

Submitted	02/26/2010
Plan Resubmitted	03/23/2010
Pending ISBE action	03/24/2010
ISBE Approved	03/29/2010

District Information

1. District Information

District Name:	Avon CUSD 176	District Address:	320 E Wood St
City/State/Zip:	Avon,IL 61415 9423	RCDT Number:	220291760260000
Superintendent:	Dan Oakley	Superintendent Email:	doakley@avonschools.us
District Phone:	3094653708	District Fax:	3094659030
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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.

The vision statement was developed by the Technology Committee at their March 17, 1998 meeting. After reviewing the Best Hopes from the March 5, 1998 meeting, the Six Essential Learnings in a Technological Society , and the Indicators of Engaged Learning, the committee established their basic beliefs about technology for our district. From these basic beliefs, the Technology Committee developed a vision statement. One of the underlying themes of the discussion was that technology would impact life as we know it and schools had a role/responsibility to provide opportunities for technology use in order for our future generations to compete in this new world. From this meeting, the technology committee developed a vision statement.

During the spring of 2007, the technology committee reviewed the original vision statement. The consensus was that the original vision statement still captures the preferred future of the role of technology in providing opportunities for all students within our district. The following vision is a reaffirmation of the work done by previous groups.

The Avon Unit School District #176 and community are committed to keeping its staff, students, and citizens current with their technological skills and equipment. As teachers become facilitators of learning, the students will become more independent learners and problem solvers. Through a collaborative effort within the community, all citizens will realize the value of life-long learning skills and will be prepared as productive members of our community.

We realize technology must be readily adapted as situations change. The Avon Unit School District #176 realizes that as

conditions change (enrollment, technology, etc) the technology in place for students and staff must change as well. This plan will be evaluated annually with input from students, staff, community and parents. We must be constantly exploring research-based technology solutions to enhance the learning environment. Recent changes we have encountered have included the huge changes due to distance learning becoming an integral part of the educational process at Avon CUSD #176.

- Information Technology - Avon CUSD #176 will provide adequate tools that include hardware, software, infrastructure and technical support for all systems.
- Telecommunication - The Avon school district provides equipment and support for all communication tools while ensuring a positive learning environment for district stakeholders.
- Instructional Technology - Avon CUSD #176 provides instructional support and equipment to facilitate instructional technology practices.

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

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

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	75.0		Yes	83.3		Yes	95.1		92.9	
White	100.0	Yes	100.0	Yes	74.8		Yes	83.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities													
Low Income													

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

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

This district is not accountable for AMAO data for 2009

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	95.1	94.6	90.2	95.5	95.0	95.0	94.9	95.1
Truancy Rate (%)	2.1	0.4	-	-	-	-	-	1.4
Mobility Rate (%)	11.1	11.6	11.6	8.0	8.2	9.8	10.7	12.9
HS Graduation Rate, if applicable (%)	96.7	90.5	100.0	100.0	100.0	95.8	100.0	92.9
HS Dropout Rate, if applicable (%)	-	3.4	-	-	1.2	2.4	1.3	1.6
District Population (#)	332	315	306	297	273	265	254	240
Low Income (%)	34.9	38.7	44.4	43.4	47.6	36.2	37.8	37.1
Limited English Proficient (LEP) (%)	-	0.3	-	-	-	-	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	99.1	99.4	99.3	99.0	99.3	98.9	99.2	99.2
Black, non-Hispanic (%)	-	-	-	-	-	-	-	-
Hispanic (%)	0.6	0.3	0.3	0.7	-	-	-	0.8
Asian/Pacific Islander (%)	0.3	0.3	0.3	0.3	0.7	-	-	-
Native American or Alaskan Native(%)	-	-	-	-	-	-	-	-
Multiracial/Ethnic (%)	-	-	-	-	-	1.1	0.8	-

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	100.0	-	-	-	-	-
	2001	99.7	0.3	-	-	-	-
	2002	99.1	-	0.6	0.3	-	-
	2003	99.4	-	0.3	0.3	-	-
	2004	99.3	-	0.3	0.3	-	-
	2005	99.0	-	0.7	0.3	-	-
	2006	99.3	-	-	0.7	-	-
	2007	98.9	-	-	-	-	1.1
	2008	99.2	-	-	-	-	0.8
	2009	99.2	-	0.8	-	-	-
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
DISTRICT	2000	-	23.0	88.6	94.8	24.8	-	-	-	90.3
	2001	-	33.2	89.5	95.0	14.0	4	1.3	4.6	75.0
	2002	-	34.9	73.9	95.1	11.1	7	2.1	-	96.7
	2003	0.3	38.7	95.6	94.6	11.6	1	0.4	3.4	90.5
	2004	-	44.4	92.3	90.2	11.6	-	-	-	100.0
	2005	-	43.4	97.7	95.5	8.0	-	-	-	100.0
	2006	-	47.6	97.2	95.0	8.2	-	-	1.2	100.0
	2007	-	36.2	97.9	95.0	9.8	-	-	2.4	95.8
	2008	-	37.8	100.0	94.9	10.7	-	-	1.3	100.0
2009	-	37.1	100.0	95.1	12.9	3	1.4	1.6	92.9	
STATE	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1	

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	339	-	-	-	-	-	-
	2001	331	-	-	-	-	-	30
	2002	332	28	23	26	33	24	20
	2003	315	17	26	23	24	31	17
	2004	306	24	16	25	19	25	18
	2005	297	20	26	12	23	16	23
	2006	273	11	17	23	24	21	19
	2007	265	17	11	20	12	24	25
	2008	254	29	16	10	18	17	15
	2009	240	13	27	15	15	17	12
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
DISTRICT	2000	35	13	30,084	74	26	13	9	-	-
	2001	33	12	30,969	79	21	16	7	-	-
	2002	32	12	32,076	68	32	16	8	-	-
	2003	29	13	33,386	72	28	15	9	-	1
	2004	30	12	32,252	74	26	12	12	-	-
	2005	29	10	32,318	76	24	12	12	-	-
	2006	28	12	35,420	71	29	12	10	-	-
	2007	27	13	36,789	67	33	12	11	-	-
	2008	27	12	36,707	62	38	12	11	-	-
2009	26	13	37,823	49	51	11	11	-	-	
STATE	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	12	61,402	44	56	18	18	1	1	

