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**District Information**


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|---------------------|-------------------|------------------------|---------------------|
| District Name:      | KEENEYVILLE SD 20 | District Address:      | 5540 ARLINGTON DR E |
| City/State/Zip:     | HANOVER,IL,60133  | RCDT Number:           | 190220200020000     |
| Superintendent:     | DR CAROL AUER     | Superintendent Email*: | cauer@esd20.org     |
| District Phone:     | 6308942250        | District Fax:          | 6308945187          |
| TIP Contact Name*:  | Joseph Neilon     | TIP Contact Email*:    | jneilon@esd20.org   |
| TIP Contact Phone*: | 6308944012        | TIP Contact Fax*:      | 6308945187          |

**Original Submission: True**

**Ammended Submission: False**

**Annual Review**

The plan was reviewed and evaluated on:

**Mid Course Correction:**

Mid course correction was needed? False

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**Vision Statement**

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*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.*

Keeneyville Elementary School District 20  
Technology Vision

Keeneyville Elementary School District 20 promotes the use of technology to:

- Provide access for our schools and community to timely, accurate information;
- Enhance the knowledge base and learning styles of our schools and community; and,
- Connect our classrooms to the resources available in our community, our nation, and the world.

In so doing, we will foster an educational environment which:

- Develops the skills of communication, problem solving, and critical thinking;
- Prepares members of our community to effectively utilize the technology they encounter in their lives
- Recreate the way learning occurs.

The use of technology in District 20 is intended to prepare all students to be technologically competent individuals who utilize available resources to express themselves, solve problems, and explore emerging technologies. The District 20 Graduate Profile, Illinois Learning Standards, and national standards guide the use of technology so that students leave District 20 as individuals who have gained the skills to flourish in a technological society.

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**Section I A. Data & Analysis — Report Card Data**

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

District 20 currently services 1707 students in two elementary buildings and one middle school. Waterbury houses grades pre-kindergarten through grade five. Greenbrook houses grades kindergarten through grade five. Spring Wood

houses grades six through eight. Upon graduation from District 20, students attend Lake Park High School located in Roselle.

The student population has an ethnic composition of 53.6% white, 11.3% black, 21.2% Hispanic, 13.4% Asian/Pacific Islander, and 0.3% Native American. On average, 30.3% of the student population qualifies for free and reduced lunches. (WB 9%, GB 31%, SW 51%)

Thirteen and one-half percent are considered limited English proficient. The District currently sees a 12.0% mobility rate in its students.

The staff consists of 11 district office and building administrators, 123 certified teachers, and 66 educational support personnel (i.e. teacher assistants, secretaries, and custodians). 100% of District 20 teachers are highly qualified as required in NCLB.

Keeneyville School District 20 receives 55.3% (\$10,375,434) of its resources from local taxes. Of that amount, 70% is derived directly from homeowners. State funds account for 26% of all revenue. Keeneyville School District 20's operating cost per student is \$8,446. This is at the state average.

Over the past three years, academic performance in Keeneyville has improved. In Reading, the percentage of all students meeting and exceeding standards has increased from 63% in 2005 to 75% in 2007. In Math, the percentage of all students meeting and exceeding standards has increased from 65% in 2005 to 80% in 2007.

Our most recent data shows that the only subgroup not making AYP is the Students with Disabilities subgroup in Reading; however, this particular subgroup has improved from 30% in 2005 to 38% in 2007. We have been cited in the past for not making AMAOs in Math; however, for the past two years, our LEP students have consistently improved from 35% in 2005 to 54% in 2007. We believe that this year, our district status will change in terms of AMAO because of this improvement. We have not been officially notified to date.

Another subgroup that is of interest to us are the African American students. Their academic performance is traditionally below that of our white and Hispanic populations. But, here, again, we are making improvement. Their overall performance in 2005 in Reading was a little over 40%; in 2007, this percentage moved to 60%; In Math, African American students scored at 50% meets/exceeds in 2005 and now, in 2007, they are scoring at just under 70%.

**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.*

Key factors that have contributed to the areas identified above are:

- Strong emphasis throughout the district for standards-based grading and assessment development;
- Adoption and implementation of new Reading/Language Arts series focusing on best practices;
- Improved use of data to make decisions to guide instruction;
- Standardized testing of students who struggle in reading;
- Use of standards-based math series at both the elementary and middle school;
- Re-configuration of special reading services at the middle school.

We are still concerned with special education students and they difficulty that they have with reading. A key factor here is that the very nature of special education is that students are below grade level in reading because of their disability. While this is not an excuse, it surely is a challenge for us.

Reaching African American students newly arrived from urban areas is another challenge we face and is most likely a contributing factor to the fact that we still have 30% of our Black students not meeting standards.

**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 that we draw from the data analysis and the key factors listed above are the following:

Using data from standards-based assessments to track students in the LEP, Special Education, and Black subgroups has helped us monitor progress for these students.

We have made progress, but that progress is just the beginning, not the end. We will continue to use data to drive instruction to meet the needs of these subgroups.

**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.

The following local tools are used to monitor reading progress and improvement:

Kindergarten Screening - administered in August and May

Illinois Snapshot of Early Literacy (ISEL1,2) - GR1, 2 - administered in January to only bottom 25% of each classroom

Qualitative Reading Inventory III (QRI-3) - GR 3 - 8 - administered in January to only bottom 25% of each classroom

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

Data from each of the tools listed above is collected and reviewed with each building principal.

The data is then used to determine eligibility for special reading interventions, special education, after school help, and the summer school program.

Each of these tools allows us the opportunity to assess one-to-one the reading ability of those who struggle with that skill.

Because the growth of these struggling students is unequal, we do not aggregate the data. Rather, we monitor their individual growth from year to year. The aggregate determination of the success of the programs is determined by the ISAT results.

We see the most growth from the data on the Kindergarten Screening. 69.5% of Kindergarten students qualified for special reading assistance in August; 20.7% qualified at the end of the year in May for reading assistance as they enter GR1.

Using the ISEL for GR1, in January 2006, 6 students were in the 20% and 17 students were in the 50%; in January 2007, 0 students were in the 20%; 3 students in the 50%; and 20 students were over the 50% rank.

We used the QRI-3 for GR2 this past year (next year, we will transition to ISEL2) and the results were 24 students below grade level and 20 at or above grade level by the end of the year. Our 2006 data was not complete.

**Years Growth 2006 to 2007**

|                               | <u>GR3</u> | <u>GR4</u> | <u>GR5</u> | <u>GR6</u> | <u>GR7</u> | <u>GR8</u> |
|-------------------------------|------------|------------|------------|------------|------------|------------|
| <b><u>Stayed the same</u></b> | 6          |            | 9          |            | 9          |            |

|                |    |   |   |   |   |    |
|----------------|----|---|---|---|---|----|
| <b>1 Year</b>  | 11 | 6 | 4 | 8 | 7 | 19 |
| <b>2 Years</b> | 11 | 5 | 5 | 8 | 2 | 6  |
| <b>3 Years</b> | 6  | 2 | 6 | 1 | 3 | 2  |
| <b>4 Years</b> |    | 3 | 6 | 2 | 4 |    |
| <b>5 Years</b> |    | 1 |   | 1 |   |    |

**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.

Contributing Factors

We know that many of these students are African-American and non-English speaking students. Doing well on a reading inventory is difficult if you do not know the language.

**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 focused on Student Achievement

We know from the data that students are making progress individually. We also know that when the scores are aggregated overall, District 20's ISAT scores are improving. However, we still have students not meeting standards. Disaggregating the local assessment data will help us to monitor the subgroups more closely. Having several years of data for these students will also help us to understand their overall progress toward standards. Thus far, we only have two years of data.

**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.

Budget Analysis

A district budget is submitted to the Keeneyville Elementary School District 20 Board of Education for approval of instructional technology and professional development programs. Approval of that budget takes place in June each year for the coming school year.

Curriculum Integration

The Language Arts and Technology committees annually set goals and submit those goals to the Instructional Council. Their goals focus on the continual review of both textual and technological resources for staff and students. Curriculum needs are discussed and reported to the Curriculum Office each April when the grade levels meet. Technology needs are assessed through the committee. Staff are always encouraged to suggest new resources and there is a preview process for all staff to access through the Curriculum Office. Opportunities for technology

integration take place on professional development days and evaluations of those opportunities are kept on file in the Curriculum Office.

#### Community Demographics Data

The College of DuPage has recently provided demographic data for our community because of the partnership work we are engaged in with the College. It provides information about income, community interests, level of education, median home prices, etc.

