
District Information

District Name:	PRINCEVILLE CUSD 326	District Address:	302 CORDIS AVE
City/State/Zip:	PRINCEVILLE,IL,61559	RCDT Number:	480723260260000
Superintendent:	KATHRYN HANNEKEN	Superintendent Email*:	khanneken@princeville326.org
District Phone:	3093852213	District Fax:	3093851823
TIP Contact Name*:	Jay Hill	TIP Contact Email*:	jhill@princeville326.org
TIP Contact Phone*:	3093854994	TIP Contact Fax*:	3093851823

Original Submission: Yes**Ammended Submission: No****Annual Review**

The plan was reviewed and evaluated on:

Mid Course Correction:

Mid course correction was needed? No

Vision Statement

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

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

The Mission Statement of Princeville CUSD #326 is as follows:

Our mission is to use the resources of Princeville CUSD #326 to provide the highest quality educational opportunities and to prepare each student to be a productive, responsible member of society.

Princeville School District is dedicated to strategic planning to facilitate meaningful, continual improvement in all aspects of the educational system. Through a collaborative process, the Princeville School District Board of Education and school community identify an on-going strategic plan based on long-range goals and objectives for the Princeville Schools. Participation is encouraged from all aspects of the School District community—District staff, parents, students, and community members. Under the leadership of a representative Educational Strategies Team, an annual strategic action plan is developed to address the goals and objectives. This action plan provides activities and suggested strategies to accomplish each objective. The action plan includes persons responsible and timelines for each activity. The Princeville School District Strategic Plan is a living, ever-changing document that is periodically reviewed, evaluated, and reported to the public. Complete copies of the Princeville School District Strategic Plan are available in the District Office.

The integration of technology resources will advance with the implementation of the Princeville School District Strategic Plan, district and school improvement plans, and district technology plans. The district technology plan will directly address the support of existing and future technology resources in the following areas:

Telecommunications:

The District Strategic Planning Committee, district administration, and staff will assess options for changes and enhancements to telecommunications tools (cellular service, digital telephony, wireless networks, increased network

and Internet access bandwidth) as they are identified. Provision for telecommunications infrastructure will support best practices in education and enhance intra-district communications and communication between the school district and students, parents, and the community.

Instructional technology:

The District Strategic Planning Committee, Curriculum committee, district administration, and staff will investigate options for acquisition and implementation of new instructional technologies (content management servers, software, media presentation and assessment tools) as they become available. Provision for support and integration of advanced instructional technologies will result in improved student achievement and complement the curricular goals of the district.

Information technology:

The District Strategic Planning Committee, Curriculum committee, district administration, and staff will investigate options for acquisition and implementation of upgrades to local information technology (productivity software, student management software, building security hardware and software) as needs are identified. The use of advanced information technology resources will allow district administrators and teachers to evaluate data and make informed decisions regarding issues affecting student achievement. The accountability, effectiveness, and efficiency of daily operations of the district will improve.

Professional development:

The District Strategic Planning Committee, Curriculum committee, district administration, and staff will investigate options for acquisition and implementation of means to provide professional development for current and future telecommunications tools, instructional technologies, and information technologies. Professional development through in-house, self-directed, and external sources for all district personnel will result increase technology integration and result more efficient use of resources.

**Section I A. Data & Analysis — Report Card Data
Item 1— 2007 AYP Report**

Is this District making Adequate Yearly Progress (AYP)?					Yes			Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?					No	
Is this District making AYP in Reading?					Yes			Is this District making AYP in Mathematics?					Yes	
2007-08 Federal Improvement Status								2007-08 State Improvement Status						
	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	81.5		Yes	88.0		Yes	95.2	Yes	100.0	Yes
White	100.0	Yes	100.0	Yes	81.1		Yes	88.1		Yes				
Black														
Hispanic														

Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	52.3		Yes	63.6		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	72.7		Yes	74.2		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%.
 Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
 %, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.

3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.

4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

*** Safe Harbor
 Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups 45 or more.

Another way to make AYP is through the 'safe harbor' calculation, which applies to student subgroups only. A school has made 'safe harbor' if for any subgroup it can reduce the performance gap (the difference between the percentage meets & exceeds from the prior year and 100%) by 10%.

For example, what does a school achieving 20% meets & exceeds for a subgroup last year need to achieve this year in order to make safe harbor?
 Step ONE: $(100 - 20) = 80\%$ (performance gap)
 Step TWO: $(10\% * 80) = 8\%$
 Step THREE: $20\% + 8\% = 28\%$
 Safe Harbor Target = 28%

In this case, a school that makes at least 28% meets & exceeds is making AYP under 'safe harbor' even if it did not achieve the mandated 47.5%. 'Safe harbor', in other words, gives credit for improvement.

* Includes only students enrolled as of 5/01/2006.
 ** Safe Harbor Targets of 55.0% or above are not printed.
 *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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

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

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Attendance rate (%)	95.9	94.9	95.1	94.8	95.2	95.2
Truancy rate (%)	0	0	0	0.1	0	0
Mobility rate (%)	15.9	13.6	12.9	13.4	12.9	14.3
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	89.4	84.6	94.9	91.4	93.9	100
HS dropout rate, if applicable (%)	1.2	1.3	1.3	0.9	0.5	2.4
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
District Population (#)	739	770	757	732	706	724
Economically disadvantaged (%)	17.6	24.3	19.9	22.8	22.8	23.5
Limited English proficient (LEP) (%)	5.1	3.6	5.7	3	2.3	1.5
Students with disabilities (%)						
White, non-Hispanic (%)	90.5	88.4	87.8	90.7	90.4	90.6
Black, non-Hispanic (%)	0.3	0.6	1.1	0.3	0.4	0.1
Hispanic (%)	9.1	10.1	10.8	6.6	6.8	7.5
Native American or Alaskan Native (%)	0	0.1	0	0	0.1	0.1
Asian/Pacific Islander (%)	0.1	0.6	0.3	0.5	0.3	0.3

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	1999	91.3	0.3	8.2	0.3	0.0	
	2000	89.5	0.4	9.9	0.3	0.0	
	2001	87.2	0.6	11.4	0.7	0.0	
	2002	90.5	0.3	9.1	0.1	0.0	
	2003	88.4	0.6	10.1	0.6	0.1	
	2004	87.8	1.1	10.8	0.3	0.0	
	2005	90.7	0.3	6.6	0.5	0.0	1.9
	2006	90.4	0.4	6.8	0.3	0.1	2.0
	2007	90.6	0.1	7.5	0.3	0.1	1.4

