

District Information

District Name:	ARGENTA-OREANA CUSD 1	District Address:	PO BOX 440
City/State/Zip:	ARGENTA,IL,62501 0440	RCDT Number:	390550010260000
Superintendent:	DAMIAN JONES	Superintendent Email*:	djones@argenta-oreana.org
District Phone:	2177952313	District Fax:	2177952174
TIP Contact Name*:	Tammy McLane	TIP Contact Email*:	tmclane@argenta-oreana.org
TIP Contact Phone*:	2177952163	TIP Contact Fax*:	2177954502

Original Submission: Yes

Ammended Submission: No

Annual Review

The plan was reviewed and evaluated on:

Mid Course Correction:

Mid course correction was needed? No

Vision Statement

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

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

Teachers, staff, administrators, and the Board of Education will empower students, with the help of parents and the community, by infusing technology into the curriculum to create a learning environment that will challenge students to become technologically literate with the skills essential for their success in the 21st century. Technology will be readily accessible to all through robust Internet access, telecommunications systems, and information management systems now and into the future.

**Section I A. Data & Analysis — Report Card Data
Item 1— 2007 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		Is this District making AYP in Mathematics?					Yes				
2007-08 Federal Improvement Status						2007-08 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	

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State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	81.0		Yes	87.2		Yes	93.8	Yes	97.3	Yes
White	100.0	Yes	100.0	Yes	82.2		Yes	88.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	42.9		Yes	62.5		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	72.2		Yes	81.3		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress

<p>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. %, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.</p> <p>2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***</p> <p>3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</p> <p>4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.</p>	<p>*** Safe Harbor Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups 45 or more.</p> <p>Another way to make AYP is through the 'safe harbor' calculation, which applies to student subgroups only. A school has made 'safe harbor' if for any subgroup it can reduce the performance gap (the difference between the percentage meets & exceeds from the prior year and 100%) by 10%.</p> <p>For example, what does a school achieving 20% meets & exceeds for a subgroup last year need to achieve this year in order to make safe harbor? Step ONE: $(100 - 20) = 80\%$ (performance gap) Step TWO: $(10\% * 80) = 8\%$ Step THREE: $20\% + 8\% = 28\%$ Safe Harbor Target = 28%</p> <p>In this case, a school that makes at least 28% meets & exceeds is making AYP under 'safe harbor' even if it did not achieve the mandated 47.5%. 'Safe harbor', in other words, gives credit for improvement.</p>
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* Includes only students enrolled as of 5/01/2006.
 ** Safe Harbor Targets of 55.0% or above are not printed.
 *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**Section I A. Data & Analysis — Report Card Data
 Item 2 —2007 AMAO Report**

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

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Attendance rate (%)	94.2	94.5	94.8	93.9	94.2	93.8
Truancy rate (%)	0.3	0	0	0.1	0.2	0.6
Mobility rate (%)	14.2	10.6	13.5	11.2	12.7	15.5
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	100	94.4	87	98.7	78.5	97.3
HS dropout rate, if applicable (%)	5.4	2.4	3.9	1.3	4	2.1
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
District Population (#)	1039	997	996	987	994	1083
Economically disadvantaged (%)	20.3	20.5	24.4	26	27.5	29.9
Limited English proficient (LEP) (%)	0	0	0	0	0	0
Students with disabilities (%)						
White, non-Hispanic (%)	94.9	94.3	93.3	91.5	91.4	90.8
Black, non-Hispanic (%)	4.2	4.3	4.8	4.5	3.6	3.8
Hispanic (%)	0.2	0.6	1	1.5	1.5	0.9
Native American or Alaskan Native (%)	0	0	0	0.1	0.1	0.1
Asian/Pacific Islander (%)	0.7	0.8	0.9	0.6	0.6	0.8

**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	1999	94.6	4.5	0.5	0.3	0.1	
	2000	93.9	4.2	1.4	0.4	0.0	
	2001	95.9	3.6	0.3	0.2	0.0	
	2002	94.9	4.2	0.2	0.7	0.0	
	2003	94.3	4.3	0.6	0.8	0.0	
	2004	93.3	4.8	1.0	0.9	0.0	
	2005	91.5	4.5	1.5	0.6	0.1	1.8
	2006	91.4	3.6	1.5	0.6	0.1	2.7
	2007	90.8	3.8	0.9	0.8	0.1	3.6
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	
	2000	61.1	20.9	14.6	3.3	0.2	
	2001	60.1	20.9	15.4	3.4	0.2	
	2002	59.3	20.8	16.2	3.5	0.2	
	2003	58.6	20.7	17.0	3.6	0.2	
	2004	57.7	20.8	17.7	3.6	0.2	
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	1999	0.0	16.4	86.4	93.2	16.8	2.0	0.2	4.8	90.4
	2000	0.0	18.8	97.3	93.4	11.6	5.0	0.5	2.2	81.9
	2001	0.0	19.6	96.9	94.2	12.5	2.0	0.2	0.9	97.2
	2002	0.0	20.3	96.9	94.2	14.2	3.0	0.3	5.4	100.0
	2003	0.0	20.5	97.2	94.5	10.6	0.0	0.0	2.4	94.4
	2004	0.0	24.4	97.7	94.8	13.5	0.0	0.0	3.9	87.0
	2005	0.0	26.0	100.0	93.9	11.2	1.0	0.1	1.3	98.7
	2006	0.0	27.5	100.0	94.2	12.7	2.0	0.2	4.0	78.5
	2007	0.0	29.9	98.4	93.8	15.5	6.0	0.6	2.1	97.3

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332.0	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109.0	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056.0	2.5	3.5	85.9