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	62.5	79.0	100.0	76.5	61.3	85.7	-	-	70.6	90.9	82.3	69.0	68.0	76.9	73.9	77.8	-	66.7
White	62.5	79.0	100.0	76.5	61.3	85.7	-	-	70.6	90.9	82.3	69.0	68.0	75.0	73.9	77.8	-	66.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	58.3	-	-	81.8	58.3	-	-	-	-	-	83.4	-	-	-	66.7	-	-	-

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	94.5	72.2	72.2	83.4	-	-	73.0	75.0	72.3	70.6	80.0	82.4	85.0	84.6	81.3	83.4
White	-	-	94.1	72.2	72.2	83.4	-	-	73.0	72.7	72.3	70.6	80.0	82.4	84.2	84.6	80.0	83.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	50.0	-	-	-	-	-	-	-	-	-

[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	72.2	68.0	58.6	55.0	46.2	57.2
White	70.6	68.0	58.6	55.0	46.2	53.9
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	81.8	40.0	-	-	-

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	79.2	84.2	100.0	88.2	76.7	100.0	-	-	88.3	90.9	100.0	79.3	76.0	92.3	91.3	94.4	-	86.7
White	79.2	84.2	100.0	88.2	76.7	100.0	-	-	88.3	90.9	100.0	79.3	76.0	91.7	91.3	94.4	-	86.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	83.3	-	-	91.0	66.7	-	-	-	-	-	100.0	-	-	-	91.7	-	-	-

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	94.5	94.2	83.4	91.7	-	-	76.9	83.3	77.8	70.5	64.0	58.8	80.0	88.0	87.6	88.9
White	-	-	94.1	94.2	83.4	91.7	-	-	76.9	81.8	77.8	70.5	64.0	58.8	79.0	88.0	86.6	88.9
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	70.0	-	-	-	-	-	-	-	-	-

[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	55.6	60.0	51.7	40.0	38.5	57.2
White	52.9	60.0	51.7	40.0	38.5	53.9
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	54.5	40.0	-	-	-

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

Reading:

Grade4 - 2009 percentage is 69.0%

Grade5 - 2009 percentage is 66.7%

Grade7 - 2009 percentage is 70.6%

Grade11 - 2009 percentage is 57.2%

Mathematics:

Grade 7: 2009 percentage is 70.5%

Grade 11 -2009 percentage is 57.2%

Analysis:

- Percentages of students meeting and exceeding in the special education subgroup are consistently at or below AYP benchmark
- Grades 3,6 and 8 reading scores meet or exceed the AYP benchmark
- Grade 11 reading scores are consistent but have fallen below the AYP benchmark
- Grade 11 mathematics scores have risen due to curriculum/program changes

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.

- Our small classroom size can impact scores if one or two students do not perform well on the tests.
- Poverty rate of 37.1% and our mobility rate of 12.9%. Both of these rates have increased from last year.
- Attendance rate of 95.6% is high, which may offset the above.
- Academically engaging students in reading at grades 3-11 and provide additional instruction to the lower 20-25%
- Resistant readers do take ownership of reading comprehension

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.

- Intervention is needed in reading for grades 4,5, 7 and 11.
- Additional instruction provided for the lowest 20-25% with Title I services; RTI intervention for all.
- Additional math support is needed for students on the weekly D/F list
- Continue Instructional Wednesdays to improve test taking skills
- Continue Mentoring Groups to provide additional individual support

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.

Grades 3-8

- AIMSWEB Benchmarks (9/09, 1/10, 5/10)
- Accelerated Reader (Ongoing)
- Star Reading (9/09, 12/09, 5/10)
- Explore (12/09)
- Locally developed classroom assessments (given in each course regularly)

Grades 9-12

- PLAN (10/09)
- ITBS (4/10)
- Math Support Program (Ongoing)
- English Support Program (Ongoing)
- Science Support Program (Ongoing)

District

- Curriculum Committees are utilized to analyze and create a plan for each year.

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

Summary:

- Grade 3 - 41% AIMSWEB growth is below the target
- Grade 4 - 55% AIMSWEB growth is below the target
- Grade 6 - 85% AIMSWEB growth is above target
- Grade 8 - 73% AIMSWEB growth is above target

PLAN & EXPLORE

- Grade 8 - 16 composite score out of a possible of 25
- Grade 10 - 18.4 composite score out of a possible 25

Analysis

One or two students can have a large impact on scores due to small class sizes throughout the district. High Poverty (37%) and Mobility(12.9%) rates impact our students and scores. The continued use of Accelerated Reader and our support programs give us real-time data to quickly make changes as needed.

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

Key Factors include:

- Math computational skills must be emphasized at grades 9-12
- Access to computers is limited for reading activities
- Limited staff development in the area of using technology for instructional purposes
- Population numbers continue to drop
- Free/reduced lunch percentages continue to increase district wide

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

Conclusions

- Additional staff development in technology instruction
- Communication needs to be improved with parents/community
- Utilize interventions to address the needs of the lowest 20-25% of the classroom

**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.

- Tools used
 - School Improvement plan (11/09)
 - Staff surveys (11/09)
 - Student Survey (11/09)
 - District School Report Card (2009)
 - Past technology plans (11/08)
 - Technology inventories and utilization data (11/09)

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

Summary

Student Technology Survey

- 93% of students surveyed have internet access at home
- Students use the following at least monthly for classroom learning:
 - 79% Word Processing
 - 74% Internet Resources
 - 66% Presentation Tools
- Students use technology for the following activities at least monthly
 - 66% Write reports, essays or stories
 - 29% Make charts or graphs to explain information
 - 37% Explore topics learn learn on their own
- 81% of students surveyed use technology individually for classroom learning

Analysis

Students and teachers of the Avon school district continue to increase technology use in the classroom. Our student survey indicates that student use of technology in the classroom is primarily used for word processing(79%), internet resources(74%) and presentation tools(66%) and that the students tend to work individually(81%).