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	
	2000	61.1	20.9	14.6	3.3	0.2	
	2001	60.1	20.9	15.4	3.4	0.2	
	2002	59.3	20.8	16.2	3.5	0.2	
	2003	58.6	20.7	17.0	3.6	0.2	
	2004	57.7	20.8	17.7	3.6	0.2	
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	1999	5.8	13.9	100.0	95.9	18.6	2.0	0.3	1.2	86.2
	2000	4.7	16.5	100.0	95.9	21.0	1.0	0.1	1.9	93.2
	2001	6.3	18.0	95.2	96.1	19.5	0.0	0.0	2.6	91.5
	2002	5.1	17.6	100.0	95.9	15.9	0.0	0.0	1.2	89.4
	2003	3.6	24.3	100.0	94.9	13.6	0.0	0.0	1.3	84.6
	2004	5.7	19.9	100.0	95.1	12.9	0.0	0.0	1.3	94.9
	2005	3.0	22.8	100.0	94.8	13.4	1.0	0.1	0.9	91.4
	2006	2.3	22.8	100.0	95.2	12.9	0.0	0.0	0.5	93.9
	2007	1.5	23.5	100.0	95.2	14.3	0.0	0.0	2.4	100.0
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332.0	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109.0	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056.0	2.5	3.5	85.9

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	1999	760.0						
	2000	781.0						
	2001	807.0	44.0	47.0	55.0	59.0	53.0	62.0
	2002	739.0	67.0	51.0	47.0	53.0	57.0	60.0
	2003	770.0	57.0	67.0	51.0	53.0	54.0	61.0
	2004	757.0	46.0	56.0	60.0	54.0	47.0	59.0
	2005	732.0	50.0	41.0	57.0	50.0	55.0	47.0
	2006	706.0	52.0	52.0	43.0	56.0	48.0	49.0
	2007	724.0	60.0	49.0	54.0	60.0	56.0	51.0
S T A T E	1999	1962026.0						
	2000	1983991.0						
	2001	2007170.0	164791.0	161546.0	162001.0	151270.0	148194.0	123816.0
	2002	2029821.0						
	2003	2044539.0						
	2004	2060048.0						
	2005	2062912.0						
	2006	2075277.0	136123.0	139619.0	146935.0	153566.0	154856.0	
	2007	2077856.0						

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (High School)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	1999	45.0	15.9	38732.0	70.0	30.0	19.6	13.2		
	2000	47.0	15.9	38163.0	71.6	28.4	18.9	13.1		
	2001	49.0	15.2	38964.0	74.2	25.8	18.9	13.4		
	2002	49.0	15.1	41030.0	76.4	23.6	16.6	12.9	0.0	3.7
	2003	51.0	13.9	41227.0	76.9	23.1	17.1	11.9	0.0	0.0
	2004	51.0	14.4	43697.0	71.1	28.9	17.1	11.4	0.0	0.0
	2005	49.0	15.1	46467.0	71.9	28.1	17.8	10.8	0.0	0.0
	2006	47.0	15.0	48567.0	68.3	31.7	17.7	10.8	0.0	0.0
	2007	47.0	15.0	51776.0	51.9	48.1	18.2	11.0	0.0	0.0

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (High School)	Tchrs w/ Emrgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
S T A T E	1999	119718.0	15.0	45337.0	53.1	46.7	19.6	18.1		
	2000	122671.0	14.8	45766.0	53.2	46.6	19.3	18.1		
	2001	125735.0	14.5	47929.0	53.8	46.0	19.1	18.0		
	2002	126544.0	14.2	49702.0	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129068.0	13.9	51672.0	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125702.0	13.8	54446.0	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128079.0	13.6	55558.0	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127010.0	13.0	56685.0	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127010.0	12.9	58275.0	47.6	52.3	18.8	18.8	1.5	3.2

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

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007												
Groups	GR3 Reading				GR5 Reading				GR8 Reading			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	61.9	82	75	79	58.2	71.7	66.6	77.4	84.5	85.4	90	82.1
White	62.5	82.6	80.4	79.3	59.2	70.9	65.2	76	84.1	84.6	91.1	83.3
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	50	0	30	10	54.6	0	0	0	0
Economically Disadvantaged	38.5	63.6	50	83.4	0	46.2	45.5	58.3	0	73.3	69.2	0

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	75	79	80.7	85.7	66.6	77.4	85.2	88.6	73.5	84	90	82.1
White	80.4	79.3	83.4	86.9	65.2	76	83	88.1	74.5	81.6	91.1	83.3
Black	0	0	0	0	0	0	0	0	0	0	0	0

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007												
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	50	60	0	10	54.6	0	70	0	0	0	0
Economically Disadvantaged	50	83.4	50	85.7	45.5	58.3	66.6	90	60	58.3	69.2	0
PSAE - % Meets + Exceeds Reading grade 11												
Groups				2003-2004		2004-2005		2005-2006		2006-2007		
AYP Benchmark % Meets + Exceeds				40.0		47.5		47.5		55.0		
All				60.3		67.4		63.3		70.8		
White				58.8		68.2		62.6		71.1		
Black				0		0		0		0		
Hispanic				0		0		0		0		
Asian/Pacific Islander				0		0		0		0		
Native American				0		0		0		0		
Multiracial/Ethnic				0		0		0		0		
LEP				0		0		0		0		
Students with Disabilities				0		0		0		0		
Economically Disadvantaged				0		0		0		0		

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

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
Groups	GR3 Mathematics				GR5 Mathematics				GR8 Mathematics			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	83.3	88	98.1	93	72.7	79.6	84.4	88.7	63	81.8	94	91.1
White	82.5	89.1	100	92.4	74.1	81.6	83.8	90	61.3	82.7	95.5	92.6
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	75.1	0	40	30	63.6	0	0	0	0

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
Economically Disadvantaged	61.6	63.7	91.7	91.6	0	38.5	54.6	83.3	40	60	84.6	0
ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	98.1	93	88.5	96	84.4	88.7	88.9	93.2	88.7	92.9	94	91.1
White	100	92.4	87.6	95.8	83.8	90	89.3	95.2	88.2	91.9	95.5	92.6
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	75.1	60	0	30	63.6	0	80	0	0	0	0
Economically Disadvantaged	91.7	91.6	83.3	92.9	54.6	83.3	66.6	80	80	75	84.6	0
PSAE - % Meets + Exceeds Mathematics grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All	58.5		65.2		46.9		64.6					
White	58.8		65.9		48		64.4					
Black	0		0		0		0					
Hispanic	0		0		0		0					
Asian/Pacific Islander	0		0		0		0					
Native American	0		0		0		0					
Multiracial/Ethnic	0		0		0		0					
LEP	0		0		0		0					
Students with Disabilities	0		0		0		0					
Economically Disadvantaged	0		0		0		0					

Section I A. Data & Analysis — Report Card Data

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

The School Report Card data demonstrates the significant progress that the district students and staff have made since the previous year assessments with our district mathematics results above the 88% meets/exceeds level and the district reading results above the 81% meets/exceeds level.

