/23/2010	05/31/2011	0	0			0	0	0	0	0	0
5 All students in freshmen computerized keyboarding will participate in internet safety instruction.	08/23/2010	05/31/2011	0	0			0	0	0	0	0	0

Strategy 2

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

Strategy 3

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

Section II C. Action Plan — Professional Development

Phase I Goal 1 Title:

Safe Harbor/AYP in Math & Reading

Strategy 1

Offer a variety of professional development activities that result in teachers being able to transfer technology skills and best practices into their instructional lessons.

			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 Train new teachers how to use LCHS network, during new teacher orientation.	08/12/2010	08/13/2010	0	0			0	0	0	0	0	0
2 Offer training on creating and maintaining web pages during school time.	08/16/2010	09/03/2010	0	0			0	0	0	0	0	0

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
3	Offer training after school about using United Streaming to enhance lessons.	09/07/2010	05/31/2011	1,000	0			0	1,000	0	0	0	0
4	Reading and math strategies will be part of the focus of school improvement time.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
5	Offer after school training about wireless network and laptop carts.	07/01/2010	06/30/2011	1,000	0			0	1,000	0	0	0	0
6	Offer after school training about using interactive SMART boards.	07/01/2010	06/30/2011	2,000	0			0	2,000	0	0	0	0
7	Offer after school training about how to use results of Measure of Academic Progress.	07/01/2010	06/30/2011	1,000	0			0	1,000	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:
Safe Harbor/AYP in Math & Reading

Strategy 1

The District will use innovative informational technology and telecommunications services to communicate, collaborate and support parents and the community members to address learning needs and maintain a safe learning environment for all.

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 Promote use of Skyward Family Access through local newspaper, school newspaper, and district newsletter.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Promote use of district web site through local newspaper, school newspaper, and district newsletter.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
3 Continue access to Skyward Family Access and promote use of Skyward Family Access during parent/teacher conferences.	07/01/2010	06/30/2011	15,000	15,000			0	0	0	0	0	0
4 Continue subscription to Citrix services.	07/01/2010	06/30/2011	2,000	2,000			0	0	0	0	0	0
5 Provide every teacher with an e-mail address so parents and the community can communicate with the school.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
6 Invite adult literacy service provider to speak at the building.	01/03/2011	01/31/2010	0	0			0	0	0	0	0	0
7 Use electronic digital sign to provide information to parents and community members as a way to get more involvement.	07/01/2010	06/30/2011	2,000	2,000			0	0	0	0	0	0
8 Hold school improvement and other informational meetings at a time when more parents and community members are available.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

Strategy 2

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			0	0			0	0	0	0	0	0

Strategy 3

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			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Phase I Goal 1 Title:

Safe Harbor/AYP in Math & Reading

Strategy 1

Continue to maintain telecommunication services and update computers throughout the district as the demand for network resources increases.

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 Maintain telecommunication services (local/long distance phone services) to support learning and day-to-day operations.	07/01/2010	06/30/2011	12,400	6,200	6,200	R	0	0	0	0	0	0
2 Maintain Opt-E-Man connection for Internet access to classrooms, labs, and offices to support learning and day-to-day operations.	07/01/2010	06/30/2011	15,600	7,800	7,800	R	0	0	0	0	0	0

Strategy 2

Develop, implement, and maintain plans that ensure adequate technology resources in classrooms to meet the technology enhanced curriculum needs.

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 Purchase & maintain printers, scanners, and digital cameras.	07/01/2010	06/30/2011	5,000	5,000	0	D	0	0	0	0	0	0
2 Continue subscription to United Streaming.	07/01/2010	06/30/2011	2,100	0	0	D	0	2,100	0	0	0	0
3 Continue subscription to online library resources.	07/01/2010	06/30/2011	14,000	14,000	0	D	0	0	0	0	0	0
4 Purchase new computers for one lab and all teachers.	07/01/2010	06/30/2011	66,000	66,000	0	D	0	0	0	0	0	0
5 Purchase SMART boards.	07/01/2010	06/30/2011	70,000	0	0	D	0	70,000	0	0	0	0
6 Purchase laptop batteries.	07/01/2010	06/30/2011	3,000	0	0	D	0	3,000	0	0	0	0