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

#### Budget Summary

The District faces financial challenges. Most revenue for the District is generated by local taxes. State funds provide only 26% of the district's funds. Furthermore, the federal/state governments have reduced budgets for technology. Therefore, maintaining a quality system through regular replacement of equipment could become difficult financially. In addition, the district's student population is growing more and more diverse, and an increasing number of students need special assistance. As a result, more of the district's budget and time allotted for staff development will most likely be allocated to meet the needs of these students. Less money will be available for newer technologies, online subscriptions and software programs; consequently, one of the major challenges will be to provide stakeholders with up-to-date equipment and resources. If educators are expected to prepare students for the 21st century, then having modern equipment and time and money to train staff members to use this equipment to increase student learning and achievement is crucial. However, the BOE is dedicated to providing the necessary instructional tools and support while maintaining a balanced budget so that our students will be prepared to make informed decisions for their life's work and leisure.

#### Curriculum Summary

Staff development in technology integration is offered during professional development days and after school. For courses offered after school, participants are awarded a stipend. Two hours of training are provided to new personnel at the beginning of each school year. All personnel are dedicated to improving student achievement. Teachers are highly qualified and maintain a high level of parent contact through phone calls, email messages, and face-to-face meetings. Administrators and the members of the Board of Education are supportive of the use of technology to improve student learning and facilitate operations within the District.

#### Community Demographics Summary

The demographic data provided by COD has broadened our appreciation of our community and helped to make us aware at this point of the needs of the area in ways unknown to us. This has also opened doors with COD so that we can work together for the betterment of our community. We have many more Section 8 housing units close to the middle school. We have more families moving into the community with fewer years of education in their background. We have more poverty.

***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.

#### Budget Key Factors

Declining revenue and increased costs for salaries, health care cost, and fuel costs are items that are always foremost in our minds then developing the budget. We have been careful in our spending to date. Reorganization of building structures has allowed us to maintain the curriculum and technology budgets to date.

#### Curriculum Key Factors

Time is definitely a challenge for us as it is with most districts. Making sure that all staff utilize the technology that exists in the district is an ongoing challenge. Sometimes, after school sessions and professional development days do not provide consistent training times for staff to incorporate technology sufficiently.

#### Community Key Factors

The changing community from a rural white middle class community to a diverse lower middle class community is forcing us to spend time learning about poverty and how to understand how poverty affects what we do in schools. This is important. It is layered onto of what we are already doing to deliver and integrated curriculum.

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

#### Budget Conclusion

Budget planning will continue to be reviewed to include an integrated technology approach when we consider updating reading and math materials. Technology purchases will continue to be presented to the BOE on an annual basis. Requests will be made mindful of the board's policy to maintain a balanced budget.

#### Curriculum Conclusion

Technology integration in the areas of reading and math will continue to be monitored as standards-based assessments and units are implemented across the district at all grade levels. Continued opportunities for staff to have time to integrate will be supported through school improvement planning with the buildings.

#### Community Conclusion

The district will continue its recent partnership with Lake Park High School and the College of DuPage to coordinate our efforts to meet the needs of our changing community, for we truly are trying to reach the same audience!

### **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.*

Professional Development Course Offerings Brochure

Culturegrams Usage Report

World Book Usage Report

Unitedstreaming Usage Report

FY06 Technology Usage Report

Appendix D FY05-08 Tech Plan - Integration of Technology Into the Curriculum Report

Instructional Council Minutes - April 2007

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

Based upon the reports listed above, the integration of technology continues to improve in District 20. Availability of laptops at the middle school has opened up many more opportunities for students and staff to access electronic information sources. The webinars offered during Professional Development days helped teachers learn to use new tools for instruction.

In the coming FY08 school year, the implementation of a standards-based reporting system will move staff to consistently use an electronic gradebook to communicate classroom academic progress to parents. Because the system is based upon standards, staff will again be asked to monitor classroom assessment for alignment to the Illinois

Learning Standards and the Illinois Assessment Framework. In this regard, the members of the Instructional Council agreed that this report card implementation will be the focus of professional development district-wide for FY08. Thus, on Professional Development Days, mornings will be designated as times for staff to become proficient with the Webgrader software and/or develop/update classrooms assessments so they meet the standards-based designations for reporting.

**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.*

A key factor identifying needs for staff in the area of standards-based grading and reporting is the fact that the implementation of this system is a culmination of three years of work by staff and administration to have a curriculum and reporting system aligned to the state standards. Many of our staff do not currently assess according to the standards. They teach to the standards, but do not assess the learning of their students based upon the standards. Many of our staff do not currently use an electronic gradebook. Both of these aspects provide challenges for the district in terms of integrating technology systemwide.

**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 conclude that

We will use technology in reporting standards-based information to parents.

We will use technology to align our classroom assessments to the Illinois Learning Standards and Assessment Framework.

### **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.*

#### **Parent Surveys/Community Survey**

- Parent surveys are sent out at least every 3 years
- A technology survey was sent out early in the 2006-2007 school year. Around 500 Parents took this survey.
- The results are on our website: [http://www.esd20.org/site/epage/25215\\_510.htm](http://www.esd20.org/site/epage/25215_510.htm)

#### **PTO Meetings**

- Each building meets with PTO members to discuss all aspects of curriculum and technology used in the classroom

#### **NWACC Meetings**

- NWACC members are a group of Technology Coordinators from Itasca, Bloomingdale, Keeneyville, Medinah, and Hanover Park school districts.
- Members meet monthly to discuss all aspects of technology
- NWACC contacted local librarians from the surrounding districts and had a meeting to gather input from them.

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

#### **2006-2007 Technology Survey (Parents)**

Around 500 parents responded in total and more than half agree that we using technology for school projects and homework. This survey also queried parents about home and public availability of computers. All of this data can be found at our website.

[http://www.esd20.org/site/epage/25215\\_510.htm](http://www.esd20.org/site/epage/25215_510.htm)

#### **PTO Meetings**

The PTO members supports and encourages engaging technology integration into the curriculum.

#### **NWACC Meetings**

- The NWACC members constantly collaborate with each other to find out what works best with our districts, budgets, students, and communities.
- The NWACC committee has committed to provide students with the necessary technology for a smooth transition into their feeder high school, Lake Park.

**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.

The District communicates well with its parents via newsletters and websites, but we are looking for a better solution for parents to have one place to get all of the information they need about our District and their child. The lack of resources has somewhat delayed the District in providing a more paperless system. The District will need to use telecommunication more frequently in the future to provide for the needs of its students and parents.

The District has offered technology classes for adult community residents. The District would like to run more of these classes, but the resources to support these classes are limited.

The District also shares its buildings for classes and technology workshops hosted by the local public college and libraries.

**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.

Keeneyville District 20 has learned a lot from our parents and community. We continue to increase contact with the public with newsletters, websites, curriculum night, and teacher conferences.

The district will continue to evaluate its 2006 data to further support its technology, telecommunications, and infrastructure to supply what is best for the community and our students.

### 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.

| List of Data Collection Tools/Instruments for Technology Deployment Data | Date Administered |
|--|-------------------|
| Infrastructure Design & Summary  | July 2007         |
| Software Inventory   | July 2007         |
| Hardware Inventory   | July 2007         |
| Telecommunications Equipment & Services Inventory                        | July 2007         |
| Internet Access Usage Reports  | July 2007         |

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

Summary -

District 20 has an excellent infrastructure. In 2001 all 3 schools were connected via 1 GB fiber through lines we own. Each building has its own fiber core and server. Each classroom is connected to the fiber backbone with a Cisco switch that provides 8 open ports to the room. Wireless for all three buildings was installed in September of 2007 making anywhere in the buildings a hot spot.

Analysis -

District 20 is dedicated to maintaining and improving our infrastructure.

#### **Hardware**

Summary -

District 20 has a great 5 year recycling plan for all computers. Almost every classroom has 4 computers. Each building has 2 mobile laptop carts with 15 laptops in each cart. The libraries in each school have roughly 15 computers for student use. The middle school has 2 computer labs consisting of 28 computers each. One lab is for a multimedia class and the other is for an applied technology class. In total there are around 700 computers. Each school has multiple black and white laser printers and 1 color laser printer. Each school also has the ability to rent projectors, digital cameras, and camcorders from the library.

Analysis - The technology department has fought hard to keep a consistent budget to maintain our 5 year recycling plan.

**Software**

## Summary -

District 20 Uses Novell servers for all file, print, application, and e-mail services. All of our computers run Windows XP with service pack 2. We have a large list of software titles and web subscriptions we provide for our staff

## Analysis -

We plan to keep up with the latest tested software to provide what is best for the district.