Areas of concern may be that our district assessment results still have significant room for improvement although exceeding the AYP requirements in all categories. Low income and special education subgroups will continue to be a strong focus of achievement to ensure that our at-risk students are able to learn at an adequate rate. Currently, our special education students have an achievement rate of 63% meets/exceeds the state standards and the low income students have an achievement rate of 74% meets/exceeds the state standards. Both of these performance levels are in immediate need of improvement.

Strengths may be that we have implemented a District Strategic Plan that focuses all members of the school community towards the same focus annually which should demonstrate future increases in the performances of the annual student assessments.

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 low income rate in the Princeville community has increased steadily and is currently approximately 24%. This steady increase will continue to cause challenges for the school district. Our annual district-wide strategic plan will include strategies for meeting the needs of these students.

The academic performance of the special education students will continue to be a primary focus in the district's annual school improvement plans.

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

The District has evaluated the ISAT & PSAE assessments and has determined that acceptable improvements are evident, especially with more than 90% of our students meeting or exceeding in the area of math. Curriculum analysis is in progress grade K-12 with a focus on articulation and alignment to state standards. In addition, professional development for staff, textbook adoption, and computer-based assessment preparation software is being investigated as part of our plan to improve future test scores.

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.

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

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.

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.

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.

Data collected during the development of his plan includes: PCUSD #326 Student technology survey dated October 2007, Village of Princeville demographic information located on several web sites at

<http://www.city-data.com/city/Princeville-Illinois.html>

<http://www.epodunk.com/cgi-bin/popInfo.php?locIndex=6587>

<http://www.illinois.com/details/city.php?cityFips=1761925>

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

Summary of student survey: 202 students surveyed (grades 6-12). 67% of students classify themselves as a confident computer user, 68% of students use word processing weekly, 49% use software to practice keyboard skills weekly, 37% of students use spreadsheet weekly, 84% of students have access to internet access from home, and 40% of students use their home computer at least 2-4 hours per week.

Summary of online demographic data: <http://www.epodunk.com/cgi-bin/popInfo.php?locIndex=6587>

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 regarding student learning consist of a low income rate of 23.7%, a student mobility rate of 12.6%, and a Hispanic population rate of 5.3%. These factors may contribute to the challenge of meeting AYP and higher student academic achievement.

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.*

Since approximately 20% of the student population do not have internet accessible computers at home, the implementation of internet based parental access portals will be limited to 80% of the district students and families. This strengthens the districts' approach to maintain parental communications via traditional mail and student transported methods, in addition to online communications.

These low income rate, student mobility rate, and increasing Hispanic rate may contribute to the increased challenges of improving student technological skills.

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.*

A professional development needs assessment survey was completed and summarized for the future professional development plans for the district. The summary of the assessment is provided in the summary section below.

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

The 2007 professional development needs assessment survey is summarized below:

District Summary

Votes Description

89	Best practices and strategies in each subject area (math, writing, reading, science, etc)
76	Intervention strategies in the classroom
76	Departmental meetings / Grade level meetings
67	Technology additions to the curriculum to improve classroom usage
64	Bullying Training - continuing on with BullyStop - more training
62	Reaching and motivating students to reach their potential
62	General classroom management ideas and what works best for students
51	Meetings with teachers from other districts to get ideas for improvement
46	Motivating all staff members to give 100%
43	Health assessment for the staff members (health screening for you)

Analysis:

Classroom intervention strategies ranked 2nd of the top ten professional development needs voting items. Requests for additional classroom technology curriculum training ranked fourth out the top ten items. Technology related professional development is a significant request made by surveyed teachers.

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.

From the survey listed above, the District has created a long-term plan for conducting annual school improvement technology in-service trainings as well as provide professional development opportunities for teachers and staff.

Intervention strategies related to technology have been identified and plans to enhance the district hardware and software to address these needs is an integral part of our district's strategic plan.

Funding availability may impact the success of the district's plans for providing in-service trainings and professional development opportunities for teachers and staff.

Available faculty training time is limited with only two teachers' institute days and two and a half total school improvement days available.

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

Goals and strategies are in place for meeting the educator's technology needs determined by the professional development needs assessment. It is possible that funding and time limitations may effect the district's ability reach its goals.

**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.

Monthly district meetings for the sake of community input with school business includes but is not limited to: the Edelstein Laura Princeville Advisory Committee (ELPAC) meeting, the Princeville Resource Improvement Development Endowment (PRIDE) meeting, the Superintendent's Tuesday at Two meetings, and the PCUSD #326 Board of Education Meetings.

Annual district meetings for the sake of community input with school business includes but is not limited to: Superintendent's State of the Schools meeting, Joint Advisory Board meeting (Princeville Village, Lillie M. Evans Library, PCUSD #326 Schools), Risk Management Plan meeting, and the Crisis Plan Management meeting.

Parental technology survey of October 2007 (42 responders)

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

- . Parental technology survey (42 responders)
 - a. 76% of responders indicate that their student's access to technology in school is currently adequate.
 - b. 81% of responders indicate support for addition funding for technology learning.
 - c. Responders indicate that "The school communicates with the home/community through the following means:(selecting all that apply)
 - i. District Newsletters 83%
 - ii. Teacher Newsletters 81%
 - iii. Special Meetings with the Community 76%
 - iv. Newspaper Articles 60%
 - v. District Web Site 57%
 - d. 81% support additional funding for technology learning.
 - e. Responders indicate participation in the following activities with school staff (checking all that apply).
 - i. Fund raising activities 70%
 - ii. Classroom helper 61%
 - iii. PTO 39%
 - iv. Booster Organizations 36%
 - v. School improvement teams 30%
 - vi. Committee work 21%
 - f. 98% of responders indicated that their home computer has Internet access.
 - i. 20 % of those with Internet access have dial-up connections

Analysis:

Parent and community communications and involvement are well established. Student access to technology can be increased and parent/community members support additional funding for tech. learning.