Strategy 3

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

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 Continue firewall content filter subscription.	07/01/2010	06/30/2011	2,100	2,100	0	D	0	0	0	0	0	0
2 Continue subscription for Symantec Antivirus.	07/01/2010	06/30/2011	4,700	4,700	0	D	0	0	0	0	0	0
3 Continue filtering for spam and e-mail archiving.	07/01/2010	06/30/2011	500	500	0	D	0	0	0	0	0	0
4 Continue subscription for Measures of Academic Progress test.	07/01/2010	06/30/2012	15,000	15,000	0	D	0	0	0	0	0	0

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

Phase II Goal 1 Title:

Safe Harbor/AYP

Phase II Goal 1 Description:

Students will improve PSAE reading and math scores from 50.6% and 40% meeting/exceeding to both 92.5% meeting/exceeding or Safe Harbor by 2013 through the use of technology and best practices.

Section II B. Action Plan — Curriculum and Instruction

Phase II Goal 1 Title:

Safe Harbor/AYP

Strategy 1

Students will continue to participate in technology-rich activities.

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 All students will continue to have access to Internet-based resources (like United Streaming and Career Cruising) for conducting research and developing projects.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 All students will have access to school library before and after school. This access allows them electronic resources and computers.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
3 Continue offering Title I/TEAM class for identified freshmen. Those classes have 3 computers in each classroom to be used for Internet research and research based projects.	07/01/2011	06/30/2012	5,000	0			5,000	0	0	0	0	0
4 All students in grades 9-11, will be assessed three times each year using Measures of Academic Progress	08/22/2011	05/31/2012	0	0			0	0	0	0	0	0

screening test.											
5 Evaluate and update internet safety instruction and continue providing instruction to all freshmen students.	08/22/2011	05/31/2012	0	0			0	0	0	0	0	0

Strategy 2

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

Strategy 3

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

Section II C. Action Plan — Professional Development

Phase II Goal 1 Title:

Safe Harbor/AYP

Strategy 1

Offer a variety of professional development activities that result in teachers being able to transfer technology skills and best practices into their instructional lessons.

			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 Train new teachers how to use LCHS network.	08/11/2011	08/12/2011	0	0			0	0	0	0	0	0
2 Offer training on creating and maintaining web pages.	08/15/2011	09/02/2011	1,000	0			0	1,000	0	0	0	0
3 Offer training about using United Streaming to enhance lessons	09/06/2011	05/31/2011	0	0			0	0	0	0	0	0

		StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
4	RTI interventions will be the focus of school improvement days.	07/01/2011	06/30/2012	1,000	0			0	1,000	0	0	0	0
5	Offer training about using interactive SMART boards.	07/01/2011	06/30/2012	2,000	0			0	2,000	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:
Safe Harbor/AYP
Strategy 1
The District will use innovative informational technology and telecommunications services to communicate, collaborate and support parents and the community members to address learning needs and maintain a safe learning environment for all.

			Budget & Funding Sources ($)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Continue promoting the use of Skyward Family Access												

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
through local newspaper, school newspaper, and district newsletter.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Continue promoting the use of district web site through local newspaper, school newspaper, and district newsletter.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
3 Continue access to Skyward Family Access and promote use of Skyward Family Access during parent/teacher conferences.	07/01/2011	06/30/2012	16,000	16,000			0	0	0	0	0	0
4 Continue subscription to Citrix services.	07/01/2011	06/30/2012	3,000	3,000			0	0	0	0	0	0
5 Provide every teacher with an e-mail address so parents and the community can communicate with the school.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
6 Invite adult literacy service provider to speak at the building	01/03/2011	01/31/2011	0	0			0	0	0	0	0	0
7 Continue using the electronic digital sign to provide information to parents and community members as a way to get more involvement.	07/01/2011	06/30/2012	2,000	2,000			0	0	0	0	0	0
8 Continue to hold school improvement and other informational meetings at a time when more parents and community members are available.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

Strategy 2

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			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:
Safe Harbor/AYP

Strategy 1
Continue to maintain telecommunication services and update computers throughout the district as the demand for network resources increases.