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

- Students ability to multi-task through technology is not seen as a benefit to teachers
- Student access to technology resources is not consistent throughout the district
- Student centered learning with the use of technology is not a primary focus of teachers

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.

- Educational Software and hardware based support tools such as interactive white boards are needed in the classroom
- Student access to technology outside of school hours needs to be provided
- Students ability to multi-task needs to be incorporated into daily lesson plans

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.

- Staff technology survey(11/09)
- District Report Card(2009)
- Staff Professional Development Needs Assessment(2009)
- District Professional Development Plan (4/09)

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

Summary:

Teacher Technology Survey

- 46% of teachers surveyed are confident in their ability to design and assess technology supported lessons
- 42% of teachers surveyed electronically align student activities and assessment with goals/standards
- 50% of teachers surveyed feel more comfortable using technology on professional tasks rather than for classroom learning/projects
- 62% of teachers surveyed use technology weekly to learn internet skills
- 62% of teachers surveyed use technology to provide an alternative when "class work" is finished
- Teachers reported the top three learning practices used in the classroom are

Use of reference tools - 60%

Online research - 50%

Drill/Practice - 45%

Other Key Findings:

- 77% of teachers reported utilizing technology at least weekly to communicate with parents
- 72% of teachers reported response time to technical needs is satisfactory or better

Analysis:

Staff confidence with current technologies is low in our district. Although teachers have increased technology use in their classroom in the past year, more staff development is needed if technology use in the classroom is going to increase. In our teacher technology survey heavy interest was expressed in interactive whiteboard training. Specifically in a hands on form (workshop, in-house, etc.). Staff will likely participate in technology based development if it is offered more often.

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.

- Teachers do not embrace the concept of student centered learning
- District does not offer many technology-based training workshops(In-house/hands on)
- New technologies are being introduced into the classroom without proper training.
- Scheduling conflicts occur with technology-based professional development and curriculum-based professional development
- The proximity of available professional development has limited staff in learning about new approaches to identifying student needs and deficits, including Rtl.

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

- An effort needs to be made to improve the availability of technology in the classroom
- Teachers need more development to better utilize technology resources with students
- Teachers and staff need to continue having applicable professional development available to them
- The district will continue to strive to stabilize staff to minimize turnover rate.
- The district will continue to strive to form long-lasting partnerships with other agencies to provide stability in certified support staff and special education programs for students who must be placed outside the district boundaries.

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.

- Staff technology survey(11/09)
- District Report Card(2009)
- Parental contact logs (2009-2010)
- Attendance data (2009-2010)
- Parent Connect Access Logs (2/10)

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

Summary:

- Teachers reported parental contact with 98% of parents in the district
- Overall parents feel their student has adequate technology access at school
- 85% of teachers reported they use technology to communicate with parents
- Parents have reported high satisfaction with the newly implemented Parent Connect communication tool
- Staff and administration receive feedback in a variety of modes, both formal and informal (verbal, email, notes, surveys, etc.), regarding how they see the district's programs.interviews with community leaders
- Avon school district maintains a high level of parent contact through newsletters, emails, and online communications. In addition, there is a very high level of participation at parent/teacher conferences and there is a PTA for the entire district. The available data shows that parents are interested in the progress of their students.

Analysis:

- Very high parent contact(98%), through a variety of communication channels, continues to have a positive impact on student attendance and academic performance.
- Electronic communication with parents is high at 85%. Teachers and staff need to maintain and increase current levels of communication through email and the district website.
- The newly implemented Parent Connect family access communication tool currently shows 40% of parents have viewed student grade information. The number of parents logging on continues to increase with parent/teacher communication.
- The district must strive to keep all communication channels for parents/community open and updated with current information. This includes email communication and increased use of our district website.

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.

- We have many parents with work schedules that make them unavailable during teacher working hours
- Teachers make a conscious effort via email to contact parents when an issue arises
- The district's philosophy indicates a dependence upon the support of parents, guardians, and the community as a whole for student academic success.
- Many parents have access to electronic communication methods (email, website, etc.).

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.

- Better use of the district website by staff members is need to increase communication between parent/community and the teachers.
- Teachers must continue their efforts to keep in contact with parents via electronic communication methods
- Web access to current student data is important to parents in order to monitor academic achievement.
- The district must continue to improve efforts in utilizing technology to keep parents and community informed

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.

- District Technology Inventory (11/09)
- Long-term technology replacement plan
- Teacher Technology survey(11/09)

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

Summary

- Instructional Classrooms continue to have modern computer equipment.
- Current infrastructure
 - Internet access is achieved through Mediacom 7Mbps cable connection and a 1.5Mbps wireless Edunet connection
 - The network has main switches with 10/100/1000 connectivity speed.
 - There is at least one data drop line in each office. Classrooms have three data lines.
 - All internet access is protected by a firewall and content filter
 - All incoming email is scanned for spam and virus content
 - Five Windows 2003 servers and two Linux servers are in place to meet our networking needs
 - Interactive video is provided through our 1.5Mbps wireless Edunet connection in partnership with Carl Sandburg College and a host of other K-12 schools
 - 134 Desktop and Laptop computers
- Adequate Funding Levels for Technology Deployment

Analysis

- Avon school district maintains adequate internet bandwidth for all students and staff.
- Firewall effectively filters content, scans emails for viruses and controls spam on our network.
- Current funding levels are adequate, however spending may need to be reviewed as technology use in the classroom increases.
- Our teacher technology survey indicates that teachers would like to see more desktop computers available for student use and the integration of interactive whiteboards.