Web site link to the PCUSD #326 Strategic Plan: <http://www.princeville326.org/strategicplan/goals0708.pdf>

Web site link to the PHS School Improvement Plan: <http://www.princeville326.org/PHS/PHS-SIP-0709.pdf>

Web site link to the PGS School Improvement Plan: <http://www.princeville326.org/district/pgssip0709.pdf>

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 significant number of students (and parents) live in rural areas not well serviced by high speed Internet access.
A small sampling of parents/guardians was obtained in this round of surveys.
A small sampling of district parents attend the annual district-wide meetings providing an avenue for parental input.
The PRIDE committee may be a viable funding source for enhancing integrated 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.*

The need for communications to the community, parents, and students via hard copy (newspaper and school flyers) will continue to be viable and important in the near future.

Technology integration and communications about technology can be improved with increased expenditures and exposure.

All input gathered from the avenues listed above could be compiled and analyzed regularly to maximize input from the community.

The technology committee could meet regularly to analyze all stakeholder input.

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.*

Data has been collected from a technology inventory of October 2007, analysis and summary of 2006-2007 district and school improvement plans, existing hardware and software inventories, school report cards, May 2007 teacher professional development surveys, and input from the 2006-2007 and 2007-2008 district strategic planning committee. Review of the 2006-2008 technology plan and teacher and student technology use survey results from September-October 2007 were also considered. Additional surveys of students and parents will be taken and analyzed at regular intervals.

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

Infrastructure

Summary-

CUSD #326 instructional and administrative facilities encompass two buildings (Princeville Grade School and Princeville High School). The classrooms, administrative offices, and teacher offices are linked by a structured cabling system that provides four gigabit capable Ethernet ports to most classrooms. Some smaller special purpose classrooms and offices are provided with two gigabit capable ports. The grade school and high school buildings are connected via fiber optic cable running through a buried conduit. Wiring closets within each building and the main server room in the high school building are also linked with fiber optic cables. Three of the five fiber backbone fiber links are at one gigabit per second speed. The other two backbone fiber links run at 100 Mb per second speed.

Most classrooms and computer labs and offices have adequate electrical service to support current educational and technology uses. The high school environment is controlled year round by upgraded HVAC systems. The grade school building environment is controlled only in certain areas (computer labs, library, administrative offices, and selected classrooms).

Analysis

As additional personal computers are placed in classrooms and offices, additional network switches will be required to activate existing Ethernet ports. Installation of additional network drops and/or wireless network components may be required as increased needs are identified. Electrical service capacity may be required in some classroom and office locations to support additional devices associated with more technology uses (computers, LCD projectors, laptop labs, wireless access points).

The upgrade of HVAC systems for environmental control at the grade school should be considered along with other tech. deployments.

Hardware

Summary-

CUSD #326 maintains a total of 269 active computers between the two buildings. All computers are PC with 32.7% of district computers older than 5 years of age, 49.4% are 2-5 years of age and 17.9% are newer than 2 years of age.

Each classroom has a teacher's work station that is three years of age or newer. All networked desktop personal computers in the district have 100 Mb per second capable network interface cards. All mobile lab laptop computers have 10Mb per second wireless network capability.

Most computer monitors are CRT types. A few LCD panel displays have been put in place.

Operating systems used consist of 32.7% Windows 98 and 67.3% are Windows XP. The District contains 23 network printers, 62 stand-alone printers, 6 scanners, 12 digital cameras, 4 camcorders, 22 televisions, 1 video microscope, 13 LCD projectors, 14 PDAs, 4 GPS devices, and 4 fax machines.

Analysis-

A plan should be developed and implemented to handle scheduled replacement of aging printer and computer hardware. The replacement of aged laptop computers in mobile lab carts at the grade school and high school should be considered based on analysis of projected use of the resource. The replacement/upgrade of computers in the grade school 7B computer lab should be a high priority.

The interest of teachers in acquiring additional LCD projectors and optional ceiling mounts should be assessed.

Software

Summary-

All classroom and administrative computers have personal productivity software (word processing, spreadsheet, presentation, database and e-mail applications) installed.

All classroom and administrative computers are protected by antivirus software.

All classroom and lab computers with the exception of laptop labs and the 7B lab at the grade school have desktop publishing software installed.

District site licensing for Macromedia Dreamweaver suite (web page creation)
 FrontPage 2003 licensing for grade school 7B lab (web page creation)
 Autocad Inventor Pro (computer assisted design software) (installed on computers in drafting lab)
 Vision Lab computer management utility is used at High school 209 lab and media center lab.
 Turning Point classroom response system (high school use)
 Kidspiration (thought/ process mapping installed in main lab at grade school)
 Inspiration (thought/ process mapping installed in main grade school lab)
 KidPix (installed in main grade school lab)
 Storybook Weaver (installed in main grade school lab)
 Typer Shark keyboarding drill software (installed in main grade school lab)
 IRFANVIEW (Image editing)
 Simon Sounds It Out (special services computers only)
 Co-Writer (special services computers only)
 Many other stand alone educational software packages have been deployed on classroom computers as acquired by teachers with classroom and personal funds or by donation.
 Wordmaker (special services computers only)

Specialized networked applications available include:

Accelerated Reader (grade school use)
 Star Reading (grade school use)
 Star Early Literacy (grade school use)
 Librarysoft (high school and grade school library inventory management)
 Geometer's sketchpad (high school use)
 Keytrain work-based learning (high school use)
 MasterKey (keyboarding training grade school 7B)

Administrative support software includes:

STI Office (Student management software)
 H.E.L.P. (special services IEP creation and management)(grade school and high school levels)
 GFI Mail Essentials (e-mail spam filtering)
 Symantec Ghost Solution Suite 300 licenses (workstation image deployment)

Web-based applications available include:

Dibels reading assessment (grade school use)
 AIMSWEB (special services assessment and tracking)

Analysis-

The upgrade of all CUSD #326 computers to more advanced operating systems (beyond Windows 98) will require the upgrade of many application software packages (especially educational games) in order for them to install and perform properly. Some meetings of instructors and administrators should be held to decide on which packages to purchase. This will provide a more consistent offering of educational software to students and will be more efficiently managed. Some areas of curricular focus are math, language arts, and science. The exploration of free or economically priced web-based applications should also be considered.