Activities	**StartDate**	**EndDate**	**Total**	**District**	**E-Rate**	**R or D**	**Title I-A**	**Title II-D**	**Title III-D**	**Title IV**	**Title V**	**Other**
			Budget & Funding Sources ($)									
1 Maintain telecommunication services (local/long distance phone services) to support learning and day-to-day operations.	07/01/2011	06/30/2012	12,760	6,380	6,380	R	0	0	0	0	0	0
2 Maintain Opt-E-Man line for Internet access to classrooms, labs, and offices to support learning and day-to-day operations.	07/01/2011	06/30/2012	16,200	8,100	8,100	R	0	0	0	0	0	0

Strategy 2
Develop, implement, and maintain plans that ensure adequate technology resources in classrooms to meet the technology enhanced curriculum needs.

Activities	**StartDate**	**EndDate**	**Total**	**District**	**E-Rate**	**R or D**	**Title I-A**	**Title II-D**	**Title III-D**	**Title IV**	**Title V**	**Other**
			Budget & Funding Sources ($)									
1 Purchase & maintain printers, scanners, and digital cameras	07/01/2011	06/30/2012	5,000	5,000	0	D	0	0	0	0	0	0
2 Continue subscription to United Streaming.	07/01/2011	06/30/2012	2,200	0	0	D	0	2,200	0	0	0	0

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
3	Continue subscription to online library resources.	07/01/2011	06/30/2012	14,000	14,000	0	D	0	0	0	0	0	0
4	Purchase replacement computers for three computer labs.	07/01/2011	06/30/2012	60,000	60,000	0	D	0	0	0	0	0	0
5	Purchase SMART boards.	07/01/2011	06/30/2012	70,000	0	0	D	0	70,000	0	0	0	0

Strategy 3

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

				Budget & Funding Sources ($)									
	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Continue firewall content filter subscription.	07/01/2011	06/30/2012	2,200	2,200	0	D	0	0	0	0	0	0
2	Continue subscription for Symantec Antivirus.	07/01/2011	06/30/2012	5,000	5,000	0	D	0	0	0	0	0	0
3	Continue filtering for spam and e-mail archiving.	07/01/2011	06/30/2012	650	650	0	D	0	0	0	0	0	0
4	Continue subscription for Measures of Academic Progress testing.	07/01/2011	06/30/2012	15,000	15,000	0	D	0	0	0	0	0	0

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

Phase III Goal 1 Title:

Safe Harbor/AYP

Phase III Goal 1 Description:

Students will improve PSAE reading and math scores from 50.6% and 40% meeting/exceeding to both 92.5% meeting/exceeding or Safe Harbor by 2013 through the use of technology and best practices.

Section II B. Action Plan — Curriculum and Instruction

Phase III Goal 1 Title:

Safe Harbor/AYP

Strategy 1

Students will continue to participate in technology-rich activities.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
						Budget & Funding Sources ($)							
1	All students will continue to have access to Internet-based resources (like United Streaming and Career Cruising) for conducting research and developing projects.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2	All students will continue to have access to school library before and after school. This access allows them electronic resources and computers.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
3	Title I/TEAM class will continue to be offered for identified freshmen. Those classes have 3 computers in each classroom to be used for Internet research and research based projects.	07/01/2012	06/30/2013	5,000	0			5,000	0	0	0	0	0
4	All students in grades 9-11, will be assessed three times each year using Measures of Academic Progress screening test.	08/20/2012	05/31/2013	0	0			0	0	0	0	0	0
5	All students in freshmen computerized keyboarding will contineu to participate in internet safety instruction.	08/20/2012	05/31/2013	0	0			0	0	0	0	0	0

Strategy 2

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			0	0			0	0	0	0	0	0

Strategy 3

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			0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Phase III Goal 1 Title:

Safe Harbor/AYP

Strategy 1

Offer a variety of professional development activities that result in teachers being able to transfer technology skills and best practices into their instructional lessons.

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 Train new teachers how to use LCHS network, during new teacher orientation.	08/16/2012	08/17/2012	0	0			0	0	0	0	0	0
2 Offer training on creating and maintaining web pages during school time.	08/20/2012	08/31/2012	0	0			0	0	0	0	0	0
3 Offer training after school about using United Streaming to enhance lessons.	09/04/2012	05/31/2013	1,000	1,000			0	0	0	0	0	0
4 Offer after school training about using interactive SMART boards.	07/01/2012	06/30/2013	2,000	2,000			0	0	0	0	0	0

Strategy 2

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			0	0			0	0	0	0	0	0

Strategy 3

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			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:
Safe Harbor/AYP

Strategy 1
The District will use innovative informational technology and telecommunications services to communicate, collaborate and support parents and the community members to address learning needs and maintain a safe learning environment for all.