**Telecommunications**

## Summary -

The 3 buildings in our district are connected with 1 GB fiber. We have one Optiman fiber line that runs at 10 Mbps. This covers all three schools from one central location. Each building has its own phone server with a phone in every classroom. Cell phones are also supplied for the administration staff and custodians both for safety and availability.

## Analysis -

The district will constantly evaluate the bandwidth to see if 10 Mbps is enough. If necessary, the district can upgrade its fiber from AT&T up to 1 GB.

**Internet access**

## Summary -

District 20 has a 10 Mbps via Fiber from AT&T. All classrooms in the district attach to this via a proxy server.

## Analysis -

Our plan is to constantly analyze our bandwidth to see if we are keeping up with demand. If needed, we would look into raising our bandwidth from AT&T

**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.*

**Key Factors** -

- Teachers are in need of more training
- Future funds may not be available to maintain our infrastructure.
- The 5 year recycling plan may need to be reduced with the laptops.

**Identified Needs/Gaps:**

- A new recycling plan must be implemented for the laptops
- A plan must be made on how to maintain or current infrastructure
- Our staff will need to make more time for training in technology.

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

*Plan. The data collected in this box will focus on student achievement.*

District 20 and the technology department have worked hard to provide a quality technology environment. Our goal is to make sure we maintain what we have, and always look for ways of improving. By increasing bandwidth and replacing computers within a 5 year period, district 20 will continue to help its students grow and learn through technology. Funding for technology will always be an issue, so it is imperative to keep the funds we already have.

**District Information**

| Number | Item  |
|--------|---|
| 1733   | 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). |
| 33     | Number of K-12 special education self-contained classroom students  |
| 135    | Number of Teachers (FTE - this does not include teacher aides)  |
| 10     | 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              | 0               |
|                         | 100+ mg Ethernet            | 107             |
|                         | Dedicated Cable             | 0               |
|                         | DSL                         | 0               |
|                         | Wireless                    | 107             |
|                         | Other (Dial-up modem, etc.) | 0               |
|                         | None (no internet access)   | 0               |
| Dedicated Computer Lab  | 10 mg Ethernet              | 0               |
|                         | 100+ mg Ethernet            | 1               |
|                         | Dedicated Cable             | 0               |
|                         | DSL                         | 0               |
|                         | Wireless                    | 1               |
|                         | Other (Dial-up modem, etc.) | 0               |
|                         | None (no internet access)   | 0               |
| Media Center/Library    | 10 mg Ethernet              | 0               |
|                         | 100+ mg Ethernet            | 3               |
|                         | Dedicated Cable             | 0               |
|                         | DSL                         | 0               |
|                         | Wireless                    | 3               |

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**Technology Integration Plan**

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| Location               | Type                        | Number of Rooms |
|------------------------|-----------------------------|-----------------|
|                        | 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                    | 6               |
|                        | Other (Dial-up modem, etc.) | 0               |
|                        | None (no internet access)   | 0               |
| Administrative Offices | 10 mg Ethernet              | 0               |
|                        | 100+ mg Ethernet            | 27              |
|                        | Dedicated Cable             | 0               |
|                        | DSL                         | 0               |
|                        | Wireless                    | 27              |
|                        | Other (Dial-up modem, etc.) | 0               |
|                        | None (no internet access)   | 0               |
| Teacher Offices        | 10 mg Ethernet              | 0               |
|                        | 100+ mg Ethernet            | 32              |
|                        | Dedicated Cable             | 0               |
|                        | DSL                         | 0               |
|                        | Wireless                    | 32              |
|                        | 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               |

**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 | 144           | 0   | 144   | 144                   | 0   | 144   | 0                      | 0   | 0     | 0                  | 0   | 0     |
|                         | 2-5 years     | 157           | 0   | 157   | 157                   | 0   | 157   | 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     | 28            | 0   | 28    | 28                    | 0   | 28    | 0                      | 0   | 0     | 0                  | 0   | 0     |
|                         | 5+ years      | 0             | 0   | 0     | 0                     | 0   | 0     | 0                      | 0   | 0     | 0                  | 0   | 0     |

| Desktop computers      |               |    |   |    |    |   |    |   |   |   |   |   |   |
|------------------------|---------------|----|---|----|----|---|----|---|---|---|---|---|---|
| Media Center/Library   | Under 2 years | 0  | 0 | 0  | 0  | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0 |
|                        | 2-5 years     | 42 | 0 | 42 | 42 | 0 | 42 | 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 | 26 | 0 | 26 | 26 | 0 | 26 | 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 | 21 | 0 | 21 | 21 | 0 | 21 | 0 | 0 | 0 | 0 | 0 | 0 |
|                        | 2-5 years     | 11 | 0 | 11 | 11 | 0 | 11 | 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 | 3  | 0 | 3  | 3  | 0 | 3  | 0 | 0 | 0 | 0 | 0 | 0 |
|                        | 2-5 years     | 0  | 0 | 0  | 0  | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0 |
|                        | 5+ years      | 0  | 0 | 0  | 0  | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0 |

**Computer Inventory**

| Laptop computers        |               |               |     |       |                       |     |       |                        |     |       |                    |     |       |
|-------------------------|---------------|---------------|-----|-------|-----------------------|-----|-------|------------------------|-----|-------|--------------------|-----|-------|
| Location                | Computer Age  | Total Desktop |     |       | High Speed Access 56k |     |       | Low Speed Access < 56k |     |       | No Internet Access |     |       |
|                         |               | PC            | Mac | Total | PC                    | Mac | Total | PC                     | Mac | Total | PC                 | Mac | Total |
| Instructional Classroom | Under 2 years | 68            | 0   | 68    | 68                    | 0   | 68    | 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 | 6             | 0   | 6     | 6                     | 0   | 6     | 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 | 92            | 0   | 92    | 92                    | 0   | 92    | 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 | 14            | 0   | 14    | 14                    | 0   | 14    | 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     |
| 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**

| 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     |
|                         | 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     | 8             | 0   | 8     | 8                     | 0   | 8     | 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     |

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

**Operating Systems**

| PC                      |                            |        |
|-------------------------|----------------------------|--------|
| Location                | Operating System           | Number |
| Instructional Classroom | Windows Vista              | 0      |
|                         | Windows XP (any version)   | 386    |
|                         | Windows 2000 (any version) | 0      |
|                         | Windows 98                 | 0      |
|                         | Windows 95                 | 0      |
|                         | Other PC                   | 0      |
| Dedicated Computer Lab  | Windows Vista              | 0      |
|                         | Windows XP (any version)   | 28     |
|                         | Windows 2000 (any version) | 0      |
|                         | Windows 98                 | 0      |
|                         | Windows 95                 | 0      |
|                         | Other PC                   | 0      |
| Media Center/Library    | Windows Vista              | 0      |
|                         | Windows XP (any version)   | 48     |
|                         | Windows 2000 (any version) | 0      |
|                         | Windows 98                 | 0      |
|                         | Windows 95                 | 0      |
|                         | Other PC                   | 0      |
| Mobile Computer Lab     | Windows Vista              | 0      |
|                         | Windows XP (any version)   | 92     |
|                         | Windows 2000 (any version) | 0      |
|                         | Windows 98                 | 0      |
|                         | Windows 95                 | 0      |
|                         | Other PC                   | 0      |
| Administrative Offices  | Windows Vista              | 0      |
|                         | Windows XP (any version)   | 41     |
|                         | Windows 2000 (any version) | 0      |
|                         | Windows 98                 | 0      |

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|                         |                            |               |
|-------------------------|----------------------------|---------------|
|                         | Windows 95                 | 0             |
|                         | Other PC                   | 0             |
| Teacher Offices         | Windows Vista              | 0             |
|                         | Windows XP (any version)   | 32            |
|                         | 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             |
| <b>Macintosh</b>        |                            |               |
| <b>Location</b>         | <b>Operating System</b>    | <b>Number</b> |
| 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                           |                  | 0      |