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.

- Solid support for technology from the board through finances to provide technology hardware, software and a technology coordinator to address technical needs
- The technology coordinator also coordinates technology related staff development as determined by an annual professional development needs assessment

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

- The long-term replacement plan must continue to be updated as characteristics change
- The district must continue to replace workstations and infrastructure to adequately support the efficient use of technology in student learning
- Wireless internet access needs to be upgraded to reach all classrooms.

District Technology Inventory - District Information

Number	
244	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
0	Number of K-12 special education self-contained classroom students
25	Number of Teachers (FTE - this does not include teacher aides)
2	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
2	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
2	Subtotal
2	Total number of instructional school buildings
0	Total number of non-instructional buildings
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
1	Number of non-instructional school buildings with no internet access

1	Subtotal
0	Total number of instructional school buildings
1	Total number of non-instructional buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	27
	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	0
	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	2

	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	32	0	32	0	0	0	0	0	0	32	0	32
	2-5 years	35	0	35	0	0	0	0	0	0	35	0	35
	5+ years	17	0	17	0	0	0	0	0	0	17	0	17
	SubTotal	84	0	84	0	0	0	0	0	0	84	0	84
<i>Dedicated Computer Lab</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<i>Media Center/Library</i>	Under 2 years	5	0	5	0	0	0	0	0	0	5	0	5
	2-5 years	10	0	10	0	0	0	0	0	0	10	0	10
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	17	0	17	0	0	0	0	0	0	17	0	17
<i>Mobile Computer Lab</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<i>Administrative Offices</i>	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	3	0	3	0	0	0	0	0	0	3	0	3
	SubTotal	5	0	5	0	0	0	0	0	0	5	0	5
<i>Teacher Offices</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1

Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	3	0	3	0	0	0	0	0	0	3	0	3
	SubTotal	4	0	4	0	0	0	0	0	0	4	0	4

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	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1
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	10	0	10	0	0	0	0	0	0	10	0	10
	2-5 years	9	0	9	0	0	0	0	0	0	9	0	9
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	19	0	19	0	0	0	0	0	0	19	0	19
Administrative Offices	Under 2 years	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

	SubTotal	4	0	4	0	0	0	0	0	0	4	0	4
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	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1

District Technology Inventory - Computer Inventory(Tablet Computers)

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

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

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access \geq 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	3	0	3	0	0	0	0	0	0	3	0	3
	5+ years	5	0	5	0	0	0	0	0	0	5	0	5
	SubTotal	8	0	8	0	0	0	0	0	0	8	0	8
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1

District Technology Inventory - Operating Systems

PCs		
Location	Type	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	84
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0

	Subtotal	84
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Media Center/Library	Windows Vista	0
	Windows XP (any version)	17
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	17
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	19
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	19
Administrative Offices	Windows Vista	0
	Windows XP (any version)	10
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	10
Teacher Offices	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	0
Other Locations	Windows Vista	0
	Windows XP (any version)	4
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	4
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	Ubuntu Linux & Windows Server 2003	7
Teacher Offices		0
Other Locations		0

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	2
	Routers	0
	Switches	5
	Wireless Access Points	4
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	0
	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	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	0
	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	4
	Wireless Access Points	0
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	1

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	4	2	6
Stand-alone Printers	28	7	35
Scanners	2	0	2
Digital Cameras	1	0	1
Camcorders/Movie Cameras	3	0	3
Satellite Dishes	1	0	1
Televisions	29	1	30
Video Microscopes	1	0	1
LCD Panels/Projection Devices	14	1	15

Fax Machines	0	2	2
Graphing Calculators	25	0	25
PDA's	0	0	0
Assistive/Adaptive Devices	0	0	0
GPS Devices	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	12	0	12
Whiteboard Capture Devices	0	0	0
Document Cameras	4	0	4
MP3 Players	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	9	9
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	2	2
	Number		
Classrooms with telephones	28		

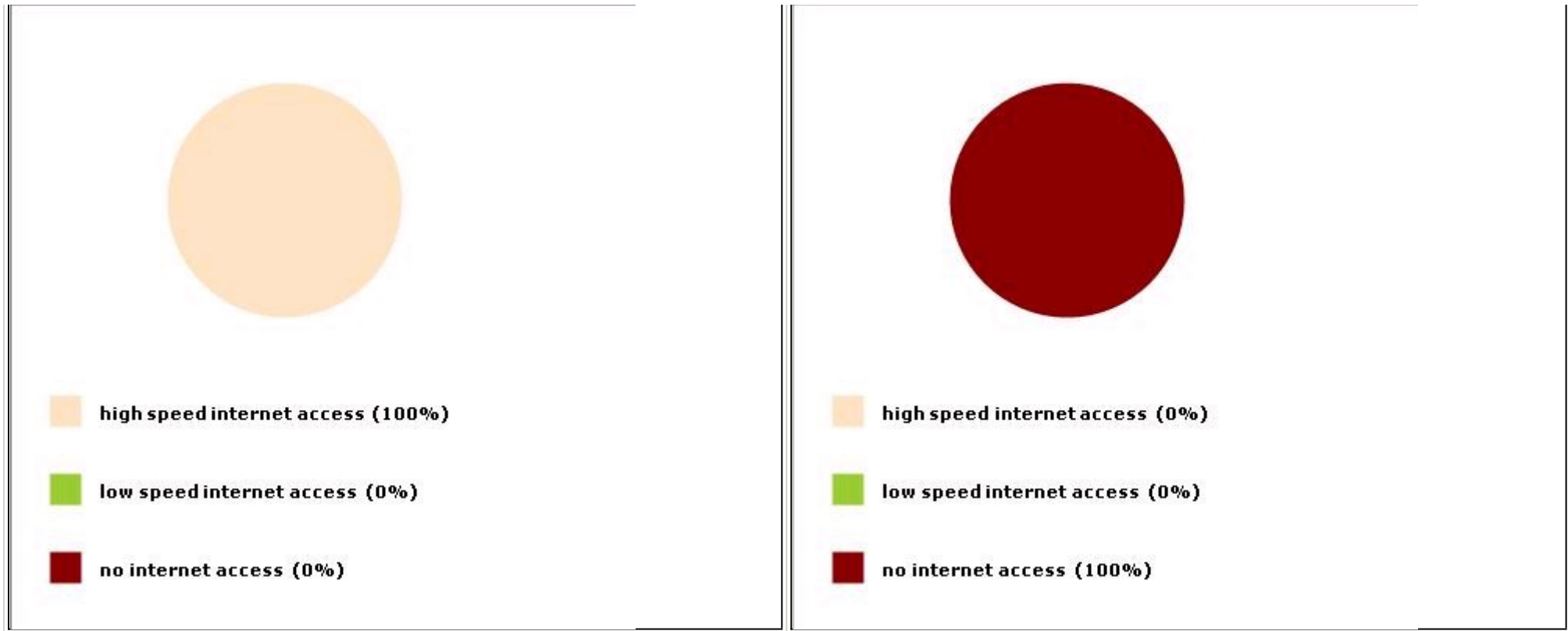
District Technology Inventory - Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	0
Internet Services for Distance Learning	3
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
244		0	25		2
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
2	0	0	0	0	1
Instructional School Building Internet Access (Chart) :			Non-Instructional Buildings Internet Access (Chart) :		