The roll-out of a web-based student management application to classroom computers for attendance and grade collection will result in improved quality control and efficiency. An analysis of the functionality, reliability, and serviceability of the purchased web based upgrade of the current student management software should take place before deployment is attempted. If the deployment is not

Telecommunications

Summary-

CUSD #326 utilizes a total of 20 POTS (landline) telephone numbers servicing two educational facilities and one non-educational facility (Transportation dept. office). The lines servicing the educational facilities feed a local PBX system that provides telephone access, paging, and voicemail service to all classroom and administrative offices. Three of the lines are dedicated to fax usage. Five of the lines are dedicated to providing E911 service to the educational facilities. The local PBX system is covered by a maintenance agreement providing for emergency service in case of

equipment malfunctions.

CUSD #326 utilizes 7 cellular phone lines for administrator, building services, and transportation department use.

Analysis-

CUSD #326 has adequate basic communications services. As more advanced features are required and communications volumes change, the district will adjust the capacities of the telecommunications services and will provide training to personnel as needed to ensure proficient and acceptable use of the resources.

Internet access

Summary-

All CUSD #326 classrooms have 100Mb (capable of Gigabit) Ethernet connections to a LAN and high speed Internet access via T-1 line and Illinois Century Network access.

All CUSD #326 administrative and teacher offices have 100Mb (capable of Gigabit) Ethernet connections to a LAN and high speed Internet access via T-1 line and Illinois Century Network access.

All CUSD #326 media centers and computer labs have 100Mb (capable of Gigabit) Ethernet connections to a LAN and high speed Internet access via T-1 line and Illinois Century Network access.

CIPA compliant Internet access in instructional buildings is provided via proxy server (Microsoft ISA) running SurfControl filtering software.

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.*

Availability of district funding.

Availability of funds from ISBE technology loan(s)

Continued receipt of support funding from local Career/ Vo-Tech resources (P.E.R.F.E.C.T.)

Ability to identify professional development needs and schedule training resources to address the needs.

Continued receipt of e-rate funds for telecommunications services, Internet access, and other eligible services.

Awards of funding and resources from competitive grants.

Donation of time and resources from business and community members.

Feedback of positive results of technology integration on student achievement.

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.*

Replacement of aging equipment has been delayed by lack of a set replacement policy and by sporadic funding sources.

Acquisition of educational software and/or web-based resources that are compatible with updated operating system environments (XP, Vista) and aligned with school curriculum and state learning standards including technology assisted instruction should be a high priority.

Telecommunications services (telephone, cellular, and long distance) , high speed Internet access (T-1 line), and Internet provider (Illinois Century Network) are adequate for current needs.

District Information

Number	Item
731	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
0	Number of K-12 special education self-contained classroom students
56	Number of Teachers (FTE - this does not include teacher aides)
3	Number of Administrators
2	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
1	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	53
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	2
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	3

Location	Type	Number of Rooms
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	24
	Dedicated Cable	0
	DSL	1
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	9
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

Computer Inventory

Desktop 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	43	0	43	43	0	43	0	0	0	0	0	0
	2-5 years	16	0	16	16	0	16	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	63	0	63	63	0	63	0	0	0	0	0	0
	5+ years	24	0	24	24	0	24	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	33	0	33	33	0	33	0	0	0	0	0	0
	5+ years	4	0	4	4	0	4	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	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	14	0	14	14	0	14	0	0	0	0	0	0

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
	5+ years	8	0	8	8	0	8	0	0	0	0	0	0
Teacher Offices	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	3	0	3	3	0	3	0	0	0	0	0	0
	5+ years	3	0	3	3	0	3	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

Laptop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	3	0	3	3	0	3	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
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	45	0	45	45	0	45	0	0	0	0	0	0
Administrative Offices	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	3	0	3	3	0	3	0	0	0	0	0	0
	5+ years	4	0	4	4	0	4	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	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

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
	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	2	0	2	2	0	2	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

Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	69
	Windows 2000 (any version)	0
	Windows 98	3
	Windows 95	0
	Other PC	0
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	59
	Windows 2000 (any version)	0
	Windows 98	25
	Windows 95	0
	Other PC	0
Media Center/Library	Windows Vista	0
	Windows XP (any version)	33
	Windows 2000 (any version)	0
	Windows 98	4
	Windows 95	0
	Other PC	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	46
	Windows 95	0
	Other PC	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	18

	Windows 2000 (any version)	0
	Windows 98	10
	Windows 95	0
	Other PC	0
Teacher Offices	Windows Vista	0
	Windows XP (any version)	5
	Windows 2000 (any version)	0
	Windows 98	1
	Windows 95	0
	Other PC	0
Other Locations	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Macintosh		
Location	Operating System	Number
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Teacher Offices	MAC System 10.x	0

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

Network Equipment

Location	Equipment	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	3
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
	Dedicated Computer Lab	Hubs
Routers		0
Switches		9
Wireless Access Points		0
Firewall		0
Spam Filter		0
Content Filter		0
Intrusion Detector		0
Media Center/Library		Hubs
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0

Location	Equipment	Number
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	3
	Routers	0
	Switches	0
	Wireless Access Points	3
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	1
	Routers	0
	Switches	3
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	2
	Routers	2
	Switches	4
	Wireless Access Points	0
	Firewall	1
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0

Licensed Software

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

Inventory of Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	14	10	24
Stand-alone Printers	50	12	62
Scanners	5	1	6
Digital Cameras	9	3	12
Camcorders/Movie Cameras	4	0	4
Satellite Dishes	0	0	0
Televisions	22	0	22
Video Microscopes	1	0	1
LCD Panels/Projection Devices	15	0	15
Fax Machines	0	4	4
Graphing Calculators	10	0	10
PDA's	14	0	14
Assistive/Adaptive Devices	0	0	0
GPS Devices	4	0	4
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	0	0	0
Whiteboard Capture Devices	2	0	2
Document Cameras	3	0	3
MP3 Players	0	0	0

Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	0	20	20
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	7	7
Classrooms with Telephones			
	Number		
Classrooms with telephones	59		