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	1999	1157.0						
	2000	1120.0						
	2001	1084.0	64.0	79.0	78.0	80.0	84.0	89.0
	2002	1039.0	75.0	67.0	76.0	88.0	75.0	76.0
	2003	997.0	73.0	79.0	67.0	72.0	83.0	74.0
	2004	996.0	72.0	76.0	75.0	79.0	76.0	77.0
	2005	987.0	66.0	76.0	72.0	69.0	79.0	74.0
	2006	994.0	61.0	72.0	73.0	73.0	73.0	82.0
	2007	1083.0	65.0	69.0	78.0	94.0	82.0	76.0
S T A T E	1999	1962026.0						
	2000	1983991.0						
	2001	2007170.0	164791.0	161546.0	162001.0	151270.0	148194.0	123816.0
	2002	2029821.0						
	2003	2044539.0						
	2004	2060048.0						
	2005	2062912.0						
	2006	2075277.0	136123.0	139619.0	146935.0	153566.0	154856.0	
	2007	2077856.0						

**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 (High School)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	1999	69.0	14.2	34370.0	85.4	14.6	18.0	14.6		
	2000	71.0	13.5	34383.0	86.1	13.9	16.6	13.5		
	2001	73.0	13.8	35401.0	84.9	15.1	15.7	13.3		
	2002	70.0	14.0	36430.0	87.1	12.9	15.1	14.3	1.4	0.0
	2003	69.0	14.1	36675.0	88.4	11.6	14.9	13.5	0.0	0.0
	2004	67.0	14.6	37282.0	86.6	13.4	15.4	13.8	0.0	0.0
	2005	66.0	14.7	38535.0	68.2	31.8	15.6	13.7	0.0	0.0
	2006	65.0	15.6	41566.0	66.2	33.8	15.4	15.0	1.5	0.0
	2007	66.0	16.5	44121.0	66.7	33.3	16.8	15.5	0.0	0.0
S T A T E	1999	119718.0	15.0	45337.0	53.1	46.7	19.6	18.1		
	2000	122671.0	14.8	45766.0	53.2	46.6	19.3	18.1		
	2001	125735.0	14.5	47929.0	53.8	46.0	19.1	18.0		
	2002	126544.0	14.2	49702.0	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129068.0	13.9	51672.0	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125702.0	13.8	54446.0	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128079.0	13.6	55558.0	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127010.0	13.0	56685.0	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127010.0	12.9	58275.0	47.6	52.3	18.8	18.8	1.5	3.2

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

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007												
Groups	GR3 Reading				GR5 Reading				GR8 Reading			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	81.4	86.9	81.6	90	75.7	68	81.4	83.1	68	66.6	85.3	87.3
White	83.1	88.5	82	92.2	77.9	70.2	82.9	82.6	70.5	66.2	85.1	87.4
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0

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ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007												
Students with Disabilities	60	0	0	0	50	0	0	0	20	27.3	0	36.4
Economically Disadvantaged	69.3	85.7	58.3	76.2	66.6	57.9	66.6	79.3	26.7	50	82.4	72
ISAT - % Meets + Exceeds for Reading all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	81.6	90	90.2	83.1	81.4	83.1	86.9	77.9	70.4	80.7	85.3	87.3
White	82	92.2	90.7	83.6	82.9	82.6	88	79.8	73	81.4	85.1	87.4
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	41.6	0	0	0	36.4	41.7	0	0	36.4
Economically Disadvantaged	58.3	76.2	80.9	69.6	66.6	79.3	85	72.7	40	63	82.4	72
PSAE - % Meets + Exceeds Reading grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All	54.6		55.5		48.7		55					
White	57.1		58.9		51.3		56.1					
Black	0		0		0		0					
Hispanic	0		0		0		0					
Asian/Pacific Islander	0		0		0		0					
Native American	0		0		0		0					
Multiracial/Ethnic	0		0		0		0					
LEP	0		0		0		0					
Students with Disabilities	0		0		0		0					
Economically Disadvantaged	0		0		42.9		50					

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

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
Groups	GR3 Mathematics				GR5 Mathematics				GR8 Mathematics			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	92.8	98.6	100	100	79.8	88	90.7	93.5	53.3	47.4	78.6	90.1
White	95.3	100	100	100	85.3	89.5	95.7	94.2	56.3	49.3	82.1	90.1
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	60	0	0	0	66.7	0	0	0	0	18.2	0	54.5
Economically Disadvantaged	84.6	95.2	100	100	70.4	73.7	81.9	89.7	20	29.2	64.7	73.1
ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	100	100	98.6	94.4	90.7	93.5	88.1	84.9	83.1	86	78.6	90.1
White	100	100	98.4	95	95.7	94.2	90.7	86.1	85.7	87.2	82.1	90.1
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	83.3	0	0	0	63.6	33.3	0	0	54.5
Economically Disadvantaged	100	100	100	86.9	81.9	89.7	75	79.6	60	66.6	64.7	73.1
PSAE - % Meets + Exceeds Mathematics grade 11												
Groups					2003-2004		2004-2005		2005-2006		2006-2007	
AYP Benchmark % Meets + Exceeds					40.0		47.5		47.5		55.0	
All					44		41.7		40.2		50.7	
White					45.7		42.6		42.1		53	

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007				
Black	0	0	0	0
Hispanic	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Native American	0	0	0	0
Multiracial/Ethnic	0	0	0	0
LEP	0	0	0	0
Students with Disabilities	0	0	0	0
Economically Disadvantaged	0	0	28.6	42.8

Section I A. Data & Analysis — Report Card Data

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

Academic Warning ISAT only grades 5 & 8 have 1.3 & 1.3 in Reading: in Math, grade 7 has 1.1
 ISAT Meets/Exceeds 3-8 is very good: PSAE 11 is poor
 Math and Science scores were better than Reading scores
 Low income percentage has almost doubled since 1999
 Teacher/Admin salaries lower than state average
 F/R student scores are lower than all students ; but still making AYP
 District Teachers are 98.5% White and 1.5% Hispanic
 Average teaching experience is 16.5% with 66.7% having Bachelor's degrees and 33.3% Master's degrees and above

Analysis

Scores - ISAT scores have shown steady improvement over the last few years. Overall scores for Math and Science are slightly better than for Reading. PSAE scores are disappointingly low but did improve as compared to last year's scores.