### Network Equipment

| Location                | Equipment              | Number |
|-------------------------|------------------------|--------|
| Instructional Classroom | Hubs                   | 0      |
|                         | Routers                | 0      |
|                         | Switches               | 106    |
|                         | Wireless Access Points | 38     |
|                         | Firewall               | 0      |
|                         | Spam Filter            | 0      |
|                         | Content Filter         | 0      |
|                         | Intrusion Detector     | 0      |
|                         | Dedicated Computer Lab | Hubs   |
| Routers                 |                        | 0      |
| Switches                |                        | 1      |
| Wireless Access Points  |                        | 0      |
| Firewall                |                        | 0      |
| Spam Filter             |                        | 0      |
| Content Filter          |                        | 0      |
| Intrusion Detector      |                        | 0      |
| Media Center/Library    |                        | Hubs   |
|                         | Routers                | 0      |
|                         | Switches               | 3      |
|                         | Wireless Access Points | 3      |
|                         | Firewall               | 0      |
|                         | Spam Filter            | 0      |
|                         | Content Filter         | 0      |
|                         | Intrusion Detector     | 0      |

| Location               | Equipment              | Number |
|------------------------|------------------------|--------|
| 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                | 1      |
|                        | Switches               | 12     |
|                        | Wireless Access Points | 3      |
|                        | Firewall               | 1      |
|                        | Spam Filter            | 1      |
|                        | Content Filter         | 1      |
|                        | Intrusion Detector     | 1      |
| Teacher Offices        | Hubs                   | 0      |
|                        | Routers                | 0      |
|                        | Switches               | 11     |
|                        | Wireless Access Points | 0      |
|                        | Firewall               | 0      |
|                        | Spam Filter            | 0      |
|                        | Content Filter         | 0      |
|                        | Intrusion Detector     | 0      |
| Other Locations        | Hubs                   | 0      |
|                        | Routers                | 0      |
|                        | Switches               | 0      |
|                        | Wireless Access Points | 0      |
|                        | Firewall               | 0      |
|                        | Spam Filter            | 0      |
|                        | Content Filter         | 0      |
|                        | Intrusion Detector     | 0      |

**Licensed Software**

| Number | Software Type   |
|--------|---|
| 3      | Networking  |
| 10     | Utility Programs (Service Programs, File Compression, Disk Optimizers, etc.)          |
| 1      | Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)  |
| 3      | Graphics (Business, Illustration, CAD, Animation, etc.)                               |
| 1      | Desktop Publishing  |
| 0      | Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.) |
| 0      | Programming packages (Computer Programming)   |

| Number | Software Type                          |
|--------|--|
| 1      | Student Information Management Systems |
| 1      | Filtering/Blocking Software            |
| 1      | Anti-Virus                             |
| 0      | Other                                  |

### Inventory of Other Technologies

| Technology Type               | Instructional | Administrative | Total |
|-------------------------------|---------------|----------------|-------|
| Networked Printers            | 23            | 0              | 23    |
| Stand-alone Printers          | 13            | 11             | 24    |
| Scanners                      | 7             | 2              | 9     |
| Digital Cameras               | 12            | 2              | 14    |
| Camcorders/Movie Cameras      | 10            | 0              | 10    |
| Satellite Dishes              | 0             | 0              | 0     |
| Televisions                   | 121           | 4              | 125   |
| Video Microscopes             | 0             | 0              | 0     |
| LCD Panels/Projection Devices | 8             | 0              | 8     |
| Fax Machines                  | 6             | 0              | 6     |
| Graphing Calculators          | 0             | 0              | 0     |
| PDA's                         | 10            | 0              | 10    |
| Assistive/Adaptive Devices    | 5             | 0              | 5     |
| GPS Devices                   | 0             | 0              | 0     |
| Science Probeware             | 24            | 0              | 24    |
| Modems (below 28.8 kbps)      | 0             | 0              | 0     |
| Modems (28.8 kbps or above)   | 4             | 0              | 4     |
| Electronic Whiteboards        | 0             | 1              | 1     |
| Whiteboard Capture Devices    | 0             | 0              | 0     |
| Document Cameras              | 0             | 0              | 0     |
| 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)           | 124           | 69             | 193   |
| Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries) | 0             | 24             | 24    |
| Classrooms with Telephones  |               |                |       |
|   | Number        |                |       |

| Telecommunication Type     | Instructional | Administrative | Total |
|----------------------------|---------------|----------------|-------|
| Classrooms with telephones |               | 116            |       |

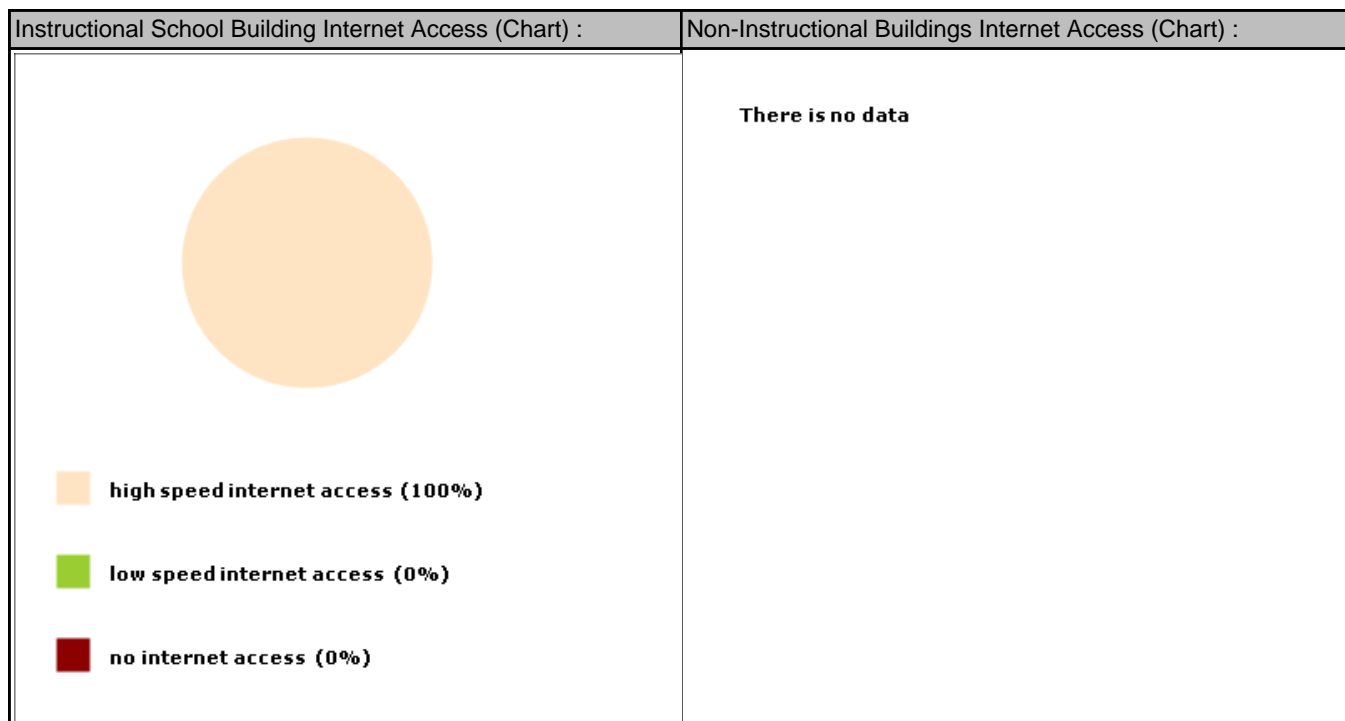
**Distance Learning**

| Distance Learning                       | Number of Access Points |
|---|-------------------------|
| Satellite                               | 0                       |
| Cable/Broadcast                         | 116                     |
| 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 |
| 1733  | 33   | 135  | 10                       |

|  |   |  |  |   |  |
|--|---|--|--|---|--|
| 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                        | 301                      | 0   | 28                     | 0   | 42                    | 0   | 0                   | 0   | 26                     | 0   | 32                  | 0   | 3                   | 0   |
| Desktops                         | 68                       | 0   | 0                      | 0   | 6                     | 0   | 92                  | 0   | 15                     | 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   | 8                     | 0   | 0                   | 0   | 0                      | 0   | 0                   | 0   | 1                   | 0   |
| Servers                          | 369                      | 0   | 28                     | 0   | 56                    | 0   | 92                  | 0   | 41                     | 0   | 32                  | 0   | 4                   | 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 |     |
|                                  | 369                      |     | 28                     |     | 56                    |     | 92                  |     | 41                     |     | 32                  |     | 4                   |     |
| Students per Computer            |                          |     |                        |     |                       |     |                     |     |                        |     |                     |     | 2.84                |     |

| 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                                  | 301                      | 0   | 28                     | 0   | 42                    | 0   | 0                   | 0   | 26                     | 0   | 32               | 0   | 3               | 0   |
| Desktops                                   | 68                       | 0   | 0                      | 0   | 6                     | 0   | 92                  | 0   | 15                     | 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   | 8                     | 0   | 0                   | 0   | 0                      | 0   | 0                | 0   | 1               | 0   |
| Servers                                    | 369                      | 0   | 28                     | 0   | 56                    | 0   | 92                  | 0   | 41                     | 0   | 32               | 0   | 4               | 0   |

| Computers with High Speed Internet Access: |                          |     |                        |     |                      |     |                     |     |                        |     |                     |     |                     |     |
|--|--------------------------|-----|------------------------|-----|----------------------|-----|---------------------|-----|------------------------|-----|---------------------|-----|---------------------|-----|
| Type and Location                          | Classrooms Instructional |     | Dedicated Computer Lab |     | Media Center/Library |     | Mobile Computer Lab |     | Administrative Offices |     | Teachers Offices    |     | Other Locations     |     |
| Computers                                  | PC                       | Mac | PC                     | Mac | PC                   | Mac | PC                  | Mac | PC                     | Mac | PC                  | Mac | PC                  | Mac |
| 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 |     |
|  | 369                      |     | 28                     |     | 56                   |     | 92                  |     | 41                     |     | 32                  |     | 4                   |     |
| Students per Computer                      |                          |     |                        |     |                      |     |                     |     |                        |     |                     |     | 2.84                |     |