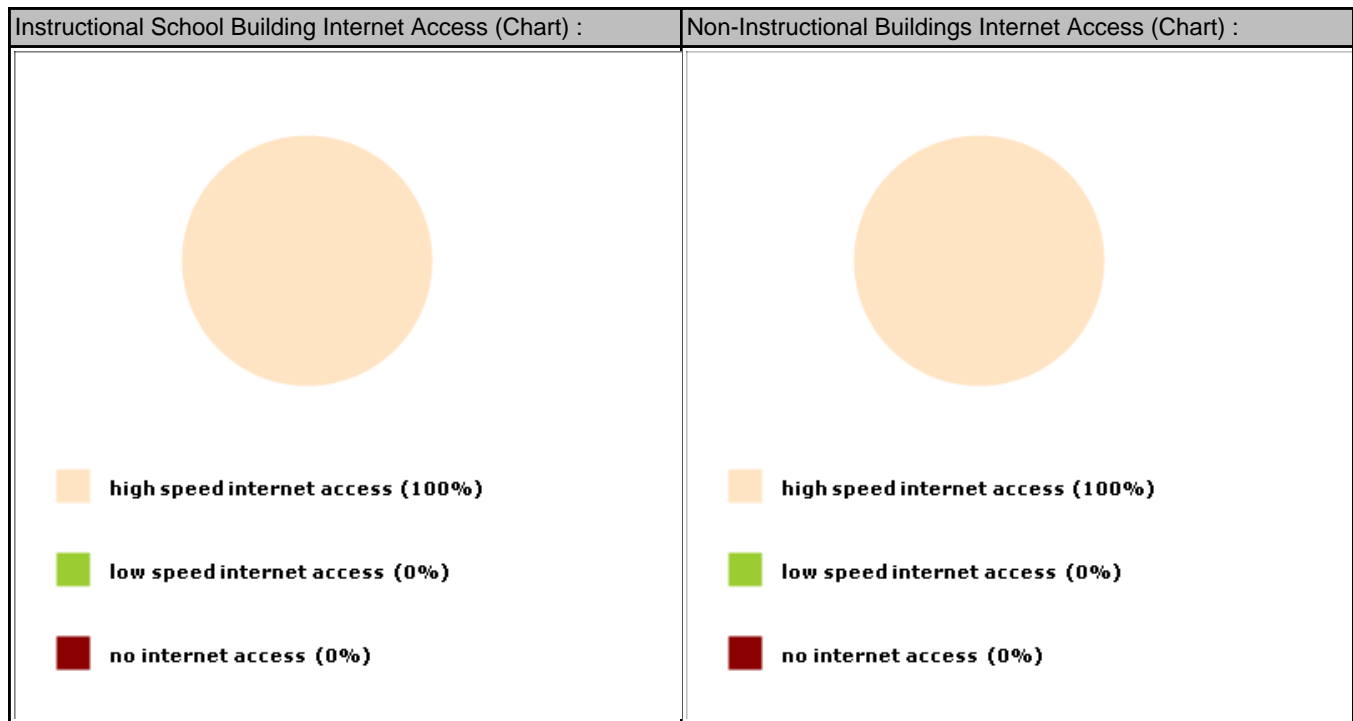
Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	3
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
731	0	56	3

Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
2	0	0	1	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	59	0	87	0	37	0	0	0	23	0	7	0	0	0
Desktops	59	0	87	0	37	0	0	0	23	0	7	0	0	0
Laptops	4	0	0	0	0	0	45	0	8	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	3	0
	63	0	87	0	37	0	45	0	31	0	7	0	3	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	
	63		87		37		45		31		7		3	
Students per Computer													2.68	

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	59	0	87	0	37	0	0	0	23	0	7	0	0	0
Desktops	59	0	87	0	37	0	0	0	23	0	7	0	0	0
Laptops	4	0	0	0	0	0	45	0	8	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	3	0
	63	0	87	0	37	0	45	0	31	0	7	0	3	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	
	63		87		37		45		31		7		3	
Students per Computer													2.68	

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
45	4	0	129	4	0	39	49	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
92	100+ mg Ethernet
0	Dedicated Cable
1	DSL
4	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Number of Rooms	Type
0	Windows Vista
185	Windows XP (any version)
0	Windows 2000 (any version)
89	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
24	Number of Networked Printers
62	Number of Stand-alone Printers
6	Number of Scanners
12	Number of Digital Cameras
4	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
22	Number of Televisions
1	Number of Video Microscopes
15	Number of LCD Panels/Projection Devices
4	Number of Fax Machines
10	Number of Graphing Calculators
14	Number of PDAs
0	Number of Assistive/Adaptive Devices
4	Number of GPS Devices
0	Number of Science Probeware

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

Distance Learning	
Number of Access points	Distance Learning
0	Satellite
3	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.

(1) For the past six years, the Princeville School District has demonstrated a minimum of 3% improvement in all subjects % meets and exceed state standards.

(2) Even with the rise in low income rates, the increase in student mobility rates, and the increase in Hispanic rates in the past six years, the Princeville School District has demonstrated significant academic achievements. Even while deficit spending for five of the last six years, the District has lowered the student to computer ratio, acquired updated software and hardware, and has increased the student use of technology district-wide.

(3) With minimal technology funding allocations from the state, the District has increased integration of technology district-wide through hardware replacement strategies, and the purchasing of specialized software.

Considering this information, the following goals have been established:

Improve student achievement through increased integration of technology, the establishment of hardware replacement strategies, specialized software deployment, professional development, and community communication and instruction.

Goal 1 for Phase I : 2008-2009
Continue to achieve AYP for the next three years while improving student achievement through increased integration of technology, establishment of hardware replacement strategies, specialized software deployment, professional development, and community communication and instruction.
Section II B. Action Plan — Curriculum and Instruction

Strategy1

Expand assessment preparations to include access to web based tools for students.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Explore the availability of online resources	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Establish selected web based resources	07/01/2008	06/30/2009	4500	4500			0	0	0	0	0	0

Strategy2

Increase use of computer related instruction in primary grades.