Student population—District low income rate is 29.9% which is lower than the state rate of 40.9%. We do not have any other subgroups at this time. HS graduation rate (97.3%) is higher than the state average (85.9%).

Teachers—All Argenta-Oreana teachers are highly-qualified and 33.3% of our teachers have a Master's Degree or above.

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 objectives and strategies in this plan.

Increased F-R percentages
 Curriculum alignment now exists, ie Math sequence with same series of textbook
 HS Math department turnover and changes in teaching assignments
 DATA (Technical Academy) attendance is higher in our district than in surrounding schools.

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.*

We strive to continuously improve the education of our students. We especially want to increase PSAE results so that 80% of our students will meet or exceed state standards by 2009.

Section I B. Data & Analysis — Local Assessment Data

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

PLAN taken by sophomores

EXPLORE taken by eighth graders

S.T.A.R. Reading and S.T.A.R. Math administered at beginning and end of year to track progress and for placement in next year's classes

Survey of student plans after graduation

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

The survey of graduating seniors for the class of 2007 showed that:

29% planned to attend a 4-year program

46% planned to attend a 2-year program

7% planned to enter the military

2% planned to participate in an apprenticeship

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 objectives and strategies in this plan.*

Economic considerations make community college classes and technical training more feasible for many of our students. Our district offers dual credit in cooperation with Richland Community College.

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.*

The majority of our students are successfully transitioning to some form of higher education after graduation.

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 State Department of Education, the Universal Services Administrative Company, and the local community upon request.

Teacher Technology Plan Surveys (NextSteps administered in April 2002 and October 2004, Zoomerang administered Dec. 21, 2007-Jan. 3, 2008)
 NETS-S Framework to map tech standards
 Inventories
 Review of previous tech plans
 IIRC website
 Census data (2004 updates to 2000 census)

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

Teachers more interested in integrating tech into curriculum than in previous years
 Very interested in training
 Moving to adaptive and transforming strategies in classroom instruction

Lack of accessibility of equipment (more labs, more classroom computers)
 Lack of software for differentiated instruction
 More LCDs for classroom use

Good use of NETS-S Framework Standards 1-4 while 5-6 need improvement. Indicates Literacy and Adaptive uses of technology with gaps in Transforming activities

Slow residential growth in communities because of lack of sewer hookups
 Employment #s are stable but income is lower (industrial vs service jobs)
 Pre-K has a waiting list, Elementary school shows increased enrollment, but High School is experiencing a drop in enrollment

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 objectives and strategies in this plan.

Physical space (no classrooms available at ES and MS to make into a "lab")
 Only 14 workstations in one HS lab
 Lack of financial resources to purchase equipment and licensing
 Electrical capacity questionable in ES and MS for adding equipment (Computers, LCDs, etc.)

Time for training is difficult to find
 Lack of financial resources for professional development and curricular training

New sewers—potential growth in residential and commercial
Commercial development (Pilot)
Employment #s are stable but income is lower (industrial vs service jobs)
Elementary growth but HS decrease in student enrollment
Pre-K waiting list

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.*

Students need greater access to multiple and varied instructional and curricular resources.

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, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.*

Teacher Technology Plan Surveys (NextSteps, Zoomerang)
NETS-S Framework to map tech standards
Compare NextSteps surveys from previous years
Professional Development = Offered tech classes - in district, during plan periods, after school, etc.;
tech conferences - outside district

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

Teachers more interested in integrating tech into curriculum than in previous years
Very interested in training
Moving to adaptive and transforming strategies in classroom instruction

Definitely growth in tech usage
District pays for subs for professional days

HS lecturing style of instruction versus incorporating Web 2.0 tools in instruction

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 objectives and strategies in this plan.*

Time for training is difficult to find
Lack of financial resources for professional development and curricular training

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.*

The learning communities need to receive training to incorporate multiple and varied instructional and curricular resources into their professional practices.

**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, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.*

Edline usage statistics
EZSchoolPay usage statistics
Previous NextSteps community surveys
Parent/Teacher contact logs

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

More and more parents are accessing student information (grades, assignments, lunch accounts) through Edline and EZSchoolPay. Parents and teachers communicate through email, Edline, and website links.

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 objectives and strategies in this plan.*

Greater Internet access at home and at school.
User-friendly website.

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.*

The district needs to continue to provide and improve a working relationship among the schools, parents, emergency services and the community-at-large through telecommunication services.

Section I D. Data & Analysis — Technology Deployment Data

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

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

Teacher Tech Plan Survey, available on Zoomerang between December 21, 2007 and January 4, 2008
NETS-S Framework revisited during the December 21, 2007 inservice
Inventories

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

Infrastructure

ES and MS network cabling is 12 years old and reaching the end of its guaranteed life-span while newer classroom additions' cabling is 3 years old. HS and District Office network cabling is 3 years old and gigabit-ready.

Electrical capacity in older sections of ES and MS is maxed out. Current switching equipment is 100 Mb and above.

Within the next 3 years, the district will need to upgrade network cabling in ES and MS. The district will need to monitor electrical capacity and make upgrades as necessary. When replacing switching equipment, the district will need to purchase gigabit speeds.

Hardware

See inventory

ES has Pentium 2.6 GHz and above computers in all classrooms, offices, and lab

MS has Pentium 2.6 GHz and above computers in all classrooms, offices, and lab

HS has Pentium 2.6 GHz and above computers in most classrooms, offices, and labs

LCDs, SmartBoard Airliners, Printers

Hardware meets current needs but need to continue replacement cycle

Software

See inventory

Lack of network licensed curricular software

Microsoft School Agreement for desktop and server OS, CALS, and Office apps

SDS School Office and District Finance

eTritionware

GradeQuick

Additional curricular software is needed but not affordable

Telecommunications

Each classroom has a telephone

MS/HS has cable TV access

SchoolReach system instituted Fall of 2007

Adequate to meet current needs

Internet Access

Broadband Internet access in all classrooms and offices

Edline

School Website

EZSchoolPay

Currently adequate but will need to increase bandwidth

Monitor usage and plan for upgrades

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 objectives and strategies in this plan.*

Argenta-Oreana is a small school district with a limited budget. Our geographic location has limited the availability of a reasonably priced WAN connection.

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.*

The district needs to provide pathways to online and safety resources for the learning community.

The Argenta-Oreana School District is exploring a WAN connection that fits our budget. Upgrades will be made to electrical capacity, cabling, and bandwidth. Our district will maintain access to instructional resources and pathways of communication while continuing to integrate technology into our curriculum.

District Information

Number	Item
981	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
76	Number of Teachers (FTE - this does not include teacher aides)
6	Number of Administrators
3	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access

Internet Access

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	3
	100+ mg Ethernet	68
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	1
	100+ mg Ethernet	3
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	2
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	16
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	11
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

Location	Type	Number of Rooms
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

Computer Inventory

Desktop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	116	0	116	116	0	116	0	0	0	0	0	0
	5+ years	9	0	9	9	0	9	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	92	0	92	92	0	92	0	0	0	0	0	0
	5+ years	26	0	26	26	0	26	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	6	0	6	6	0	6	0	0	0	0	0	0
	5+ years	3	0	3	3	0	3	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
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	16	0	16	16	0	16	0	0	0	0	0	0
	5+ years	1	0	1	1	0	1	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	9	0	9	9	0	9	0	0	0	0	0	0
	5+ years	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	3	0	3	3	0	3	0	0	0	0	0	0
	5+ years	1	0	1	1	0	1	0	0	0	0	0	0

Computer Inventory

Laptop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	2	0	2	2	0	2	0	0	0	0	0	0
	5+ years	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
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
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	11	0	11	11	0	11	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	5	0	5	5	0	5	0	0	0	0	0	0
	5+ years	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	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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

Computer Inventory

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

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Technology Integration Plan

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Tablet computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
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
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

Computer Inventory

Servers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
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
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
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
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
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	6	0	6	6	0	6	0	0	0	0	0	0
	5+ years	2	0	2	2	0	2	0	0	0	0	0	0

Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	125
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	118
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Media Center/Library	Windows Vista	0
	Windows XP (any version)	9
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	11
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	21
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Teacher Offices	Windows Vista	0
	Windows XP (any version)	11
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0

	Other PC	0
Macintosh		
Location	Operating System	Number
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
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
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
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
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
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
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
Other Operating Systems (including Linux)		
Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0

Administrative Offices		0
Teacher Offices		0
Other Locations	Linux	3

Network Equipment

Location	Equipment	Number
Instructional Classroom	Hubs	5
	Routers	0
	Switches	6
	Wireless Access Points	6
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	3
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	1
	Firewall	0

Location	Equipment	Number
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	0
	Switches	17
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	2
	Intrusion Detector	0

Licensed Software

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

Inventory of Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	15	3	18
Stand-alone Printers	12	8	20
Scanners	4	0	4
Digital Cameras	11	0	11
Camcorders/Movie Cameras	1	0	1
Satellite Dishes	1	0	1
Televisions	12	2	14
Video Microscopes	0	0	0
LCD Panels/Projection Devices	25	0	25
Fax Machines	0	4	4
Graphing Calculators	40	0	40
PDA's	0	0	0
Assistive/Adaptive Devices	0	0	0
GPS Devices	0	0	0
Science Probeware	3	0	3
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	0	0	0
Whiteboard Capture Devices	0	0	0
Document Cameras	3	0	3
MP3 Players	0	0	0

Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	0	12	12
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	0	0
Classrooms with Telephones			
	Number		
Classrooms with telephones	71		

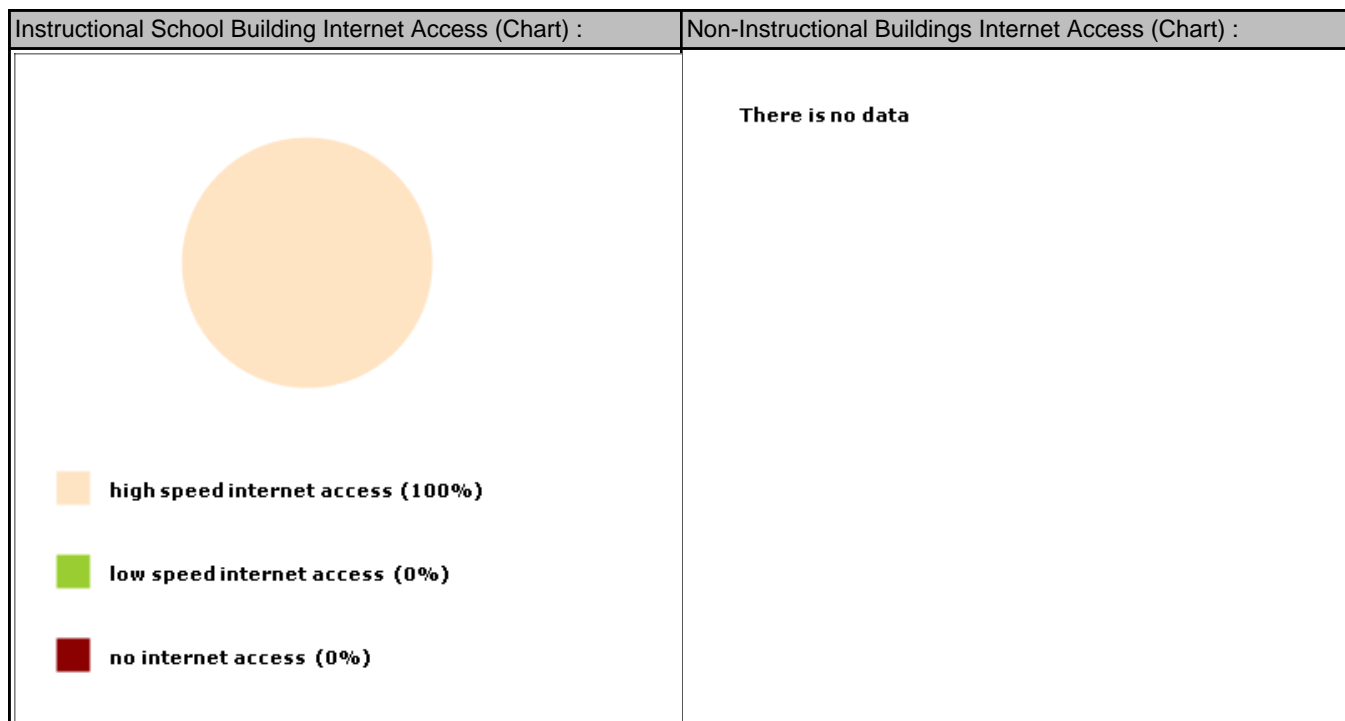
Distance Learning

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

Section I D Data & Analysis — District Technology Inventory Report

District Information			
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).	Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)	Number of Administrators
981	0	76	6

Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
3	0	0	0	0	0



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers	125	0	118	0	9	0	0	0	17	0	9	0	4	0
Desktops	125	0	118	0	9	0	0	0	17	0	9	0	4	0
Laptops	2	0	0	0	0	0	11	0	5	0	1	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	8	0
	127	0	118	0	9	0	11	0	22	0	10	0	12	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	
	127		118		9		11		22		10		12	
Students per Computer													3.17	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers	125	0	118	0	9	0	0	0	17	0	9	0	4	0
Desktops	125	0	118	0	9	0	0	0	17	0	9	0	4	0
Laptops	2	0	0	0	0	0	11	0	5	0	1	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	8	0
	127	0	118	0	9	0	11	0	22	0	10	0	12	0

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Technology Integration Plan

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Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
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	
	127		118		9		11		22		10		12	
Students per Computer													3.17	

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

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

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
0	0	0	242	8	0	40	11	0

Internet Access	
Number of Rooms	Type
4	10 mg Ethernet
100	100+ mg Ethernet
0	Dedicated Cable
0	DSL
3	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Number of Rooms	Type
0	Windows Vista
295	Windows XP (any version)
0	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
0	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
18	Number of Networked Printers
20	Number of Stand-alone Printers
4	Number of Scanners
11	Number of Digital Cameras
1	Number of Camcorders/Movie Cameras
1	Number of Satellite Dishes
14	Number of Televisions
0	Number of Video Microscopes
25	Number of LCD Panels/Projection Devices
4	Number of Fax Machines
40	Number of Graphing Calculators
0	Number of PDAs
0	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
3	Number of Science Probeware

Other Technologies	
Total	Type
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
0	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
3	Number of Document Cameras
0	Number of MP3 Players

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

Section I E. Data & Analysis — Meta Analysis

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

To increase access and opportunities for technology use by learning communities that result in safe and engaged learning environments which improve and enhance student achievement that, by 2011, will result in a 30% increase in the number of 11th grade students who meet/exceed state standards on PSAE as measured against the current M/E level of 54.1% (2007).

Goal 1 for Phase I : 2008-2009
To increase access and opportunities for technology use by learning communities that result in safe and engaged learning environments which improve and enhance student achievement that, by 2011, will result in a 30% increase in the number of 11 th grade students who meet/exceed state standards on PSAE as measured against the current M/E level of 54.1% (2007).
Section II B. Action Plan — Curriculum and Instruction
Strategy1

Students will access multiple and varied instructional and curricular resources for student achievement

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Edline(web portal)cost is listed in Tech Deployment section	09/01/2008	06/05/2009	0	0			0	0	0	0	0	0
Math Curriculum	09/01/2008	06/05/2009	0	0			0	0	0	0	0	0
Renaissance Learning programs	09/01/2008	06/05/2009	0	0			0	0	0	0	0	0
Smartboard Airliners	09/01/2008	06/05/2009	0	0			0	0	0	0	0	0
ILLINET and OCLC in libraries	08/19/2008	06/05/2009	200	200			0	0	0	0	0	0
ACTOnlinePrep	09/01/2008	06/05/2009	0	0			0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

The learning communities will receive training to incorporate multiple and varied instructional and curricular resources into their professional practices.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Workshops on curricular resources	09/01/2008	06/30/2009	150	0			0	150	0	0	0	0
Safety workshops	09/01/2008	05/29/2009	0	0			0	0	0	0	0	0
Staff training on telecommunications devices	08/18/2008	09/30/2008	0	0			0	0	0	0	0	0
Tech standards incorporated into curriculum	08/18/2008	06/05/2009	0	0			0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Strategy3												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			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)												
Strategy1												
The district will continue to provide and improve a working relationship among the schools, parents, emergency services and the community-at-large through telecommunication services												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
SchoolReach	07/01/2008	06/30/2009	2750	2750			0	0	0	0	0	0
Card access system (maintenance)	07/01/2008	06/30/2009	500	500			0	0	0	0	0	0
EZSchoolPay	08/01/2008	06/30/2009	0	0			0	0	0	0	0	0
School Website/links to online resources	07/01/2008	06/30/2009	4000	4000			0	0	0	0	0	0
Security cameras (maintenance & repairs)	07/01/2008	06/30/2009	1500	1500			0	0	0	0	0	0
Edline/portal for parents, students, and staff (cost included in Part E)	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Fire alarms/24-hr Security Service	07/01/2008	06/30/2009	300	300			0	0	0	0	0	0
Strategy2												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Strategy3												

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy1

Provide pathways to online and safety resources for the learning community.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain cable Internet access	07/01/2008	06/30/2009	3600	1800	1800	R	0	0	0	0	0	0
Maintain classroom phones (maintenance fees)	07/01/2008	06/30/2009	4258	4258	0	D	0	0	0	0	0	0
Explore use of cell appliance services (not device)	07/01/2008	11/03/2008	0	0	0	D	0	0	0	0	0	0
Cable TV access	07/01/2008	06/30/2009	0	0	0	D	0	0	0	0	0	0
Explore installing WAN	07/01/2008	11/03/2008	0	0	0	D	0	0	0	0	0	0
Purchase replacement computers to continue rotation plan	07/01/2008	09/30/2008	25000	25000	0	D	0	0	0	0	0	0
Maintain Edline access	07/01/2008	06/30/2009	4000	2000	2000	R	0	0	0	0	0	0

Strategy2

Increase Internet capacity

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Explore an increase in cable Internet bandwidth	07/01/2008	11/03/2008	0	0	0	D	0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0	0	D	0	0	0	0	0	0

Goal 1 for Phase II : 2009-2010

To increase access and opportunities for technology use by learning communities that result in safe and engaged learning environments which improve and enhance student achievement that , by 2011, will result in a 30% increase in the number of 11th grade students who meet/exceed state standards on PSAE as measured against the current M/E level of 54.1% (2007).

Section II B. Action Plan — Curriculum and Instruction

Strategy1												
Students will access multiple and varied instructional and curricular resources for student achievement												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Edline (web portal) cost is listed in Tech Deployment section	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0
Math curriculum	09/01/2009	06/04/2010	0	0			0	0	0	0	0	0
Renaissance Learning programs	09/01/2009	06/04/2010	0	0			0	0	0	0	0	0
Smartboard Airliners	09/01/2009	06/04/2010	0	0			0	0	0	0	0	0
ILLINET/OCLC in libraries	08/19/2009	06/04/2010	200	200			0	0	0	0	0	0
ACTOnlinePrep	09/01/2009	06/04/2010	0	0			0	0	0	0	0	0
Strategy2												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Strategy3												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Section II C. Action Plan — Professional Development												
Strategy1												
The learning communities will receive training to incorporate multiple and varied instructional and curricular resources into their professional practices												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Workshops on curricular resources	09/01/2009	06/30/2010	150	0			0	150	0	0	0	0
Safety workshops	09/01/2009	05/28/2010	0	0			0	0	0	0	0	0
Staff training on telecommunications devices	08/19/2009	09/30/2009	0	0			0	0	0	0	0	0
Tech standards incorporated into curriculum	08/19/2009	06/04/2010	0	0			0	0	0	0	0	0
Strategy2												

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			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)**

Strategy1

The district will continue to provide and improve a working relationship among the schools, parents, emergency services and the community-at-large through telecommunication services

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
SchoolReach	07/01/2009	06/30/2010	2750	2750			0	0	0	0	0	0
Card access system (maintenance)	07/01/2009	06/30/2010	500	500			0	0	0	0	0	0
EZSchoolPay	08/03/2009	06/30/2010	0	0			0	0	0	0	0	0
School website/links to online resources	07/01/2009	06/30/2010	4000	4000			0	0	0	0	0	0
Security cameras (maintenance & repairs)	07/01/2009	06/30/2010	1500	1500			0	0	0	0	0	0
Edline/portal for parents, students and staff (cost included in Part E)	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0
Fire alarms/24-hr Security Service	07/01/2009	06/30/2010	300	300			0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy1

Provide pathways to online and safety resources for the learning community.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain cable Internet access	07/01/2009	06/30/2010	3600	1800	1800	R	0	0	0	0	0	0
Maintain classroom phones (maintenance fees)	07/01/2009	06/30/2010	4258	4258	0	D	0	0	0	0	0	0
Cell appliance services (not devices)	07/01/2009	06/30/2010	2400	1200	1200	R	0	0	0	0	0	0
Cable TV access	07/01/2009	06/30/2010	0	0	0	D	0	0	0	0	0	0
WAN connection	07/01/2009	06/30/2010	4800	4800	0	D	0	0	0	0	0	0
Purchase replacement computers to continue rotation cycle	07/01/2009	09/30/2009	25000	25000	0	D	0	0	0	0	0	0

Strategy2

Increase Internet capacity

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Purchase more bandwidth	07/01/2010	06/30/2011	2400	1200	1200	R	0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0	0	D	0	0	0	0	0	0

Goal 1 for Phase III : 2010-2011

To increase access and opportunities for technology use by learning communities that result in safe and engaged learning environments which improve and enhance student achievement that, by 2011, will result in a 30% increase in the number of 11th grade students who meet/exceed state standards on PSAE as measured against the current M/E level of 54.1% (2007).

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Students will access multiple and varied instructional and curricular resources for student achievement

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Edline (web portal) cost is listed in Tech Deployment section	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
Math curriculum	09/01/2010	06/03/2011	0	0			0	0	0	0	0	0
Renaissance Learning programs	09/01/2010	06/03/2011	0	0			0	0	0	0	0	0
Smartboard Airliners	09/01/2010	06/03/2011	0	0			0	0	0	0	0	0
ILLINET/OCLC in libraries	08/18/2010	06/03/2011	250	250			0	0	0	0	0	0
ACTOnlinePrep	09/01/2010	06/03/2011	0	0			0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

The learning communities will receive training to incorporate multiple and varied instructional and curricular resources into their professional practice

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Workshops on curricular resources	09/01/2010	06/30/2011	150	0			0	150	0	0	0	0
Safety workshops	09/01/2010	05/27/2011	0	0			0	0	0	0	0	0
Staff training on telecommunications devices	08/18/2010	09/30/2010	0	0			0	0	0	0	0	0
Tech standards incorporated into curriculum	08/18/2010	06/03/2011	0	0			0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			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)**

Strategy1

The district will continue to provide and improve a working relationship among the schools, parents, emergency services and the community-at-large through telecommunication services

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
SchoolReach	07/01/2010	06/30/2011	3000	3000			0	0	0	0	0	0
Card access system (maintenance)	07/01/2010	06/30/2011	600	600			0	0	0	0	0	0
EZSchoolPay	08/02/2010	06/30/2011	0	0			0	0	0	0	0	0
School website/links to online resources	07/01/2010	06/30/2011	4200	4200			0	0	0	0	0	0
Security cameras (maintenance & repairs)	07/01/2010	06/30/2011	1700	1700			0	0	0	0	0	0
Edline/portal for parents, students, and staff (cost included in Part E)	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0
Fire alarms/24-hr Security Service	07/01/2010	06/30/2011	350	350			0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

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Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy1

Provide pathways to online and safety resources for the learning community

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain cable Internet access	07/01/2010	06/30/2011	3600	1800	1800	R	0	0	0	0	0	0
Maintain classroom phones	07/01/2010	06/30/2011	4500	4500	0	D	0	0	0	0	0	0
Cell appliance service (not device)	07/01/2010	06/30/2011	2400	1200	1200	R	0	0	0	0	0	0
Cable TV access	07/01/2010	06/30/2011	0	0	0	D	0	0	0	0	0	0
WAN connection	07/01/2010	06/30/2011	4800	4800	0	D	0	0	0	0	0	0
Purchase replacement computers to continue rotation cycle	07/01/2010	09/30/2010	30000	30000	0	D	0	0	0	0	0	0

Strategy2

Increase Internet capacity (if needed)

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Explore an increase in Internet bandwidth	07/01/2010	11/30/2011	0	0	0	D	0	0	0	0	0	0

Strategy3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0	0	D	0	0	0	0	0	0

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

District personnel will monitor progress indicators on a regular basis to be sure we are making progress in the areas of curriculum and instruction, professional development, parent/community involvement, and technology deployment. Each year we should see increased growth in PSAE scores for students who meet and exceed state standards.

Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible	
C & I Strategy	Teacher lesson plans	Increased Teacher-generated technology-enriched lesson plans	Annually	Building Principals: Sean German Steve Johnson Sue Fustin
PD Strategy	Attendance logs for training	Increased use of technology resources	Annually	Technology Coordinator, Tammy McLane Curriculum Director, Paula Wilson
P/C Strategy	Monitor use of telecommunications through logs and interviews	Availability of telecommunications resources among community members	Quarterly	Building Principals: Sean German Steve Johnson Sue Fustin Technology Coordinators: Tammy McLane Jim Fitzpatrick
Tech D Strategy	1.Maintenance of software licenses, online resource subscriptions, inventories of tech tools 2.Monitor bandwidth logs on IPCop	1.Contracts and subscriptions renewed annually and tech inventories maintained and analyzed 2.More availability of online multimedia curriculum	1.Annually 2.Monthly	Technology Coordinators: Tammy McLane Jim Fitzpatrick

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

District personnel will monitor progress indicators on a regular basis to be sure we are making progress in the areas of curriculum and instruction, professional development, parent/community involvement, and technology deployment. Each year we should see increased growth in PSAE scores for students who meet and exceed state standards.

Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible	
C & I Strategy	Teacher lesson plans	Increased Teacher-generated technology-enriched lesson plans	Annually	Building Principals: Sean German Steve Johnson Sue Fustin
PD Strategy	Attendance logs for training	Increased use of technology resources	Annually	Technology Coordinator, Tammy McLane Curriculum Director, Paula Wilson

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
P/C Strategy	Monitor use of telecommunications through logs and interviews	Availability of telecommunications resources among community members	Quarterly	Building Principals: Sean German Steve Johnson Sue Fustin Technology Coordinators: Tammy McLane Jim Fitzpatrick
Tech D Strategy	1. Maintenance of software licenses, online resource subscriptions, inventories of tech tools 2. Monitor bandwidth logs on IPCop	1.Contracts and subscriptions renewed annually and tech inventories maintained and analyzed 2.More availability of online multimedia curriculum	1. Annually 2. Monthly	Technology Coordinators: Tammy McLane Jim Fitzpatrick

Section II - Action Plan

Phase III F. Action Plan - Monitoring Prompt

District personnel will monitor progress indicators on a regular basis to be sure we are making progress in the areas of curriculum and instruction, professional development, parent/community involvement, and technology deployment. By the end of this year we should make our goal of a 30% growth in PSAE scores for students who meet and exceed state standards