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

| Computers with No Internet Access: |                          |     |                        |     |                      |     |                     |     |                        |     |                     |     |                     |     |
|------------------------------------|--------------------------|-----|------------------------|-----|----------------------|-----|---------------------|-----|------------------------|-----|---------------------|-----|---------------------|-----|
| Type and Location                  | Classrooms Instructional |     | Dedicated Computer Lab |     | Media Center/Library |     | Mobile Computer Lab |     | Administrative Offices |     | Teachers Offices    |     | Other Locations     |     |
| Computers                          | PC                       | Mac | PC                     | Mac | PC                   | Mac | PC                  | Mac | PC                     | Mac | PC                  | Mac | PC                  | Mac |
| Desktops                           | 0                        | 0   | 0                      | 0   | 0                    | 0   | 0                   | 0   | 0                      | 0   | 0                   | 0   | 0                   | 0   |
| Laptops                            | 0                        | 0   | 0                      | 0   | 0                    | 0   | 0                   | 0   | 0                      | 0   | 0                   | 0   | 0                   | 0   |
| Tablets                            | 0                        | 0   | 0                      | 0   | 0                    | 0   | 0                   | 0   | 0                      | 0   | 0                   | 0   | 0                   | 0   |
| Servers                            | 0                        | 0   | 0                      | 0   | 0                    | 0   | 0                   | 0   | 0                      | 0   | 0                   | 0   | 0                   | 0   |
|                                    | 0                        | 0   | 0                      | 0   | 0                    | 0   | 0                   | 0   | 0                      | 0   | 0                   | 0   | 0                   | 0   |
| Total Computers in Each Location   | Combined PC and Mac      |     | Combined PC and Mac    |     | Combined PC and Mac  |     | Combined PC and Mac |     | Combined PC and Mac    |     | Combined PC and Mac |     | Combined PC and Mac |     |
|                                    | 0                        |     | 0                      |     | 0                    |     | 0                   |     | 0                      |     | 0                   |     | 0                   |     |
| 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 |
| 194   | 180  | 0                                      | 238   | 1  | 0                                    | 0  | 0   | 0                                       |

| Internet Access |                             |
|-----------------|-----------------------------|
| Number of Rooms | Type                        |
| 0               | 10 mg Ethernet              |
| 170             | 100+ mg Ethernet            |
| 0               | Dedicated Cable             |
| 0               | DSL                         |
| 176             | Wireless                    |
| 0               | Other (Dial-up modem, etc.) |
| 0               | None (no internet access)   |

| Number of Rooms | Type                       |
|-----------------|----------------------------|
| 0               | Windows Vista              |
| 627             | 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                                    |
| 23                 | Number of Networked Printers            |
| 24                 | Number of Stand-alone Printers          |
| 9                  | Number of Scanners                      |
| 14                 | Number of Digital Cameras               |
| 10                 | Number of Camcorders/Movie Cameras      |
| 0                  | Number of Satellite Dishes              |
| 125                | Number of Televisions                   |
| 0                  | Number of Video Microscopes             |
| 8                  | Number of LCD Panels/Projection Devices |
| 6                  | Number of Fax Machines                  |
| 0                  | Number of Graphing Calculators          |
| 10                 | Number of PDAs                          |
| 5                  | Number of Assistive/Adaptive Devices    |
| 0                  | Number of GPS Devices                   |
| 24                 | Number of Science Probeware             |

| Other Technologies |                                       |
|--------------------|---------------------------------------|
| Total              | Type                                  |
| 0                  | Number of Modems (below 28.8 kbps)    |
| 4                  | Number of Modems (28.8 kbps or above) |
| 1                  | Number of Electronic Whiteboards      |
| 0                  | Number of Whiteboard Capture Devices  |
| 0                  | Number of Document Cameras            |
| 0                  | Number of MP3 Players                 |

| Distance Learning       |   |
|-------------------------|---|
| Number of Access points | Distance Learning                       |
| 0                       | Satellite                               |
| 116                     | Cable/Broadcast                         |
| 0                       | Internet Services for Distance Learning |
| 0                       | Phone line/v-tel systems                |
| 0                       | Other                                   |

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

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

District reading scores will increase from 84% to 85% at the end of 3 years, as measured by ISAT and local assessments in a safe and secure environment.

At least one strategy and activity that supports the SMART goal(s) should be developed for each of the above areas. Districts will need to then write strategies and activities which support the attainment of the goal in each of these applicable areas:

- Curriculum integration
- Professional development
- Technology deployment
- Monitoring process

|  |
|--|
| Goal 1 for Phase I : 2008-2009   |
| District reading scores will increase from 74.2% to 78% at the end of 3 years, as measured by ISAT and local assessments in a safe and secure environment. |
| <b>Section II B. Action Plan — Curriculum and Instruction</b>  |
| Strategy1  |

Students will use telecommunications, instructional technology, and information technology, to support reading education.

| Activities   | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Multimedia technology tools will be used by students to enhance reading instruction. Each student will be exposed to United Streaming as required by the instructor. | 07/01/2008 | 06/30/2009 | 3000  | 3000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Students will use telecommunication based services and interactive web-sites, such as: Brain Pop and Enchanted Learning to improve overall reading skills.           | 07/01/2008 | 06/30/2009 | 4000  | 4000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Electronic presentation tools, such as: Microsoft Power Point, Movie Maker and Photo Story, will be used by students.  | 07/01/2008 | 06/30/2009 | 6000  | 6000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Assess and implement innovative technology based strategies for reading, including new and current software solutions.   | 07/01/2008 | 06/30/2009 | 15000 | 15000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Productivity products, such as: word processing, spreadsheets and desktop publishing will be used by students.   | 07/01/2008 | 06/30/2009 | 6000  | 6000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy2**

Use of computerized research based reading assessments.

| Activities   | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Implement Star Reading assessment to assess beginning and ending reading levels. | 07/01/2008 | 06/30/2009 | 0     | 0        | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Use of Accelerated Reader to assess comprehension.                               | 07/01/2008 | 06/30/2009 | 0     | 0        | 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        | 0       | 0     |

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

**Strategy1**

Train and educate staff to use a standards based online curriculum mapping tools to assess and improve the reading curriculum.

| Activities   | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Provide professional development opportunities for staff members in the area of reading curriculum mapping.  | 07/01/2008 | 06/30/2009 | 15000 | 15000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Provide professional development opportunities in the innovative technologies which will lead to increased student achievement in the area of reading. | 07/01/2008 | 06/30/2009 | 15000 | 15000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy2**

Provide on-going, standards based sustainable professional development strategies and activities for teachers, principals, administrators and library media personnel in the area of reading.

| Activities  | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Train the trainer   | 07/01/2008 | 06/30/2009 | 5000  | 5000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Provide opportunities for staff to attend outside workshops and conferences                             | 07/01/2008 | 06/30/2009 | 1500  | 1500     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Provide teachers with listing of available reading software and online resources by grade level/school. | 07/01/2008 | 06/30/2009 | 0     | 0        | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| New Teacher in-services   | 07/01/2008 | 06/30/2009 | 10000 | 10000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy3**

Support the capacity of teachers to integrate technology into the reading curriculum, therefore supporting improved instructional techniques and assessments.

| Activities  | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Use of Accelerated Reader to access comprehension and assess beginning and ending reading levels. | 07/01/2008 | 06/30/2009 | 0     | 0        | 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**

Use telecommunications to increase communication with parents and promote parental involvement.

| Activities                               | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Provide online access to student grades. | 07/01/2008 | 06/30/2009 | 7000  | 7000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

|   |            |            |      |      |   |   |   |   |   |   |   |   |
|---|------------|------------|------|------|---|---|---|---|---|---|---|---|
| Post school report cards on websites.   | 07/01/2008 | 06/30/2009 | 5100 | 5100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Use email as a tool to communicate.   | 07/01/2008 | 06/30/2009 | 0    | 0    | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Provide parents with digital reading strategies and resources to assist parents and students at home. | 07/01/2008 | 06/30/2009 | 0    | 0    | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy2**

Provide technology centric learning opportunities for parents and 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 |
|---|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Promote the community educational programs which support adult technology literacy. | 07/01/2008 | 06/30/2009 | 500   | 500      | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy3**

Communicate and improve parent and community involvement in the educational process of our students, especially in the area of reading.

| Activities        | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|-------------------|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Newsletter        | 07/01/2008 | 06/30/2009 | 1000  | 1000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Website           | 07/01/2008 | 06/30/2009 | 3000  | 3000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Curriculum Nights | 07/01/2008 | 06/30/2009 | 2000  | 2000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

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

**Strategy1**

Acquire the necessary software, hardware, and services to maintain and sustain a reliable technology infrastructure that supports reading instruction.

| 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, support, and upgrade telecommunication services (including wired and wireless phone systems).             | 07/01/2008 | 06/30/2009 | 60000  | 36000    | 24000  | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade high speed internet access.  | 07/01/2008 | 06/30/2009 | 14000  | 8000     | 6000   | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade technology, as per the district's established hardware replacement cycle.            | 07/01/2008 | 06/30/2009 | 148000 | 148000   | 0      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade technology, as per the district's established software replacement cycle.            | 07/01/2008 | 06/30/2009 | 45000  | 45000    | 0      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade existing internal network connections and infrastructure (including voice and data). | 07/01/2008 | 06/30/2009 | 47000  | 47000    | 0      | 1      | 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      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| <b>Strategy3</b> |           |         |       |          |        |        |           |            |             |          |         |       |
|                  |           |         | 0     | 0        | 0      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |

**Goal 1 for Phase II : 2009-2010**  
 District reading scores will increase from 84% to 85% at the end of 3 years, as measured by ISAT and local assessments in a safe and secure environment.

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

**Strategy1**  
 Students will use telecommunications, instructional technology, and information technology, to support reading education.

| Activities   | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Multimedia technology tools will be used by students to enhance reading instruction. Each student will be exposed to United Streaming as required by the instructor. | 07/01/2009 | 06/30/2010 | 3000  | 3000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Students will use telecommunication based services and interactive web-sites, such as: Brain Pop and Enchanted Learning to improve overall reading skills.           | 07/01/2009 | 06/30/2010 | 3800  | 3800     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Electronic presentation tools, such as: Microsoft Power Point, Movie Maker and Photo Story, will be used by students.  | 07/01/2009 | 06/30/2010 | 6000  | 6000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Assess and implement innovative technology based strategies for reading, including new and current software solutions.   | 07/01/2009 | 06/30/2010 | 15000 | 15000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Productivity products, such as: word processing, spreadsheets and desktop publishing will be used by students.   | 07/01/2009 | 06/30/2010 | 6000  | 6000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

|   |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
|---|------------------|----------------|--------------|-----------------|---------------|---------------|------------------|-------------------|--------------------|-----------------|----------------|--------------|
|   |                  |                | 0            | 0               | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |
| <b>Strategy2</b>  |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
| Use of computerized research based reading assessments.   |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
| <b>Activities</b>   | <b>StartDate</b> | <b>EndDate</b> | <b>Total</b> | <b>District</b> | <b>E-Rate</b> | <b>R or D</b> | <b>Title I-A</b> | <b>Title II-D</b> | <b>Title III-D</b> | <b>Title IV</b> | <b>Title V</b> | <b>Other</b> |
| Implement Star Reading assessment to assess beginning and ending reading levels.  | 07/01/2009       | 06/30/2010     | 0            | 0               | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |
| Use of Accelerated Reader to assess comprehension.  | 07/01/2009       | 06/30/2010     | 0            | 0               | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |
| <b>Strategy3</b>  |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
|   |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
| <b>Activities</b>   | <b>StartDate</b> | <b>EndDate</b> | <b>Total</b> | <b>District</b> | <b>E-Rate</b> | <b>R or D</b> | <b>Title I-A</b> | <b>Title II-D</b> | <b>Title III-D</b> | <b>Title IV</b> | <b>Title V</b> | <b>Other</b> |
|   |                  |                | 0            | 0               | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |
| <b>Section II C. Action Plan — Professional Development</b>   |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
| <b>Strategy1</b>  |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
| Train and educate staff to use a standards based online curriculum mapping tools to assess and improve the reading curriculum.  |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
| <b>Activities</b>   | <b>StartDate</b> | <b>EndDate</b> | <b>Total</b> | <b>District</b> | <b>E-Rate</b> | <b>R or D</b> | <b>Title I-A</b> | <b>Title II-D</b> | <b>Title III-D</b> | <b>Title IV</b> | <b>Title V</b> | <b>Other</b> |
| Provide professional development opportunities for staff members in the area of reading curriculum mapping.   | 07/01/2009       | 06/30/2010     | 15000        | 15000           | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |
| Provide professional development opportunities in the innovative technologies which will lead to increased student achievement in the area of reading.  | 07/01/2009       | 06/30/2010     | 15000        | 15000           | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |
|   |                  |                | 0            | 0               | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |
| <b>Strategy2</b>  |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
| Provide on-going, standards based sustainable professional development strategies and activities for teachers, principals, administrators and library media personnel in the area of reading. |                  |                |              |                 |               |               |                  |                   |                    |                 |                |              |
| <b>Activities</b>   | <b>StartDate</b> | <b>EndDate</b> | <b>Total</b> | <b>District</b> | <b>E-Rate</b> | <b>R or D</b> | <b>Title I-A</b> | <b>Title II-D</b> | <b>Title III-D</b> | <b>Title IV</b> | <b>Title V</b> | <b>Other</b> |
| New Teacher in-services   | 07/01/2009       | 06/30/2010     | 10000        | 10000           | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |
| Train the trainer   | 07/01/2009       | 06/30/2010     | 5000         | 5000            | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |
| Provide opportunities for staff to attend outside workshops and conferences   | 07/01/2009       | 06/30/2010     | 1500         | 1500            | 0             | 0             | 0                | 0                 | 0                  | 0               | 0              | 0            |

|   |            |            |   |   |   |   |   |   |   |   |   |   |
|---|------------|------------|---|---|---|---|---|---|---|---|---|---|
| Provide teachers with listing of available reading software and online resources by grade level/school. | 07/01/2009 | 06/30/2010 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|---|------------|------------|---|---|---|---|---|---|---|---|---|---|

**Strategy3**

Support the capacity of teachers to integrate technology into the reading curriculum, therefore supporting improved instructional techniques and assessments.

| Activities  | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Use of Accelerated Reader to access comprehension and assess beginning and ending reading levels. | 07/01/2009 | 06/30/2010 | 0     | 0        | 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**

Use telecommunications to increase communication with parents and promote parental involvement.

| Activities  | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Provide online access to student grades.  | 07/01/2009 | 06/30/2010 | 7000  | 7000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Post school report cards on websites.   | 07/01/2009 | 06/30/2010 | 5100  | 5100     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Use email as a tool to communicate.   | 07/01/2009 | 06/30/2010 | 0     | 0        | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Provide parents with digital reading strategies and resources to assist parents and students at home. | 07/01/2009 | 06/30/2010 | 0     | 0        | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy2**

Provide technology centric learning opportunities for parents and 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 |
|---|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Promote the community educational programs which support adult technology literacy. | 07/01/2009 | 06/30/2010 | 500   | 500      | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy3**

Communicate and improve parent and community involvement in the educational process of our students, especially in the area of reading.

| Activities | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|------------|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Newsletter | 07/01/2009 | 06/30/2010 | 1000  | 1000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Website    | 07/01/2009 | 06/30/2010 | 3000  | 3000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

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|                   |            |            |      |      |   |   |   |   |   |   |   |   |
|-------------------|------------|------------|------|------|---|---|---|---|---|---|---|---|
| Curriculum Nights | 07/01/2009 | 06/30/2010 | 2000 | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|-------------------|------------|------------|------|------|---|---|---|---|---|---|---|---|

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

**Strategy1**

Acquire the necessary software, hardware, and services to maintain and sustain a reliable technology infrastructure that supports reading instruction.

| 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, support, and upgrade telecommunication services (including wired and wireless phone systems).             | 07/01/2009 | 06/30/2010 | 60000  | 36000    | 24000  | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade high speed internet access.  | 07/01/2009 | 06/30/2010 | 14000  | 8000     | 6000   | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade existing internal network connections and infrastructure (including voice and data). | 07/01/2009 | 06/30/2010 | 47000  | 47000    | 0      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade technology, as per the district's established hardware replacement cycle.            | 07/01/2009 | 06/30/2010 | 148000 | 148000   | 0      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade technology, as per the district's established software replacement cycle.            | 07/01/2009 | 06/30/2010 | 45000  | 45000    | 0      | 1      | 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      | 1      | 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      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |

**Goal 1 for Phase III : 2010-2011**

District reading scores will increase from 84% to 85% at the end of 3 years, as measured by ISAT and local assessments in a safe and secure environment.