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 teachers	07/01/2008	06/30/2009	800	800			0	0	0	0	0	0
Provide access to hardware and software learning resources	07/01/2008	06/30/2009	0	0			0	0	0	0	0	0
Evaluate and purchase software	07/01/2008	08/15/2008	4000	4000			0	0	0	0	0	0

Strategy3

Articulate the junior high & high school technology curriculums based on the International Society for Technology and Education (ISTE)

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Form a multi-disciplinary committee	07/01/2008	09/30/2008	0	0			0	0	0	0	0	0
Identify standards	10/01/2008	12/31/2008	0	0			0	0	0	0	0	0
Study curriculums based on standards	10/01/2008	10/31/2008	0	0			0	0	0	0	0	0
Make and recommend curriculum articulation	11/01/2008	06/30/2009	0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

Professional development will be provided for staff based on the district's professional development needs assessment, emphasizing improvement in technology skills.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Acquire subscriptions to training resources and allocate stipends for in-house trainers.	07/01/2008	06/30/2009	1000	1000			0	0	0	0	0	0

Strategy2

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

Strategy3

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

**Section II D. Action Plan — Parental/Community Involvement
(such as adult literacy providers, public library services and district emergency crisis planning)**

Strategy1

Establish means for community technology 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
Utilize district facilities and instruction to provide parent and community technology classes	07/01/2008	06/30/2009	1000	1000			0	0	0	0	0	0

Strategy2

Establish a means for coordination of communications to the community via traditional and electronic methods.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Identify responsible personnel and means of communication.	07/01/2008	12/31/2008	0	0			0	0	0	0	0	0

Strategy3

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

Section II E. Action Plan — Technology Deployment

Strategy1

Establish hardware and software replacement strategies

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Purchase and deployment of updated technology hardware and software in Princeville Schools	07/01/2008	06/30/2009	52000	52000	0	D	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	D	0	0	0	0	0	0

Strategy3

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

Goal 1 for Phase II : 2009-2010

Improve student achievement through increased integration of technology, the establishment of hardware replacement strategies, specialized software deployment, professional development, and community communication and instruction.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Continue assessment preparations including access to web based tools for students.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Research effectiveness of current WEB resources.	07/01/2009	06/30/2010	500	500			0	0	0	0	0	0
Research more effective web based assessment preparation tools.	07/01/2009	06/30/2010	500	500			0	0	0	0	0	0

Strategy2

Maintain use of computer related instruction in primary grades

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Continue teacher training	07/01/2009	06/30/2010	400	400			0	0	0	0	0	0
Evaluate effectiveness of current software	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0

Strategy3

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

Section II C. Action Plan — Professional Development

Strategy1

Continue professional development for staff based on the district's professional development needs assessment, emphasizing improvement in technology skills.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Acquire additional or maintain existing subscriptions to training resources and allocate stipends for in-house trainers.	07/01/2009	06/30/2010	1000	1000			0	0	0	0	0	0

Strategy2

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

Strategy3

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

**Section II D. Action Plan — Parental/Community Involvement
(such as adult literacy providers, public library services and district emergency crisis planning)**

Strategy1

Continue to offer community technology 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
Utilize district facilities and instruction to provide parent and community technology classes.	07/01/2009	06/30/2010	1000	1000			0	0	0	0	0	0

Strategy2

Maintain coordination of effective communications to the 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
Continue traditional and electronic communications with the community.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0

Strategy3

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

Section II E. Action Plan — Technology Deployment

Strategy1

Maintain hardware and software replacement strategy

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Purchase and deploy updated hardware and software in Princeville schools as obsolete units and packages are identified.	07/01/2009	06/30/2010	35000	35000	0	D	0	0	0	0	0	0

Strategy2

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Section II C. Action Plan — Professional Development												
Strategy1												
Continue professional development for staff based on the district's professional development needs assessment, emphasizing improvement in technology skills.												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Acquire additional or maintain existing subscriptions to training resources and allocate stipends for in-house trainers.	07/01/2010	06/30/2011	1000	1000			0	0	0	0	0	0
Strategy2												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Strategy3												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Section II D. Action Plan — Parental/Community Involvement (such as adult literacy providers, public library services and district emergency crisis planning)												
Strategy1												
Continue to offer community technology 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
Utilize district facilities and instruction to provide parent and community technology classes.	07/01/2010	06/30/2011	1000	1000			0	0	0	0	0	0
Strategy2												

Maintain coordination of effective communications to the 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
Continue traditional and electronic communications with the community.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

Strategy3

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

Section II E. Action Plan — Technology Deployment

Strategy1

Maintain hardware and software replacement strategy.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Purchase and deploy updated hardware and software in Princeville schools as obsolete units and packages are identified.	07/01/2010	06/30/2011	35000	35000	0	D	0	0	0	0	0	0

Strategy2

Support web-based resource access by providing high speed Internet access and adequate bandwidth for all instructional and staff workstations.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Evaluate options for high speed Internet access at end of existing T-1 contract.	07/01/2010	09/01/2010	0	0	0	D	0	0	0	0	0	0
Acquire high speed high bandwidth connection (sign contract)	01/01/2011	06/30/2011	4500	2500	2000	D	0	0	0	0	0	0

Strategy3

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

			0	0	0	D	0	0	0	0	0	0
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Section II - Action Plan
Phase I F. Action Plan - Monitoring Prompt

Princeville CUSD #326 administration will meet with the school board, established committees, staff members, technology coordinator, and community organizations to acquire feedback and assess the progress toward achievement of the district technology plan goals. The tools used for the evaluation will include survey feedback, student assessment data, and meeting minutes.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Local and state student assessments	Improved scores by students on state and local assessments.	Yearly	Administration
PD Strategy	Staff PD completion certificates, staff surveys, feedback during staff meetings.	Sustained or increased level of completion certificates (CPDU), positive feedback from 50% of responders to comfort and implementation questions in surveys, and positive feedback from staff during regular meetings (SIP feedback).	twice per school year	Administration
P/C Strategy	Survey parents and community members via online and paper formats.	High percentage of responses indicating recognition of enhanced communications and use of advanced communications methods on survey results.	Yearly	Administration
Tech D Strategy	Tech deployment Inventory and Budget analysis	Indication of low student to computer ratio and low numbers of aged equipment	Yearly	Technology Coordinator

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

Princeville CUSD #326 administration will meet with the school board, established committees, staff members, technology coordinator, and community organizations to acquire feedback and assess the progress toward achievement of the district technology plan goals. The tools used for the evaluation will include survey feedback, student assessment data, and meeting minutes.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Local and state student assessments	Improved scores by students on state and local assessments.	Yearly	Administration

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	Staff PD completion certificates, staff surveys, feedback during staff meetings.	Sustained or increased level of completion certificates (CPDU), positive feedback from 50% of responders to comfort and implementation questions in surveys, and positive feedback from staff during regular meetings (SIP feedback).	Twice per school year	Administration
P/C Strategy	Survey parents and community members via online and paper formats.	High percentage of responses indicating recognition of enhanced communications and use of advanced communications methods on survey results.	Yearly	Administration
Tech D Strategy	Tech deployment Inventory and Budget analysis	Indication of low student to computer ratio and low numbers of aged equipment	Yearly	Technology Coordinator