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Teacher lesson plans	Increased Teacher-generated technology-enriched lesson plans	Annually	Building Principals: Sean German Steve Johnson Sue Fustin
PD Strategy	Attendance logs for training	Increased use of technology resources	Annually	Technology Coordinator, Tammy McLane Curriculum Director, Paula Wilson
P/C Strategy	Monitor use of telecommunications through logs and interviews	Availability of telecommunications resources among community members	Quarterly	Building Principals: Sean German Steve Johnson Sue Fustin Technology Coordinators: Tammy McLane Jim Fitzpatrick
Tech D Strategy	1.Maintenance of software licenses, online resource subscriptions, inventories of tech tools 2.Monitor bandwidth logs on IPCop	1.Contracts and subscriptions renewed annually and tech inventories maintained and analyzed 2.More availability of online multimedia curriculum	1. Annually 2. Monthly	Technology Coordinators: Tammy McLane Jim Fitzpatrick

Section II G. Action Plan — Budget Summary

Phase I-II-III -Budget Summary									
Phase I 2008 -2009	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
To increase access and opportunities for technology use by learning communities that result in safe and engaged learning environments which improve and enhance student achievement that, by 2011, will result in a 30% increase in the number of 11 th grade students who meet/exceed state standards on PSAE as measured against the current M/E level of 54.1% (2007).	46258	42308	3800	0	150	0	0	0	0
Total Budget for Phase I - 2008-2009	46258	42308	3800	0	150	0	0	0	0
Phase II 2009 -2010	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other

To increase access and opportunities for technology use by learning communities that result in safe and engaged learning environments which improve and enhance student achievement that , by 2011, will result in a 30% increase in the number of 11 th grade students who meet/exceed state standards on PSAE as measured against the	51858	47508	4200	0	150	0	0	0	0
Total Budget for Phase II - 2009-2010	51858	47508	4200	0	150	0	0	0	0
Phase III 2010 -2011	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
To increase access and opportunities for technology use by learning communities that result in safe and engaged learning environments which improve and enhance student achievement that, by 2011, will result in a 30% increase in the number of 11 th grade students who meet/exceed state standards on PSAE as measured against the	55550	52400	3000	0	150	0	0	0	0
Total Budget for Phase III - 2010-2011	55550	52400	3000	0	150	0	0	0	0
Total Budget for Phases I, II, and III - 2008-2011	153666	142216	11000	0	450	0	0	0	0

Section III Plan Development, Review and Implementation A. Stakeholder Involvement

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

Parents, community members, teachers, support staff, and administrators participated in surveys, school improvement teams, and strategic action committees that contributed to the revision of this plan. P.A.T.T. (Parents And Teachers Together) supports our Technology Plan through software and hardware purchases for classrooms and labs. The Area IV LTC is a resource for professional development and technology issue solutions. The Argenta-Oreana School District collaborates with the Friends Creek Libraries in Argenta and Oreana and the Rolling Prairie Library System as a member of ILLINET/OCLC. The only literacy service provider within our district is Richland Community College. We collaborate with them to provide services for our students and families.

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.*

At the June 11, 2007 Board of Education meeting, the board approved the revisions of policies 901.00, 902.00, and 904.00 to include the following:

Safety - To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The wording for the remainder of the Internet Safety Policy (#1-#5 above) was already included in these board policies. Also approved was this revision of policy 903.00:

Internet Access and Privacy Policy

The school district has an obligation to protect student safety and to balance this with the need for open communication when using the Internet. It is clear that there are significant risks, as well as significant advantages, involved with allowing students to be identified on the Internet. Therefore, students should not be easily identifiable from materials they might publish on the Internet.

The purpose of this policy is:

1. to inform school staff of the possible dangers of allowing students to publish identifying information on the Internet;
2. to recognize that there are potential advantages of allowing students to publish identifying information on the Internet; and
3. to provide to schools a policy governing how student-identifying information should be allowed in publishing on the Internet.

Policy

1. When posting examples of student work, students and staff shall not include information that could identify themselves or other students and staff. Examples of identifying information include last names, addresses, or phone numbers. Students shall identify themselves by first names. Pictures that are a part of student publishing should not include any identifying information.
2. Internet IDs and passwords are provided only for personal use and shall not be shared with anyone. Further, students and staff shall not use anyone else's password.
3. Individual and/or group pictures posted to the network shall not include any identifying links and/or information.
4. If replies to published student work are appropriate, the sponsoring teacher's school email address or a general group email address shall be displayed, not the student's.
5. In special circumstances with a parent-signed release, identifying information can be added.

We are currently using an IPCop firewall with Dan's Guardian content filter.

Peer Review Feedback Form

District Name: ARGENTA-OREANA CUSD 1	RCDT #: 390550010260000
Original Submission: Yes	Approval Date:
School Years Covered by Plan:	Plan Expiration Date: 06/30/2011
2008-2009:Yes 2009-2010:Yes 2010-2011:Yes	
Section Used for Mid-Course Correction Only	
Mid-Course Correction(MCC): No	Date Peer Reviewed: 04/01/2008
Date of Annual Review Leading to MCC:	Approval Date of MCC:
Preliminary Information	Requirements
All Required Identifying District Information is Complete. Vision Statement is Included and Meets Requirements.	Meets
Comments:	
Section I: Data and Analysis	Requirements
Data Collection & Information Part A. Illinois School Report Card Data Part B. Local Assessment Data (as available) Part C. Other Data -- Item 1,2 & 3 Part D. Technology Deployment Part E. Data & Analysis - (Meta-Analysis)	Meets
Comments:	
Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan A.1 Goals A.2 Strategies and Activities A.3 Budget	Meets
Comments:	
	Requirements
Part B. Curriculum Integration Strategies and Activities	Meets
Comments:	
	Requirements
Part C. Professional Development Strategies and Activities	Meets
Comments:	
	Requirements
Part D. Parent/Community Involvement	Meets
Comments:	

	Requirements
Part E. Technology Deployment	Meets
Comments:	
	Requirements
Part F. Monitoring	Meets
Comments:	
Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
Comments:	
ISBE Review	
Approved	
Comments:	
4/15/08 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.	