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
<i>Desktops</i>	84	0	0	0	17	0	0	0	5	0	1	0	4	0
<i>Laptops</i>	1	0	0	0	0	0	19	0	4	0	0	0	1	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	0	0	0	0	0	0	0	0	8	0	0	0	1	0
	85	0	0	0	17	0	19	0	17	0	1	0	6	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
	85	0	17	19	17	1	6
Students per Computer						1.68	

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
<i>Desktops</i>	84	0	0	0	17	0	0	0	5	0	1	0	4	0
<i>Laptops</i>	1	0	0	0	0	0	19	0	4	0	0	0	1	0
<i>Tablets</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	0	0	0	0	0	0	0	0	8	0	0	0	1	0
	85	0	0	0	17	0	19	0	17	0	1	0	6	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	
	85		0		17		19		17		1		6	
Students per Computer with High Speed Access											1.68			

Computers with Low Speed Internet Access:

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

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

Computers with No Internet Access:

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

Computer Ages:

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
38	12	0	47	12	0	26	1	0

Internet Access:

Number of Rooms	Type
0	10 mg Ethernet

<input type="text" value="34"/>	100+ mg Ethernet
<input type="text" value="0"/>	Dedicated Cable
<input type="text" value="0"/>	DSL
<input type="text" value="0"/>	Wireless
<input type="text" value="0"/>	Other (Dial-up modem, etc.)
<input type="text" value="0"/>	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
<input type="text" value="0"/>	Total Number of Computers with Windows Vista	<input type="text" value="0"/>	Total Number of Computers with MAC System 10.x
<input type="text" value="134"/>	Total Number of Computers with Windows XP (any version)	<input type="text" value="0"/>	Total Number of Computers with MAC System 9.x
<input type="text" value="0"/>	Total Number of Computers with Windows 2000 (any version)	<input type="text" value="0"/>	Total Number of Computers with MAC System 8.x
<input type="text" value="0"/>	Total Number of Computers with Windows 98	<input type="text" value="0"/>	Total Number of Computers with MAC System 7.x
<input type="text" value="0"/>	Total Number of Computers with Windows 95	<input type="text" value="0"/>	Total Number of Computers with Other MAC
<input type="text" value="0"/>	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
<input type="text" value="6"/>	Number of Networked Printers	<input type="text" value="0"/>	Number of PDAs
<input type="text" value="35"/>	Number of Stand-alone Printers	<input type="text" value="0"/>	Number of Assistive/Adaptive Devices
<input type="text" value="2"/>	Number of Scanners	<input type="text" value="0"/>	Number of GPS Devices
<input type="text" value="1"/>	Number of Digital Cameras	<input type="text" value="0"/>	Number of Science Probeware
<input type="text" value="3"/>	Number of Camcorders/Movie Cameras	<input type="text" value="0"/>	Number of Modems (below 28.8 kbps)

1	Number of Satellite Dishes	0	Number of Modems (28.8 kbps or above)
30	Number of Televisions	12	Number of Electronic Whiteboards
1	Number of Video Microscopes	0	Number of Whiteboard Capture Devices
15	Number of LCD Panels/Projection Devices	4	Number of Document Cameras
2	Number of Fax Machines	0	Number of MP3 Players
25	Number of Graphing Calculators		

Distance Learning

Number of Access Points	Distance Learning
0	Number of Classrooms with Satellite
0	Number of Classrooms with Cable/Broadcast
3	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 reading and math scores will improve to meet AYP goals in each of the next three years by utilizing current technologies and integrating new technologies into instructional learning.