Section II - Action Plan

Phase III F. Action Plan - Monitoring Prompt

Princeville CUSD #326 administration will meet with the school board, established committees, staff members, technology coordinator, and community organizations to acquire feedback and assess the progress toward achievement of the district technology plan goals. The tools used for the evaluation will include survey feedback, student assessment data, and meeting minutes.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Local and state student assessments	Improved scores by students on state and local assessments.	Yearly	Administration
PD Strategy	Staff PD completion certificates, staff surveys, feedback during staff meetings.	Sustained or increased level of completion certificates (CPDU), positive feedback from 50% of responders to comfort and implementation questions in surveys, and positive feedback from staff during regular meetings (SIP feedback).	Twice per school year	Administration
P/C Strategy	Survey parents and community members via online and paper formats.	High percentage of responses indicating recognition of enhanced communications and use of advanced communications methods on survey results.	Yearly	Administration

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
Tech D Strategy	Tech deployment Inventory and Budget analysis	Indication of low student to computer ratio and low numbers of aged equipment	Yearly	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
Continue to achieve AYP for the next three years while improving student achievement through increased integration of technology, establishment of hardware replacement strategies, specialized software deployment, professional development, and community communication and instruction.	63300	63300	0	0	0	0	0	0	0
Total Budget for Phase I - 2008-2009	63300	63300	0	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
Improve student achievement through increased integration of technology, the establishment of hardware replacement strategies, specialized software deployment, professional development, and community communication and instruction.	38400	38400	0	0	0	0	0	0	0
Total Budget for Phase II - 2009-2010	38400	38400	0	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

Improve student achievement through increased integration of technology, the establishment of hardware replacement strategies, specialized software deployment, professional development, and community communication and instruction.	42000	40000	2000	0	0	0	0	0	0
Total Budget for Phase III - 2010-2011	42000	40000	2000	0	0	0	0	0	0
Total Budget for Phases I, II, and III - 2008-2011	143700	141700	2000	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.

Planning Process:

Under the direction of the district superintendent, the Technology Plan Committee Members will seek the involvement of all stakeholders in the planning and implementation process of the tech plan. Through the use of surveys, electronic (when available and appropriate), the committee will collect the necessary data that will enable relevant decisions to be made regarding technology within Princeville CUSD #326. Furthermore, within the survey data, reflections and assessments will be subsequently utilized within the decision-making process.

Name

Title / Organization

**Contribution(s) to or/
Implementation of the Plan**

Kathy Hanneken, James Colyott

Superintendent

Oversee implementation of plan district-wide

**Becky Michel
New HS Principal**

Principal, Princeville GS

Principal, Princeville HS

Oversee implementation of plan at building level

Jay Hill

Technology Coordinator

Oversee technical implementation of plan at district level

**Michael Davidson
Sue Mercer**

Business/ Technology Teachers

Provide technology support and instruction to staff & faculty

**ELPAC - Community Advisory Committee
P.R.I.D.E. - Community Committee**

Community Representative

Provide community perspective relative to technology for the district.

**Bruce Stoller, Leslie Ptak, Miles Colwell, Doug Streitmatter, Chris Steidinger,
Darin Cowser, Steve Rees**

School Board Members

Authorize and provide district resources to sustain and enhance technology.

Adult Literacy Provider

Lillie M. Evans Library & Project U.P.W.A.R.D.S. through Peoria County Superintendent of Schools Office

As needs for adult literacy resources are identified, the local library and Project U.P.W.A.R.D.S. will be contacted to coordinate provision of services.

Joanne Cox

Princeville Library Director

Represent/coordinate community library resources with school district.

Student Councils

PGS/PHS

Serve as a liaison between student body and building principals.

Princeville GS PTO

Parents

Provide communication to parents and provide financial resources (fund raising).

Becky Michel, Jay Hill, James Colyott, New HS Principal

Technology Plan Committee Members

Facilitate communication between all groups

Faculties of PGS/PHS

School Improvement Committee Members

Correlate school improvement plans with tech plan.

Princeville State Bank

School Partner

Advise faculty on community and professional development issues, present current financial/ career data to students

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.*

Princeville Community Unit School District #326

6:235

Instruction

Access to Electronic Networks

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

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

Curriculum

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

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

Acceptable Use

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

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection

Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. 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. Limiting student access to inappropriate matter as well as restricting access to harmful materials;
2. Student safety and security when using electronic communications;
3. Limiting unauthorized access, including "hacking" and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Authorization for Electronic Network Access

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

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

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

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.

Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).

Enhances Education Through Technology, 20 U.S.C §6751 et seq.
720 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Library Resource Center), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Restrictions on Publications and Written or Electronic Material)

ADOPTED: June 11, 2002

Peer Review Feedback Form

District Name: PRINCEVILLE CUSD 326	RCDT #: 480723260260000
Original Submission: Yes	Approval Date: 04/17/2008
School Years Covered by Plan:	Plan Expiration Date: 06/30/2011
2008-2009:Yes 2009-2010:Yes 2010-2011:Yes	
Section Used for Mid-Course Correction Only	
Mid-Course Correction(MCC): No	Date Peer Reviewed: 04/10/2008
Date of Annual Review Leading to MCC:	Approval Date of MCC:
Preliminary Information	Requirements
All Required Identifying District Information is Complete. Vision Statement is Included and Meets Requirements.	Meets
Comments:	
Section I: Data and Analysis	Requirements
Data Collection & Information Part A. Illinois School Report Card Data Part B. Local Assessment Data (as available) Part C. Other Data -- Item 1,2 & 3 Part D. Technology Deployment Part E. Data & Analysis - (Meta-Analysis)	Meets
Comments:	
Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan A.1 Goals A.2 Strategies and Activities A.3 Budget	Meets
Comments:	
	Requirements
Part B. Curriculum Integration Strategies and Activities	Meets
Comments:	
	Requirements
Part C. Professional Development Strategies and Activities	Meets
Comments:	
	Requirements
Part D. Parent/Community Involvement	Meets
Comments:	

	Requirements
Part E. Technology Deployment	Meets
Comments:	
In Phase 3, the district has plans for Internet and telephone access through E-rate funds. Do you need to add this to years 1 and 2? Just checking!	
	Requirements
Part F. Monitoring	Meets
Comments:	
May want to change to specific names of person responsible for the monitoring.	
Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
Comments:	
Add statement about adult literacy provider. (fixed 4/10)	
ISBE Review	
Approved	
Comments:	
4/17/08 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.	