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 Continue promoting the use of Skyward Family Access through local newspaper, school newspaper, and district newsletter.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Continue promoting the use of district web site through local newspaper, school newspaper, and	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
	district newsletter.												
3	Continue access to Skyward Family Access and promote use of Skyward Family Access during parent/teacher conferences.	07/01/2012	06/30/2013	15,500	15,500			0	0	0	0	0	0
4	Continue subscription to Citrix services.	07/01/2012	06/30/2013	2,500	2,500			0	0	0	0	0	0
5	Provide every teacher with an e-mail address so parents and the community can communicate with the school.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
6	Invite adult literacy service provider to speak at the building.	01/01/2013	01/31/2013	0	0			0	0	0	0	0	0
7	Continue to use electronic digital sign to provide information to parents and community members as a way to get more involvement.	07/01/2012	06/30/2013	2,000	2,000			0	0	0	0	0	0
8	Continue to hold school improvement and other informational meetings at a time when more parents and community members are available.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Strategy 2

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

Strategy 3

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

Section II E. Action Plan — Technology Deployment

Phase III Goal 1 Title:
Safe Harbor/AYP

Strategy 1
Continue to maintain telecommunication services and update computers throughout the district as the demand for network resources increases.

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 Maintain telecommunication services (local/long distance phone services) to support learning and day-to-day operations.	07/01/2012	06/30/2013	13,120	6,560	6,560	R	0	0	0	0	0	0
2 Maintain Opt-E-Man line for Internet access to classrooms, labs, and offices to support learning and day-to-day operations.	07/01/2012	06/30/2013	16,800	8,400	8,400	R	0	0	0	0	0	0

Strategy 2
Develop, implement, and maintain plans that ensure adequate technology resources in classrooms to meet the technology enhanced curriculum needs.

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 Purchase & maintain printers, scanners, and digital cameras.	07/01/2012	06/30/2013	5,000	5,000	0	D	0	0	0	0	0	0
2 Continue subscription to United Streaming.	07/01/2012	06/30/2013	2,200	0	0	D	0	2,200	0	0	0	0
3 Continue subscription to online library resources.	07/01/2012	06/30/2013	15,000	15,000	0	D	0	0	0	0	0	0
4 Purchase replacement computers for staff and one computer lab.	07/01/2012	06/30/2013	60,000	60,000	0	D	0	0	0	0	0	0

Strategy 3

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

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 Continue firewall content filter subscription.	07/01/2012	06/30/2013	2,300	2,300	0	D	0	0	0	0	0	0
2 Continue subscription for Symantec Antivirus.	07/01/2012	06/30/2013	5,500	5,500	0	D	0	0	0	0	0	0
3 Continue filtering for spam and e-mail archiving.	07/01/2012	06/30/2013	700	700	0	D	0	0	0	0	0	0
4 Continue subscription for Measures of Academic Progress testing.	07/01/2012	06/30/2013	15,000	15,000	0	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process
Phase I

District 310 administration and instructional technology committee will continue reviewing, analyzing, and planning for the effective use of technology in our classrooms. Trends in funding, student population, and building construction, as well as changes in bandwidth and equipment needs, along with the development of new and innovative instructional technologies will be tracked. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

The overall evaluation has been developed for various levels of evaluation:

The use of various internal committees to evaluate overall achievement of technology goals and to ensure that the assessment process includes a focus on its impact on student achievement and district's ability to make positive changes in instruction and curriculum.
The use of various tools to evaluate growth each year. Specific assessment tools will be used to verify growth and to identify gaps. The district will be utilizing MAP testing as the primary resource for data collection, analysis, and evaluation.
The technology coordinator will do a follow up evaluation at the end of each phase to determine if District will need to do a midcourse correction in response to new developments and opportunities as they arise.
Annual PLAN and PSAE scores will also be used in the evaluation process.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Measures of Academic Progress test results and PSAE reading & math data	Increase MAP and PSAE scores	Annually	Principal and Technology Coordinator
PD Strategy	Staff development evaluation and feedback, attendance sheets, and teacher survey results	Increased attendance in professional development classes; staff will demonstrate integration of technology into teaching practices	Annually	Principal and Technology Coordinator
P/C Strategy	Attendance at school events, number of hits on Skyward Family Access, parent surveys	Increased attendance at school events, increased number of log-ins to Skyward Family Access, increased number of surveys completed at parent/teacher conferences.	Twice a year	Technology Coordinator
Tech D Strategy	Maintenance of software licenses and online subscriptions, ICN Bandwidth reports, equipment inventory reports, usage reports and requests for new technology by staff	Contracts renewed annually, technology inventories maintained and analyzed, increased bandwidth usage, increase in requests for newly developed technologies	Annually	Technology Coordinator

Section II F. Action Plan - Monitoring Process
Phase II

District 310 administration and instructional technology committee will continue reviewing, analyzing, and planning for the effective use of technology in our classrooms. Trends in funding, student population, and building construction, as well as changes in bandwidth and equipment needs, along with the development of new and innovative instructional technologies will be tracked. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

The overall evaluation has been developed for various levels of evaluation:
    The use of various internal committees to evaluate overall achievement of technology goals and to ensure that the assessment process includes a focus on its impact on student achievement and district's ability to make positive changes in instruction and curriculum.
    The use of various tools to evaluate growth each year. Specific assessment tools will be used to verify growth and to identify gaps. The district will be utilizing MAP testing as the primary resource for data collection, analysis, and evaluation.
    The technology coordinator will do a follow up evaluation at the end of each phase to determine if District will need to do a midcourse correction in response to new developments and opportunities as they arise.
    Annual PLAN and PSAE scores will also be used in the evaluation process.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Measures of Academic Progress test results and PSAE reading & math data	Increase MAP and PSAE scores	Annually	Principal and Technology Coordinator
PD Strategy	Staff development evaluation and feedback, attendance sheets, and teacher survey results	Increased attendance in professional development classes; staff will demonstrate integration of technology into teaching practices	Annually	Principal and Technology Coordinator
P/C Strategy	Attendance at school events, number of hits on Skyward Family Access, parent surveys	Increased attendance at school events, increased number of log-ins to Skyward Family Access, increased number of surveys completed at parent/teacher conferences.	Twice a year	Technology Coordinator
Tech D Strategy	Maintenance of software licenses and online subscriptions, ICN Bandwidth reports, equipment inventory reports, usage reports and requests for new technology by staff	Contracts renewed annually, technology inventories maintained and analyzed, increased bandwidth usage, increase in requests for newly developed technologies	Annually	Technology Coordinator

Section II F. Action Plan - Monitoring Process
Phase III

District 310 administration and instructional technology committee will continue reviewing, analyzing, and planning for the effective use of technology in our classrooms. Trends in funding, student population, and building construction, as well as changes in bandwidth and equipment needs, along with the development of new and innovative instructional technologies will be tracked. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

The overall evaluation has been developed for various levels of evaluation:
   The use of various internal committees to evaluate overall achievement of technology goals and to ensure that the assessment process includes a focus on its impact on student achievement and district's ability to make positive changes in instruction and curriculum.
   The use of various tools to evaluate growth each year. Specific assessment tools will be used to verify growth and to identify gaps. The district will be utilizing MAP testing as the primary resource for data collection, analysis, and evaluation.
   The technology coordinator will do a follow up evaluation at the end of each phase to determine if District will need to do a midcourse correction in response to new developments and opportunities as they arise.

Annual PLAN and PSAE scores will also be used in the evaluation process.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Measures of Academic Progress test results and PSAE reading & math data	Increase MAP and PSAE scores	Annually	Principal and Technology Coordinator
PD Strategy	Staff development evaluation and feedback, attendance sheets, and teacher survey results	Increased attendance in professional development classes; staff will demonstrate integration of technology into teaching practices	Annually	Principal and Technology Coordinator
P/C Strategy	Attendance at school events, number of hits on Skyward Family Access, parent surveys	Increased attendance at school events, increased number of log-ins to Skyward Family Access, increased number of surveys completed at parent/teacher conferences.	Twice a year	Technology Coordinator
Tech D Strategy	Maintenance of software licenses and online subscriptions, ICN Bandwidth reports, equipment inventory reports, usage reports and requests for new technology by staff	Contracts renewed annually, technology inventories maintained and analyzed, increased bandwidth usage, increase in requests for newly developed technologies	Annually	Technology Coordinator