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

Phase I Goal 1 Title:
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013
Phase I Goal 1 Description:
Students reading and math scores will improve to meet AYP goals in each of the next three years by utilizing current technologies and integrating new technologies into instructional learning.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:												
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013												
Strategy 1												
Students will develop and implement math skills by utilizing current and new technology.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will utilize interactive smartboard to improve math computation skills.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Students will utilize graphing calculators to assist them in improving math skills.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

Strategy 2												
Students will participate in technology-rich reading activities												
			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 Student utilization of online programs such as Accelerated Reader, Education City, Raz-Kids and Learning A-Z to improve reading and technology skills.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Student reading assessments will be monitored and tracked through programs such as AIMSWEB and Guided Reading to target and improve weaknesses.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

Strategy 3												
Student understanding of safety and etiquette in relation to technology.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students in grades 3-12 will participate in an internet safety unit.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Students in grades 5-12 participate in proper web searching techniques, ethical online behaviors and knowledge of copyright laws.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:

Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013

Strategy 1

Develop and implement a professional development program using technology focused on researched based methods driven by the annual professional development needs assessment.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide professional development to support the utilization of resources such as Accelerated Reader, AIMSWEB, Education City, Raz-Kids, Learning A-Z and Smartboards to integrate into the current curriculum.	07/01/2010	06/30/2011	1,000	1,000			0	0	0	0	0	0
2 Provide training for teachers and support staff in the areas of Internet Safety, Internet resources, communication tools, student management system, and all new technologies.	07/01/2010	06/30/2011	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 D. Action Plan – Parental/Community Involvement

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

Phase I Goal 1 Title:												
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013												
Strategy 1												
Improve school/home communications to allow parents to utilize technology tools to monitor and address student needs.												
			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 Evaluate the recently implemented parent connect piece that allows parents to view current grade books, discipline and attendance status.	07/01/2010	06/30/2011	3,000	3,000			0	0	0	0	0	0
2 Maintain and improve parent contact through our communication systems that include phone, parent connect, email and school website.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
3 Allow teachers to utilize email and publish classroom information on our school website to communicate with parents.	07/01/2010	06/30/2011	1,080	1,080			0	0	0	0	0	0

Strategy 2												
Offer training opportunities for parents and the community to address technology needs of the 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 Offer evening classes/demonstrations to parents and community members that include current software and hardware being utilized by students in the classroom.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
2 Improve parent/teacher conferences by giving demonstrations to parents to show current technologies being used in the classroom including reading software, photo editing software and the use of interactive whiteboards.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

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

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013												
Strategy 1												
Purchase necessary hardware and maintain reliable access for students, teachers, and parents to support math and reading instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other

1	Replace 20 computers and purchase 2 new smartboards.	07/01/2010	06/30/2011	20,000	8,000	0	D	2,000	0	0	0	0	10,000
2	Provide and maintain telecommunications that includes telephone, cellular and internet services.	07/01/2010	06/30/2011	8,733	2,271	6,462	R	0	0	0	0	0	0
3	Upgrade district website to include interactive communication tools for students, parents and teachers.	07/01/2010	06/30/2011	0	0	0	D	0	0	0	0	0	0

Strategy 2													
Support and Maintain software utilized by students and teachers to enhance reading and math skills.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1	Renew annual reading and math program subscriptions that include AR, Education City, Raz-Kids, Learning A-Z and Accelerated Math.	07/01/2010	06/30/2011	3,369	1,970	0	D	1,399	0	0	0	0	0
2	Renew annual subscription to AIMSWEB progress monitoring software for grades K-5.	07/01/2010	06/30/2011	500	500	0	D	0	0	0	0	0	0

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

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

Phase II Goal 1 Title:
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013
Phase II Goal 1 Description:
Students reading and math scores will improve to meet AYP goals in each of the next three years by utilizing current and integrating new technologies into instructional learning.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013

Strategy 1
Students will develop and implement math skills by utilizing current and new technology.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will create interactive activities by utilizing a smartboard in the classroom.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Graphing calculators will help engage students and improve math computation skills.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

Strategy 2
Students will participate in technology-rich reading activities.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will continue to utilize online programs such as Accelerated Reader, Education City, Raz-Kids and Learning A-Z to improve reading and technology	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

skills with teachers monitoring individual needs.													
2 Continue to utilize monitoring programs such as AIMSWEB and Guided Reading for individual students.	07/01/2011	06/30/2012	0	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:
 Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013

Strategy 1
 Develop and implement a professional development program using technology focused on researched based methods driven by the annual professional development needs assessment.

			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Continue to provide professional development to support the utilization of resources such as Accelerated Reader, AIMSWEB, Education City, Raz-Kids, Learning A-Z and Smartboards to integrate into the current curriculum.	07/01/2011	06/30/2012	1,000	1,000			0	0	0	0	0	0	
2 Provide training to new teachers and support staff in the areas of internet safety, internet resources, communications, student management systems and all new technologies. Evaluate current utilization of communication tools and provide additional training as needed to new staff members.	07/01/2011	06/30/2012	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 D. Action Plan – Parental/Community Involvement

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

Phase II Goal 1 Title:												
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013												
Strategy 1												
Improve school/home communications to allow parents to utilize technology tools to monitor and address student needs.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to evaluate and maintain Parent Connect that allows parents to view current grade books, discipline and attendance status as well as increase communication through our school website.	07/01/2011	06/30/2012	3,000	3,000			0	0	0	0	0	0
2 Continue to maintain and improve parent contact through our communication systems that include	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

phone, parent connect, email and school website.													
3 Continue to utilize email communications and enhance website resources available to teachers and parents	07/01/2011	06/30/2012	1,080	1,080			0	0	0	0	0	0	0

Strategy 2
Offer training opportunities for parents and the community to address technology needs of the 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 to offer evening classes/demonstrations to parents and community members that include an new technology in the classroom	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Continue to utilize parent/teacher conferences to increase the knowledge of current technologies being used in the classroom including reading software, photo editing software and the use of interactive whiteboards.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

Strategy 3

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

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:

Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013

Strategy 1

Purchase necessary hardware and maintain reliable access for students, teachers, and parents to support math and reading instruction.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Replace 20 computers and purchase 2 new smartboards.	07/01/2011	06/30/2012	21,500	9,500	0	D	2,000	0	0	0	0	10,000
2 Maintain and expand telecommunication services as needed. Services includes telephone, cellular and internet services as needed.	07/01/2011	06/30/2012	8,733	2,271	6,462	R	0	0	0	0	0	0
3 Maintain and expand features of district website to enhance communication between school and home.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0