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

**Strategy1**

Students will use telecommunications, instructional technology, and information technology, to support reading education.

| Activities   | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Multimedia technology tools will be used by students to enhance reading instruction. Each student will be exposed to United Streaming as required by the instructor. | 07/01/2010 | 06/30/2011 | 4000  | 4000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Students will use telecommunication based services and interactive web-sites, such as: Brain Pop and Enchanted Learning to improve overall reading skills.           | 07/01/2010 | 06/30/2011 | 4000  | 4000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Electronic presentation tools, such as: Microsoft Power Point, Movie Maker and Photo Story, will be used by students.  | 07/01/2010 | 06/30/2011 | 10000 | 10000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Assess and implement innovative technology based strategies for reading, including new and current software solutions.   | 07/01/2010 | 06/30/2011 | 17000 | 17000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Productivity products, such as: word processing, spreadsheets and desktop publishing will be used by students.   | 07/01/2010 | 06/30/2011 | 10000 | 10000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy2**

Use of computerized research based reading assessments.

| Activities   | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Implement Star Reading assessment to assess beginning and ending reading levels. | 07/01/2010 | 06/30/2011 | 0     | 0        | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Use of Accelerated Reader to assess comprehension.                               | 07/01/2010 | 06/30/2011 | 0     | 0        | 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        | 0       | 0     |

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

**Strategy1**

Train and educate staff to use a standards based online curriculum mapping tools to assess and improve the reading curriculum.

| Activities   | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Provide professional development opportunities for staff members in the area of reading curriculum mapping.  | 07/01/2010 | 06/30/2011 | 17000 | 17000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Provide professional development opportunities in the innovative technologies which will lead to increased student achievement in the area of reading. | 07/01/2010 | 06/30/2011 | 17000 | 17000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy2**

Provide on-going, standards based sustainable professional development strategies and activities for teachers, principals, administrators and library media personnel in the area of reading.

| Activities  | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| New Teacher in-services   | 07/01/2010 | 06/30/2011 | 13000 | 13000    | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Train the trainer   | 07/01/2010 | 06/30/2011 | 7000  | 7000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Provide opportunities for staff to attend outside workshops and conferences                             | 07/01/2010 | 06/30/2011 | 2000  | 2000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Provide teachers with listing of available reading software and online resources by grade level/school. | 07/01/2010 | 06/30/2011 | 0     | 0        | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy3**

Support the capacity of teachers to integrate technology into the reading curriculum, therefore supporting improved instructional techniques and assessments.

| Activities  | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Use of Accelerated Reader to access comprehension and assess beginning and ending reading levels. | 07/01/2010 | 06/30/2011 | 0     | 0        | 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**

Use telecommunications to increase communication with parents and promote parental involvement.

| Activities                               | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|--|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Provide online access to student grades. | 07/01/2010 | 06/30/2011 | 8000  | 8000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

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|---|------------|------------|------|------|---|---|---|---|---|---|---|---|
| Post school report cards on websites.   | 07/01/2010 | 06/30/2011 | 5500 | 5500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Use email as a tool to communicate.   | 07/01/2010 | 06/30/2011 | 0    | 0    | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Provide parents with digital reading strategies and resources to assist parents and students at home. | 07/01/2010 | 06/30/2011 | 0    | 0    | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy2**

Provide technology centric learning opportunities for parents and 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 |
|---|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Promote the community educational programs which support adult technology literacy. | 07/01/2010 | 06/30/2011 | 500   | 500      | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

**Strategy3**

Communicate and improve parent and community involvement in the educational process of our students, especially in the area of reading.

| Activities       | StartDate  | EndDate    | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|------------------|------------|------------|-------|----------|--------|--------|-----------|------------|-------------|----------|---------|-------|
| Newsletter       | 07/01/2010 | 06/30/2011 | 1200  | 1200     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Website          | 07/01/2010 | 06/30/2011 | 3000  | 3000     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |
| Curriculum Night | 07/01/2010 | 06/30/2011 | 2200  | 2200     | 0      | 0      | 0         | 0          | 0           | 0        | 0       | 0     |

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

**Strategy1**

Acquire the necessary software, hardware, and services to maintain and sustain a reliable technology infrastructure that supports reading instruction.

| 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, support, and upgrade telecommunication services (including wired and wireless phone systems).             | 07/01/2010 | 06/30/2011 | 68000  | 40000    | 28000  | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade high speed internet access.  | 07/01/2010 | 06/30/2011 | 18000  | 10000    | 8000   | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade existing internal network connections and infrastructure (including voice and data). | 07/01/2010 | 06/30/2011 | 50000  | 50000    | 0      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade technology, as per the district's established hardware replacement cycle.            | 07/01/2010 | 06/30/2011 | 155000 | 155000   | 0      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| Maintain, support, and upgrade technology, as per the district's established software replacement cycle.            | 07/01/2010 | 06/30/2011 | 45000  | 45000    | 0      | 1      | 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      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |
| <b>Strategy3</b> |           |         |       |          |        |        |           |            |             |          |         |       |
|                  |           |         | 0     | 0        | 0      | 1      | 0         | 0          | 0           | 0        | 0       | 0     |

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

District 20 will continue to maintain its network, hardware, software, and instructional technology. We will monitor use of our current hardware and software to assess future needs for the district.

|                | Monitoring Tools  | Progress Indicators   | Evaluation Frequency                      | Person(s) Responsible  |
|----------------|---|---|---|--|
| C & I Strategy | Purchase Orders, P-Cards, and Check requests.<br><br>Mobile cart logs, online subscription logs, and teacher lesson plans | Maintaining up to date software and online subscriptions<br><br>Classroom use of instructional software and other technologies used in teacher lesson plans   | Annually<br><br>Quarterly                 | Joseph Neilon<br>(Technology Coordinator)<br><br>Tod Tecktiel<br>Beth Carow<br>Craig Barringer<br>(Building Principals)  |
| PD Strategy    | Professional Development calendar and attendance logs   | Staff attendance at professional development opportunities relating to the use of electronic resources, instructional software and information technologies   | End of each semester                      | Dr. Dorothy Dirks<br>(Assistant Superintendent of Curriculum and Instruction)  |
| P/C Strategy   | Phone logs<br><br>District website and e-mail<br><br>Parent Letters   | Parents are informed of students progress through phone calls and e-mail<br><br>State report cards and lists of recommended websites are available on the District website<br><br>Parents are informed of online resources and subscriptions that can be accessed from home | Quarterly<br><br>Annually<br><br>Annually | Tod Tecktiel<br>Beth Carow<br>Craig Barringer<br>(Building Principals)<br><br>Joe Neilon<br>(Technology Coordinator)<br><br>Chris Olson<br>Maria Noyola<br>Geri Palmer<br>(Building Secretaries) |

|                 | Monitoring Tools                          | Progress Indicators   | Evaluation Frequency | Person(s) Responsible                     |
|-----------------|---|---|----------------------|---|
| Tech D Strategy | Astaro reports and graphs                 | Monitor Internet bandwidth usage  | Ongoing              | Joseph Neilon<br>(Technology Coordinator) |
|                 | Astaro reports and graphs                 | Monitor inter-LAN performance   | Ongoing              | Joseph Neilon<br>(Technology Coordinator) |
|                 | Tech Request Forms, Inventory of hardware | Keeping hardware software running correctly along with our replacement cycle. | Annually             | Joseph Neilon<br>(Technology Coordinator) |

**Section II - Action Plan**

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

District 20 will continue to maintain its network, hardware, software, and instructional technology. We will monitor use of our current hardware and software to assess future needs for the district.

|                | Monitoring Tools   | Progress Indicators   | Evaluation Frequency | Person(s) Responsible   |
|----------------|--|---|----------------------|---|
| C & I Strategy | Purchase Orders, P-Cards, and Check requests.                        | Maintaining up to date software and online subscriptions  | Annually             | Joseph Neilon<br>(Technology Coordinator)                                     |
|                | Mobile cart logs, online subscription logs, and teacher lesson plans | Classroom use of instructional software and other technologies used in teacher lesson plans   | Quarterly            | Tod Tecktiel<br>Beth Carow<br>Craig Barringer<br>(Building Principals)        |
| PD Strategy    | Professional Development calendar and attendance logs                | Staff attendance at professional development opportunities relating to the use of electronic resources, instructional software and information technologies | End of each semester | Dr. Dorothy Dirks<br>(Assistant Superintendent of Curriculum and Instruction) |
| P/C Strategy   | Phone logs   | Parents are informed of students progress through phone calls and e-mail  | Quarterly            | Tod Tecktiel<br>Beth Carow<br>Craig Barringer<br>(Building Principals)        |
|                | District website and e-mail  | State report cards and lists of recommended websites are available on the District website  | Annually             | Joe Neilon<br>(Technology Coordinator)  |
|                | Parent Letters   | Parents are informed of online resources and subscriptions that can be accessed from home   | Annually             | Chris Olson<br>Maria Noyola<br>Geri Palmer<br>(Building Secretaries)          |

|                 | Monitoring Tools                          | Progress Indicators   | Evaluation Frequency | Person(s) Responsible                     |
|-----------------|---|---|----------------------|---|
| Tech D Strategy | Astaro reports and graphs                 | Monitor Internet bandwidth usage  | Ongoing              | Joseph Neilon<br>(Technology Coordinator) |
|                 | Astaro reports and graphs                 | Monitor inter-LAN performance   | Ongoing              | Joseph Neilon<br>(Technology Coordinator) |
|                 | Tech Request Forms, Inventory of hardware | Keeping hardware software running correctly along with our replacement cycle. | Annually             | Joseph Neilon<br>(Technology Coordinator) |

**Section II - Action Plan**

**Phase III F. Action Plan - Monitoring Prompt**

District 20 will continue to maintain its network, hardware, software, and instructional technology. We will monitor use of our current hardware and software to assess future needs for the district.

|                | Monitoring Tools   | Progress Indicators   | Evaluation Frequency | Person(s) Responsible   |
|----------------|--|---|----------------------|---|
| C & I Strategy | Purchase Orders, P-Cards, and Check requests.                        | Maintaining up to date software and online subscriptions  | Annually             | Joseph Neilon<br>(Technology Coordinator)                                     |
|                | Mobile cart logs, online subscription logs, and teacher lesson plans | Classroom use of instructional software and other technologies used in teacher lesson plans   | Quarterly            | Tod Tecktiel<br>Beth Carow<br>Craig Barringer<br>(Building Principals)        |
| PD Strategy    | Professional Development calendar and attendance logs                | Staff attendance at professional development opportunities relating to the use of electronic resources, instructional software and information technologies | End of each semester | Dr. Dorothy Dirks<br>(Assistant Superintendent of Curriculum and Instruction) |
| P/C Strategy   | Phone logs   | Parents are informed of students progress through phone calls and e-mail  | Quarterly            | Tod Tecktiel<br>Beth Carow<br>Craig Barringer<br>(Building Principals)        |
|                | District website and e-mail  | State report cards and lists of recommended websites are available on the District website  | Annually             | Joe Neilon<br>(Technology Coordinator)  |
|                | Parent Letters   | Parents are informed of online resources and subscriptions that can be accessed from home   | Annually             | Chris Olson<br>Maria Noyola<br>Geri Palmer<br>(Building Secretaries)          |

|                 | Monitoring Tools                             | Progress Indicators   | Evaluation Frequency | Person(s) Responsible                     |
|-----------------|--|---|----------------------|---|
| Tech D Strategy | Astaro reports and graphs                    | Monitor Internet bandwidth usage  | Ongoing              | Joseph Neilon<br>(Technology Coordinator) |
|                 | Astaro reports and graphs                    | Monitor inter-LAN performance   | Ongoing              | Joseph Neilon<br>(Technology Coordinator) |
|                 | Tech Request Forms,<br>Inventory of hardware | Keeping hardware software running correctly along with our replacement cycle. | Anually              | Joseph Neilon<br>(Technology Coordinator) |

**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 |
| District reading scores will increase from 74.2% to 78% at the end of 3 years, as measured by ISAT and local assessments in a safe and secure environment. | 413100                   | 383100   | 30000  | 0         | 0          | 0           | 0          | 0         | 0     |
| Total Budget for Phase I - 2008-2009   | 413100                   | 383100   | 30000  | 0         | 0          | 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 |
| District reading scores will increase from 84% to 85% at the end of 3 years, as measured by ISAT and local assessments in a safe and secure environment.   | 412900                   | 382900   | 30000  | 0         | 0          | 0           | 0          | 0         | 0     |
| Total Budget for Phase II - 2009-2010  | 412900                   | 382900   | 30000  | 0         | 0          | 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 |

|  |         |         |       |   |   |   |   |   |   |
|--|---------|---------|-------|---|---|---|---|---|---|
| District reading scores will increase from 84% to 85% at the end of 3 years, as measured by ISAT and local assessments in a safe and secure environment. | 457400  | 421400  | 36000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Budget for Phase III - 2010-2011   | 457400  | 421400  | 36000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Budget for Phases I, II, and III - 2008-2011   | 1283400 | 1187400 | 96000 | 0 | 0 | 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.

District 20 has reached out to our community, students, parents, and staff in many ways to obtain a variety of data to integrate into our technology plan. Staff, parents, and students have been surveyed to gather information about the role of technology in our District. The Districts' Technology Coordinator is part of a group of other surrounding districts' technology coordinators. This group (NWACC) meets monthly to promote the coordination of curriculum and technology resources and adult literacy opportunities. Representatives from local public libraries met with NWACC to provide information on resources available to staff and students. We also invited these representatives to be a part of planning our technology plans.

**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.*

## **Keeneyville School District #20**

### **Acceptable Use Policy (Networked Resources)**

**Board adopted policy number: 6.235**

**Any person who accesses the networked system/Internet connection must sign the Agreement for Network/Internet Access as a condition for using the Network/Internet.**

The global electronic community, commonly referred to as the "Information Superhighway" or the "Internet," is a very valuable resource for education. The Internet (including, but not limited to, Internet sites, pages, files, e-mail, on-line services, and bulletin board systems) provides access to a vast array of resources which can be used to support the curriculum by facilitating resource sharing, innovation, and communication. The School Board's goal is to include the resources of the Internet in the District's instructional program where appropriate to increase learning and improve instruction. The Superintendent or designee will develop an implementation plan for this policy, which will include administrative procedures for staff, student and community use of the networked system and Internet.

Use is a privilege, not a right, and therefore can be suspended or revoked. All use of the District's connection to its networked system and Internet must be in support of education and/or research, be consistent with the educational objectives, policies, rules, and regulations of the Board of Education, and be in compliance with and subject to District and building discipline codes.

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.

The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Provide staff supervision of student access to online electronic networks,
2. Limit student access to inappropriate matter as well as restricting access to harmful materials,
3. Provide student and staff privacy, safety, and security when using electronic communications,
4. Prohibit unauthorized access, including "hacking" and other unlawful activities, and
5. Prohibit unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

The use of the Internet will be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the student. Selection of materials, sites, services, bulletin board systems, etc. from the Internet shall comply with the Board's selection policy for instructional materials and library-media center materials. Teachers may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

Student control of live Internet interaction may only occur with specific authorization from a teacher; such student control is subject to the *Agreement for Network /Internet Access*, and requires student and parent acceptance of its terms and conditions. At the elementary and middle school levels, student control of live Internet interaction must be under the direct supervision of a teacher.

General rules for behavior and communications, as stated in the District's and schools' codes of conduct, apply when using the Internet, whether the electronic connection is made at school or remotely through school district network interfaces. Breaches of the codes of conduct during use of the Internet will be treated as though they occurred "live", that is, within the school. **The failure of any user to follow the terms of this policy or its administrative procedures, rules, or regulations may result in the loss of privileges, disciplinary action, and/or appropriate legal action.** Due process will be given commensurate with the seriousness of the offense. The District's *Agreement for Network/ Internet Access* contains the appropriate uses, ethics, and protocol for the networked system and Internet.

Electronic communications and downloaded material may be monitored, read, edited, or traced by school officials.

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

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