Section II G. Action Plan — Budget Summary

Phase I - 2010 - 2011

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Safe Harbor/AYP in Math & Reading	239,400	140,300	14,000	5,000	80,100	0	0	0	0
Total Budget for Phase I - 2010-2011	239,400	140,300	14,000	5,000	80,100	0	0	0	0

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Safe Harbor/AYP	233,010	137,330	14,480	5,000	76,200	0	0	0	0
Total Budget for Phase II - 2011-2012	233,010	137,330	14,480	5,000	76,200	0	0	0	0

Phase III - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Safe Harbor/AYP	163,620	141,460	14,960	5,000	2,200	0	0	0	0

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phase III - 2012-2013	163,620	141,460	14,960	5,000	2,200	0	0	0	0
Total Budget for Phases I, II, and III - 2010 - 2013	636,030	419,090	43,440	15,000	158,500	0	0	0	0

<table>
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**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.

Description of Stakeholder Involvement

Technology planning is an ongoing process in District 310. The District developed its first formal plan in 1998. The initial technology committee selection was based upon recommendations of the administration and members of the Board of Education. The committee included representation from the various segments of the community population, including adult literacy provider, public librarian, senior citizens, business people and parents from each respective building.

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

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

PERSON	GROUP REPRESNTATIVE	COMMITTEE MEMBERSHIP
Allan Gresham, Superintendent	Administrator	School Improvement Plan Curriculum Cabinet Technology Committee Member
Denise Ryder, Assistant Superintendent	Administrator	Technology Committee Member School Improvement Plan
Betty Gibson, Director of Curriculum	Administrator	Curriculum Cabinet School Improvement Plan Technology Committee Member
Julie Powers	Technology Coordinator	Hardware/Software Inventories Tech Deployment & Sustainability

		Insta-Audit Process Technology Committee Member Ongoing Assessment for all sections E-Rate
Cody Martzluf	Assistant Technology Coordinator	Tech Deployment & Sustainability Information/Assessment Insta-Audit Process Technology Committee Member Ongoing Assessment for all sections
Mary Smith	Librarian	Curriculum Council Technology Committee Member
Alex Peacock	Student	Technology Committee Member
Michael Vollmer	Board of Education	Board Member
Jeri Look	Teacher/Parent	Technology Committee Member

Teachers, students, parents, and community members were ask to complete the Illinois Data Portal Community Technology Survey to provide input for this revised and updated plan. Limestone Community High School works with Alpha Park Library located in Bartonville. Adult education is a coordinated effort with Illinois Central College and the Peoria County Regional Superintendent of Schools Office.

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.

This policy (6.235) was adopted in March 19, 1996, was revised July 17, 2001, and again revised in May, 18 2009.

Peer Review Feedback Form

District Name :	RCDT #:
☑ Original Submission	Date Peer Reviewed: 03/05/2010
School Years Covered by Plan:	ISBE Approval Date: 03/18/2010
☑ 2010-2011 ☑ 2011-2012 ☑ 2012-2013	Plan Expiration Date: 06/30/2013

Section Used for Mid-Course Correction Only

☐ Mid-Course Correction(MCC)

Date of Annual Review Leading to MCC: Approval Date of MCC:

Preliminary Information	Requirements
All required identifying district information is complete. Vision statement is included and meets requirements. Comments:	◉ Meets ○ Does Not Meet

Section I: Data and Analysis	Requirements

Data Collection & Information
 	
   • Part A. Illinois School Report Card Data
   • Part B. Local Assessment Data (as available)
   • Part C. Other Data -- Item 1,2 & 3
   • Part D. Technology Deployment
   • Part E. Data & Analysis - (Meta-Analysis)
 	
Comments:
	◉ Meets ○ Does Not Meet

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:

Part B. Curriculum Integration Strategies and Activities

◉ Meets   ○ Does Not Meet

Comments:

Part C. Professional Development Strategies and Activities

◉ Meets   ○ Does Not Meet

Comments:

Part D. Parent/Community Involvement

◉ Meets   ○ Does Not Meet

Comments:

Part E. Technology Deployment

◉ Meets   ○ Does Not Meet

Comments:

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:	