Strategy 2

Support and Maintain software utilized by students and teachers to enhance reading and math skills.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Renew annual reading and math program subscriptions that include AR, Education City, Raz-Kids, Learning A-Z and Accelerated Math.	07/01/2011	06/30/2012	3,369	1,970	0	D	1,399	0	0	0	0	0
2 Renew annual subscription to AIMSWEB progress monitoring software for grades K-5.	07/01/2011	06/30/2012	500	500	0	D	0	0	0	0	0	0

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

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

Phase III Goal 1 Title:
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013
Phase III Goal 1 Description:
Students reading and math scores will improve to meet AYP goals in each of the next three years by utilizing current and integrating new technologies into instructional learning.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:												
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013												
Strategy 1												
Students will develop and implement math skills by utilizing current and new technology												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to evaluate and expand activities with the support of technology to improve math computation scores.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Evaluate student use of current graphing calculators and expand to classroom wide software that will assist students improve math skills.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Strategy 2												
Students will participate in technology-rich reading activities												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will continue to utilize online programs such as Accelerated Reader, Education City, Raz-Kids and Learning A-Z to improve reading and technology skills with teachers monitoring individual needs.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Continue to utilize monitoring programs such as AIMSWEB and Guided Reading for individual students .	07/01/2012	06/01/2013	0	0			0	0	0	0	0	0

Strategy 3												
Student understanding of safety and etiquette in relation to technology.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students in grades 3-12 will continue to increase internet safety knowledge.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Students in grades 5-12 will continue to expand proper web searching techniques, ethical online behaviors and knowledge of copyright laws.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013
Strategy 1
Develop and implement a professional development program using technology focused on researched based methods driven by the annual professional development needs assessment.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to expand the utilization of existing resources and provide development of new technologies in the areas of online reading programs and smartboards	07/01/2012	06/30/2013	1,000	1,000			0	0	0	0	0	0
2 Continue to evaluate current staff and provide training as needed in internet safety, internet resources, communication tools, student management systems and all new technologies	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 D. Action Plan – Parental/Community Involvement

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

Phase III Goal 1 Title:												
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013												
Strategy 1												
Continue to evaluate current staff and provide training as needed in internet safety, communication tools and student management system.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to utilize forms of electronic communications through parent connect, email and our district website. As well as explore new avenues of technology based communication.	07/01/2012	06/30/2013	3,000	3,000			0	0	0	0	0	0
2 Evaluate and expand web technologies for parents/community to increase and enhance communication channels between stakeholders.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
3 Continue to enhance email and website communication using current and new technologies.	07/01/2012	06/30/2013	1,080	1,080			0	0	0	0	0	0

Strategy 2												
Offer training opportunities for parents and the community to address technology needs of the 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 to offer and evaluate evening classes/demonstrations to parents and community members to improve the knowledge and use of current software and hardware being utilized by	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

students in the classroom.													
2 Continue to improve parent/teacher conferences by giving demonstrations to parents to show current technologies being used in the classroom including reading software, photo editing software and the use of interactive whiteboards.	07/01/2012	06/30/2013	0	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:												
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013												
Strategy 1												
Purchase necessary hardware and maintain reliable access for students, teachers, and parents to support math and reading instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Replace 20 computers and purchase 2 new smartboards.	07/01/2012	06/30/2013	20,000	8,000	0	D	0	2,000	0	0	0	10,000
2 Maintain and expand telecommunication services as needed. Services includes telephone, cellular and internet services as needed.	07/01/2012	06/30/2013	8,733	2,271	6,462	R	0	0	0	0	0	0
3 Upgrade district website to include interactive communication tools for students, parents and teachers.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0

Strategy 2												
Support and Maintain software utilized by students and teachers to enhance reading and math skills.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Renew annual reading and math program subscriptions that include AR, Education City, Raz-Kids, Learning A-Z and Accelerated Math.	07/01/2012	06/30/2013	1,970	1,970	0	D	0	0	0	0	0	0
2 Renew annual subscription to AIMSWEB progress monitoring software for grades K-5.	07/01/2012	06/30/2013	500	500	0	D	0	0	0	0	0	0

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

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

The administration will:

- continue to monitor the progress of the district goals and the role of technology in meeting these goals.
- maintain an open communication dialog with administrators and staff to measure the use of technology in the school and classroom.
- measure the quality of technology by monitoring technology requests by individual staff member and equipment.
- address professional development needs through an annual professional development needs assessment.
- evaluate the progress of this plan on an annual basis and readjust the technology plan as necessary.
- monitor the long term replacement plan and adjust as necessary.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1. AIMSWEB Data, Accelerated Reader Test Results, Star Reader data, Explore data, ITBS data, ISAT and PSAE data	1. Improvement in reading and math scores as indicated by our monitoring tools	Frequent classroom walk-throughs, informal, formal and summative observations	Building Principal
PD Strategy	1. Staff Development Evaluation 2. Teacher Survey Results	1. Staff will demonstrate technology integration into teaching practices through monitored lesson plans, classroom walk-throughs 2. Increase of technology use in the classroom through frequent observations.	Frequent classroom walk-throughs, informal, formal and summative observations	Building Principal
P/C Strategy	1. Parent Connect Access 2. Parent Surveys logs	1. 550-650 logins each month. 2. 60-70% participation in parent surveys	Monthly	Building Principal, Technology Coordinator
Tech D Strategy	1. Internal firewall usage reports, 2. Equipment inventory report 3. Requests for new technologies from teaching staff 4. Usage reports from AR, Education City, Learning A-Z and Star Reading report, requests for new technologies from teaching staff, usage reports from AR and Star Reading	1. Increased bandwidth usage 2. Decreased amount of out of date equipment 3. 15% increase in requests for new technologies 4. 15% increase in usage of AR, Education City, Learning A-Z and Star Reading	Annually	Building Principal, Technology Coordinator

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

The technology committee will:

- continue to monitor the progress of the district goals and the role of technology in meeting these goals.
- maintain an open communication dialog with administrators and staff to measure the use of technology in the school and classroom.
- measure the quality of technology by monitoring technology requests by individual staff member and equipment.
- address professional development needs through an annual professional development needs assessment.
- evaluate the progress of this plan on an annual basis and readjust the technology plan as necessary.
- monitor the long term replacement plan and adjust as necessary.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1. AIMSWEB Data, Accelerated Reader Test Results, Star Reader data, Explore data, ITBS data, ISAT and PSAE data	1. Improvement in reading and math scores as indicated by our monitoring tools	Frequent classroom walk-throughs, informal, formal and summative observations	Building Principal
PD Strategy	1. Staff Development Evaluation 2. Teacher Survey Results teacher survey results	1. Staff will demonstrate technology integration into teaching practices through monitored lesson plans, classroom walk-throughs 2. Increase of technology use in the classroom through frequent observations.	Frequent classroom walk-throughs, informal, formal and summative observations	Building Principal
P/C Strategy	1. Parent Connect Access 2. Parent Surveys	1. 550-650 logins each month. 2. 60-70% participation in parent surveys	Monthly	Building Principal, Technology Coordinator
Tech D Strategy	1. Internal firewall usage reports, 2. Equipment inventory report 3. Requests for new technologies from teaching staff 4. Usage reports from AR, Education City, Learning A-Z and Star Reading	1. Increased bandwidth usage 2. Decreased amount of out of date equipment 3. 15% increase in requests for new technologies 4. 15% increase in usage of AR, Education City, Learning A-Z and Star Reading	Annually	Building Principal, Technology Coordinator

Section II F. Action Plan - Monitoring Process Phase III

The technology committee will:

- continue to monitor the progress of the district goals and the role of technology in meeting these goals.
- maintain an open communication dialog with administrators and staff to measure the use of technology in the school and classroom.
- measure the quality of technology by monitoring technology requests by individual staff member and equipment.
- address professional development needs through an annual professional development needs assessment.
- evaluate the progress of this plan on an annual basis and readjust the technology plan as necessary.
- monitor the long term replacement plan and adjust as necessary.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	1. AIMSWEB Data, Accelerated Reader Test Results, Star Reader data, Explore data, ITBS data, ISAT and PSAE data	1. Improvement in reading and math scores as indicated by our monitoring tools	Frequent classroom walk-throughs, informal, formal and summative observations	Building Principal
PD Strategy	1. Staff Development Evaluation 2. Teacher Survey Results	1. Staff will demonstrate technology integration into teaching practices through monitored lesson plans, classroom walk-throughs 2. Increase of technology use in the classroom through frequent observations.	Frequent classroom walk-throughs, informal, formal and summative observations	Building Principal
P/C Strategy	1. Parent Connect Access 2. Parent Surveys	1. 550-650 logins each month. 2. 60-70% participation in parent surveys	Monthly	Building Principal, Technology Coordinator
Tech D Strategy	1. Internal firewall usage reports, 2. Equipment inventory report 3. Requests for new technologies from teaching staff 4. Usage reports from AR, Education City, Learning A-Z and Star Reading	1. Increased bandwidth usage 2. Decreased amount of out of date equipment 3. 15% increase in requests for new technologies 4. 15% increase in usage of AR, Education City, Learning A-Z and Star Reading	Annually	Building Principal, 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
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013	37,682	17,821	6,462	3,399	0	0	0	0	10,000
Total Budget for Phase I - 2010-2011	37,682	17,821	6,462	3,399	0	0	0	0	10,000

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013	39,182	19,321	6,462	3,399	0	0	0	0	10,000
Total Budget for Phase II - 2011-2012	39,182	19,321	6,462	3,399	0	0	0	0	10,000

Phase III - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
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Make AYP of 92.5% or Safe Harbor in Mathematics and Reading by year 2013	36,283	17,821	6,462	0	2,000	0	0	0	10,000
Total Budget for Phase III - 2012-2013	36,283	17,821	6,462	0	2,000	0	0	0	10,000
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2010 - 2013	113,147	54,963	19,386	6,798	2,000	0	0	0	30,000

Section III Plan Development, Review and Implementation

A. Stakeholder Involvement

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

A small district such as Avon CUSD 176 has an advantage in working with stakeholders because of the ease in dealing directly with stakeholders. Our stakeholders in this education process include students, parents and the community. It is important that we keep in constant contact with these groups to get feedback on what is working and areas that need improvement. This feedback was achieved through personal contact, student achievement as measured on state tests and local assessments, and period surveys. We made an effort to include all of those individuals and groups that wished to have representation and a voice in helping improve the educational environment for our students. We have no adult literacy providers in the district to include in our plans. We maintain a constant communication line with the local city library and include them to the extent they wish to be included.

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.*

Board Policy Number: 6:235

Adopted by Avon School Board: July 18, 2002

Revised: Dec 12, 2007

Peer Review Feedback Form

District Name :	RCDT #:
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed: 03/05/2010
School Years Covered by Plan:	ISBE Approval Date: 03/29/2010
<input checked="" type="checkbox"/> 2010-2011 <input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013	Plan Expiration Date: 06/30/2013

Section Used for Mid-Course Correction Only

Mid-Course Correction(MCC)

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

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

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> ● 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:	
Part C-1 Check alignment of analysis with summary data (revised 3/23/2010) Part C-3 Add information regarding parent involvement (PTA) (revised 3/23/2010) Part D Check alignment of analysis (revised 3/23/2010) Pg. 43 Mark yes or no under all licensed software (3/23/2010)	

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

Part F. Monitoring

Meets Does Not Meet

Comments:

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement

Part B. Internet Safety Policy

Meets Does Not Meet

Comments: