
District Information

District Name:	WEST CARROLL CUSD 314	District Address:	801 SOUTH ST
City/State/Zip:	THOMSON,IL,61285	RCDT Number:	080083140260000
Superintendent:	LONNY B LEMON	Superintendent Email*:	llemon@wc314.org
District Phone:	8152592735	District Fax:	8152593561
TIP Contact Name*:	Brad Field	TIP Contact Email*:	befield@wc314.org
TIP Contact Phone*:	8152130143	TIP Contact Fax*:	8152733846

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 West Carroll School District will provide a positive, ethical environment for creative, interactive learning between students, professional staff, and members of our rural community. The integrated curriculum will promote critical thinking, lifelong learning, communication skills, and technology to prepare students to participate in a global society. Technology Goals that will assist with the achievement of District Goals

*Community Involvement through Technology

*Technology for Providing Vibrant Learning Environment

*Highly Qualified Personnel Meeting Professional Standards through the use of Technology

*Appropriate Access to Technology Aligned to the District's Vision

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

Is this District making Adequate Yearly Progress (AYP)?					No			Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?				No			
Is this District making AYP in Reading?					Yes			Is this District making AYP in Mathematics?				No			
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	65.7		Yes	75.1		Yes	93.4	Yes	98.0	Yes	
White	100.0	Yes	100.0	Yes	65.8		Yes	75.3		Yes					
Black															
Hispanic															
Asian/Pacific Islander															
Native American															
Multiracial/Ethnic															
LEP															
Students with Disabilities	100.0	Yes	100.0	Yes	27.9	25.5	Yes	36.9	45.0	No	92.7		100.0		
Economically Disadvantaged	100.0	Yes	100.0	Yes	56.9		Yes	69.9		Yes					
Four Conditions Are Required For Making Adequate Yearly Progress															

<p>1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging. %, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.</p> <p>2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***</p> <p>3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</p> <p>4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.</p>	<p>*** Safe Harbor Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups 45 or more.</p> <p>Another way to make AYP is through the 'safe harbor' calculation, which applies to student subgroups only. A school has made 'safe harbor' if for any subgroup it can reduce the performance gap (the difference between the percentage meets & exceeds from the prior year and 100%) by 10%.</p> <p>For example, what does a school achieving 20% meets & exceeds for a subgroup last year need to achieve this year in order to make safe harbor? Step ONE: $(100 - 20) = 80\%$ (performance gap) Step TWO: $(10\% * 80) = 8\%$ Step THREE: $20\% + 8\% = 28\%$ Safe Harbor Target = 28%</p> <p>In this case, a school that makes at least 28% meets & exceeds is making AYP under 'safe harbor' even if it did not achieve the mandated 47.5%. 'Safe harbor', in other words, gives credit for improvement.</p>
<p>* 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.</p>	

**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 (%)					93.6	93.4
Truancy rate (%)					1.3	4.1
Mobility rate (%)					12.3	15.8
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)					81.7	98
HS dropout rate, if applicable (%)					6.4	1.9
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 (#)					1541	1505
Economically disadvantaged (%)					41.7	43.7

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Limited English proficient (LEP) (%)					0.1	0
Students with disabilities (%)						
White, non-Hispanic (%)					92.4	91.3
Black, non-Hispanic (%)					2	1.9
Hispanic (%)					4.2	4.6
Native American or Alaskan Native (%)					0.4	0.4
Asian/Pacific Islander (%)					0.8	1.1

**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	2006	92.4	2.0	4.2	0.8	0.4	0.2
	2007	91.3	1.9	4.6	1.1	0.4	0.8
	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
	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	2006	0.1	41.7	93.5	93.6	12.3	19.0	1.3	6.4	81.7
	2007	0.0	43.7	97.7	93.4	15.8	57.0	4.1	1.9	98.0
	S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332.0	2.3	5.9
		2000	6.1	36.7	97.2	93.9	17.5	45109.0	2.4	5.8
		2001	6.3	36.9	94.5	93.7	17.2	42813.0	2.2	5.7
		2002	6.7	37.5	95.0	94.0	16.5	39225.0	2.0	5.1
		2003	6.3	37.9	95.9	94.0	16.4	37525.0	1.9	4.9
		2004	6.7	39.0	96.3	94.2	16.8	40764.0	2.1	4.6
		2005	6.6	40.0	95.7	93.9	16.1	43152.0	2.2	4.0
	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	2006	1541.0	92.0	123.0	94.0	114.0	132.0	104.0	
	2007	1505.0	93.0	99.0	119.0	124.0	105.0	127.0	
	S T A T E	1999	1962026.0						
		2000	1983991.0						
		2001	2007170.0	164791.0	161546.0	162001.0	151270.0	148194.0	
		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 (%)	CIs not taught by Hi Qual Tchrs (%)	
D I S T R I C T	2006	109.0	15.8	49512.0	70.0	29.5	17.7	15.6	0.9	0.6	
	2007	109.0	16.4	51580.0	70.3	29.7	17.1	15.7	0.0	0.0	
	S T A T E	1999	119718.0	15.0	45337.0	53.1	46.7	46.7	19.6	18.1	
		2000	122671.0	14.8	45766.0	53.2	46.6	46.6	19.3	18.1	
		2001	125735.0	14.5	47929.0	53.8	46.0	46.0	19.1	18.0	
		2002	126544.0	14.2	49702.0	53.9	46.0	46.0	19.1	18.3	2.4
		2003	129068.0	13.9	51672.0	53.9	46.0	46.0	18.4	18.2	2.5
		2004	125702.0	13.8	54446.0	51.3	48.6	48.6	19.4	18.8	1.7
		2005	128079.0	13.6	55558.0	50.1	49.1	49.1	18.9	18.4	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			59.4	63.6			66.3	61			69.4	75.9
White			60.5	65.4			65.9	60.4			74.4	75.8
Black			0	0			0	0			0	0
Hispanic			0	0			0	0			0	0
Asian/Pacific Islander			0	0			0	0			0	0
Native American			0	0			0	0			0	0
Multiracial/Ethnic			0	0			0	0			0	0
LEP			0	0			0	0			0	0
Students with Disabilities			16.7	31.8			28.6	0			10	25
Economically Disadvantaged			56.5	44.4			61.3	48.1			46	70.4
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	59.4	63.6	66.9	65.7	66.3	61	70.3	77.7	62.8	73.5	69.4	75.9
White	60.5	65.4	65.4	65.6	65.9	60.4	69.9	79.5	62.4	75	74.4	75.8
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	16.7	31.8	25	12.6	28.6	0	19	52.7	8.7	34.6	10	25
Economically Disadvantaged	56.5	44.4	47.6	57.6	61.3	48.1	56.5	69.2	52.9	60	46	70.4
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					58.5		49.6					
White					0		49.5					

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007				
Black			0	0
Hispanic			0	0
Asian/Pacific Islander			0	0
Native American			0	0
Multiracial/Ethnic			0	0
LEP			0	0
Students with Disabilities			0	13.4
Economically Disadvantaged			0	45.5

**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			82.1	88.5			78.7	80			72	79.8
White			81	90.5			81	80.6			76.1	81
Black			0	0			0	0			0	0
Hispanic			0	0			0	0			0	0
Asian/Pacific Islander			0	0			0	0			0	0
Native American			0	0			0	0			0	0
Multiracial/Ethnic			0	0			0	0			0	0
LEP			0	0			0	0			0	0
Students with Disabilities			43.8	63.6			57.1	40			23.8	28.6
Economically Disadvantaged			73.3	77.8			68.2	74.1			54.9	68.9

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	82.1	88.5	89	83.3	78.7	80	81.8	83.4	70.5	68.6	72	79.8
White	81	90.5	88.2	83.3	81	80.6	81.3	83.3	71	67.9	76.1	81
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

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	43.8	63.6	62.5	37.6	57.1	40	42.9	42.1	22.7	30.8	23.8	28.6
Economically Disadvantaged	73.3	77.8	80.9	84.9	68.2	74.1	71.1	78.8	58	63.6	54.9	68.9
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					52.8		51.3					
White					0		53.1					
Black					0		0					
Hispanic					0		0					
Asian/Pacific Islander					0		0					
Native American					0		0					
Multiracial/Ethnic					0		0					
LEP					0		0					
Students with Disabilities					0		6.7					
Economically Disadvantaged					0		42.4					

Section I A. Data & Analysis — Report Card Data

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

According to the 2007 Report Card Data, the state average in teachers holding a Master's Degree is 52%; whereas, in West Carroll CUSD 314 the percentage of teachers holding a Master's Degree is 30%. We have had a slight decrease in student enrollment which in result creates a loss of state funding for attendance purposes. Our high school graduation rate has increased significantly from 2006 at 81.7% to 98% in 2007. Our drop-out rate has decreased significantly from 6.4% in 2006 to only 1.9% in 2007. When analyzing the ISAT - % Meets & Exceeds for Reading and Math, the percentage of students with disabilities meeting and exceeding seems to fluctuate amongst grade levels. In 2007, the district had a dip in scores for the students with disabilities for fourth and fifth grades. Our district scores had significant improvement in reading for grades 6, 7, and 8 in 2007, especially in the area of students with disabilities. At the high school level, our 2007 report card data indicates that we did not make AYP in reading (49.6%) or math (51.3%) on the PSAE. The district's mobility rate has increased from 12.3% to 15.8% from 2006-2007. The data also indicates an increase in the district's truancy rate from 1.3% to 4.1% from 2006 to 2007. Presently, we do not give local district-wide assessments, but we are beginning to gather data on classroom assessments in our district curriculum work.

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 gap in the educator qualifications for degree plans can be attributed to our geographical location. West Carroll School District is located on the Mississippi River on the Iowa and Illinois border and is approximately one and one-half hours away from any University to offer a Master's degree program. With the technology plan, we will be encouraging more teachers to begin on-line courses in higher education. Our high school graduation rate has increased due to intensive counseling services at the high school level. The high school faculty is motivated to encourage students to finish school by assisting with tutoring and programs to adapt to their lifestyles of working and beginning families. The high school offers such programs as STEP (Secondary Transitional Experience Program through the Department of

Human Services- Division of Rehabilitation Services), Co-op (Cooperative Education), AVC (Area Vocational Center) courses, and Alternative Schooling. With computer availability, high school students can stay current on their studies by emailing their instructors regarding assignments as well as their employers. Grades 6,7, and 8 have improved their ISAT scores in reading and math primarily due to the middle school teaming concept. The middle school teachers are committed to tutoring students two to three days a week during their team time to raise levels of achievement. With computer labs, students are able to use the computers to complete tutorials and practice exams. At the high school level, more AP classes need to be offered to students and more students need to be taking higher level core curriculum classes to prepare for post-secondary education. Presently only AP Calculus is offered at the high school level. Carroll County has a low adult population with a college degree which tends to create families without the knowledge of pursuing a four-year degree. With computer and internet availability, students are able to surf the web to locate technical schools, colleges, and universities to pursue their careers. ACT Prep is also available on-line for students to adequately prepare for an exam.

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.*

In order to increase mathematic student achievement at the intermediate levels, grades four and five, students can benefit from the use of SMART boards and Mimios in learning fractions and decimals. Students at these grade levels, especially students with disabilities, will benefit from visual pictures of story problems in mathematics. Read alouds and computer generated games for reading can also create wonderful supplemental reading programs using technology. As Margaret Mead predicted in the early 1900's, pre-figurative culture has transpired in which the direction of learning has come full circle in that young people will teach adults how to use the latest technology. In the Technology Education for the Community, Part D of the Action Plan, our district has a plan to develop a summer technology class in the business lab of the high school. Twenty-five community members will be instructed on computer technology by high school students and the Technology director for the district. This will not only improve the functioning level of the adults in the community, but in return the students will reinforce and use their technology skills to raise their own level of student achievement. When the adults are computer literate, their children reap the rewards as well. Lastly, professional development will be fostered through the use of computers in the classroom. Teachers will be able to earn their Master degrees without commuting over an hour to a University through on-line Master programs. Interactive technology for all ages will engage students in learning to increase K-12 student achievement. The possibilities are endless.

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.

West Carroll CUSD #314 distributed and collected the Student Survey Tool #8. The highlights of the data were enlightening and help to establish our goals of building an environment of productivity, creativity, and a vibrant learning experience. Our student body is made of mostly confident computer users with 64% reporting five or more years using a computer, 20% reporting 4-5years, and 12% reporting 3 years or less. 56% of our students are confident computer users and another 36% say that they feel confident enough to teach others. When asked about ethical online behavior, 46% said that they made ethical choices with technology, 36% said most of the time. Students report that they use technology in the following subjects:

- Art - 22%
- Business Ed - 9%
- Computer Lab Classes - 45%
- English as a Second Language - 10%
- Foreign Languages - 17%
- Health/PE - 11%
- History/Social Studies - 55%
- Industrial Technologies - 19%

Language - 29%
Math - 23%
Music - 30%
Reading - 38%
Science - 19%
Special Ed - 19%
Other - 20%
None - 22%

It is obvious that we have some work to do. Our technology integration is in need of more interactive technologies and technology environment. When asked about how much time is spent on the computers, the students have reported that 70% of them use technology alone, 21% work with a partner, and only 9% work in groups. When asked about computer availability and scheduling, 38% said that the teacher needs to arrange access to technology while 29% report that they arrange for the use of technology themselves. One of the alarming responses was in the area of hours at school using the computer. Students report that 61% spend an hour or less on computers at school while more than 37% of the remainder report 6 hours or less on computers. Keep in mind that these students are no strangers to technology: 35% spend 7 hours or more on the computer at home. Over 60% of our student body spend over 4 hours a week on the computer at home.

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

Our students are neither intimidated nor are they cautious about technology. The greatest challenge West Carroll will face is keeping enough up-to-date workstations available for our student population. Although we are utilizing technology in a wide variety of subject areas, the amount could certainly stand to be higher in areas such as math, science, and reading. West Carroll will make it a priority to work on Technology Deployment and Curriculum/Instruction to enhance and further the technology exposure of our student body.

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 for the results from the student survey are the ratio of workstation to student, professional development of teachers, and technology deployment and updates on a routine schedule.

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.*

It is important that West Carroll find new ways of introducing and integrating technology into our curriculum. In order to prepare our students for their place in a global society it is paramount that we give them the tools, resources, and abilities that they will need to transform from passing to surpassing.

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.*

West Carroll used Tool #7, the Teacher Technology & Learning Survey to gather data on our faculty and their technology experience and abilities. We reviewed the results from the survey to identify needs/gaps in our teaching staff and to better understand the current reality of ability of West Carroll teachers to integrate technology into the classroom and the curriculum.

It was discovered that we need to work on the Professional Development of our teaching staff, especially in the areas of technology classroom use and technology for curriculum planning. 43% of our teachers report 8-20 years experience teaching in the classroom and another 37% reporting more than 21 years. Half of our teachers report being confident with a computer and about a third saying that they still need assistance. Teachers who have had 5 years or more classroom technology experience comprise over 58% of the group. However, when asked about clock hours of training in the last 5 years, 43% report less than 10 hours learning about State Standards, 49% report 10 hours or less learning about technology, and an alarming 76% report less than 10 hours in training for integrating technology into their classroom.

These figures are in contrast to the reports from these same teachers in regards to technology availability and use at West Carroll. Teachers report that 44% of them feel that technology is easily available and 57% report that they use technology on a daily basis. However, teachers report that student classwork with technology is done 63% of the time with students working alone and 15% stating that they do not use technology in the classroom. Add to this the teachers' response to rating student proficiency with technology: 30% were unsure of student proficiency, 21% rated student proficiency at 15-49%, 20% rated student proficiency at 50-70%, and 14% rated student proficiency at 70% or higher.

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

Teachers in West Carroll have an overall positive view of technology, but the data still indicates a reluctance to use technology. The results from Teacher Survey show that teachers believe that technology in the district is available and that they are using it, however the data also suggests that technology is not being used to its potential which could be due to the fact that educator learning is down.

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.*

Teachers at West Carroll have had some chaotic technology support in the past and may be reluctant to use technology out of fear of not having support. Teachers at West Carroll have also been lagging in professional development. The current Technology Coordinators evaluates end users into three categories: those that have embraced technology due to its potential, those that use technology because it is required, and those that will not use technology out of fear or frustration. The Tech Coordinator evaluates the current reality of teachers to be about 65% in the latter two groups.

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.*

West Carroll needs to motivate and encourage teachers participate in professional development to advance their technology skills and use as well work towards advancing their educational level. Teachers in the West Carroll School District are accepting technology, but they are not using it to the potential it is capable of.

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.*

West Carroll is in its fourth year of consolidation. The towns comprising the district are Mount Carroll, Savanna, and Thomson. Situated in Northwest Illinois, these communities all share common challenges as well as diverse characteristics.

Similarities among the three towns include value of education and family/social values. Education seems to be valued rather highly in all three towns. Citizens with more than a High School education include 83.7% in Mount Carroll, 82.2% in Thomson, and 77.8% in Savanna. Citizens with a Bachelors Degree or high include 13.3% in Thomson, 12.9% in Mount Carroll, and 11.8% in Savanna. Family life and stability are also valued in West Carroll. Married citizens comprise over 61% of population density in all three towns and the divorce rate is 13% or lower. The numbers are similar for long-time citizens as well. All three towns are comprised of more than 60% of citizens who have lived here for 5 or more years.

There are also some slight differences among the towns as well. Most of these differences are economic. Carroll County has had one of the highest rates of unemployment for several years and these towns are no different. Savanna has an unemployment rate of 7.7%, Mount Carroll 5.2%, and Thomson 2.2%. Due to significant shifts in the industrial environment, one of the largest challenges for West Carroll and Carroll County is addressing the lack of adequate paying jobs. This has led to the rise in poverty levels across the county. Mount Carroll and Thomson have poverty levels just under 9% while Savanna suffers from over 15% poverty level. This could be due to the median income value which is an inverse reflection of the populations of these three towns. Thomson, the smallest of the three towns, has a median income of \$39,947 which is contrast to Savanna which has a median income of \$31,595. Mount Carroll falls almost right in between the other two with a median income of \$35,156.

Part, if not all, of the main objectives in consolidating was due to these economic difficulties. Several discussions were held in each town to discuss the impact of consolidation and its associated benefits and challenges. The consolidated district was a joint effort by all three towns to ease the burden of these economic issues. However, due to changes in state budgets as well as state regulations after the consolidation, the district continues to face some of the same, if not more daunting, economic challenges that each of the individual districts had before consolidation. Focusing on these economic and financial troubles may have contributed to the district not being able to focus on academic performance as much as would be desirable. All in all, the transformation from three individual school districts to one consolidated district has been challenging and at times somewhat chaotic.

All of these factors have influenced West Carroll academic performance and achievement. The district and its administration have done a commendable job in dealing with the challenges that they have chosen to face as well as those chosen for them. It is this same patience and perseverance that will ensure the success of West Carroll in both academics and technology.

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

The communities that make up the West Carroll community all assess education and family values highly, however, due to economic and financial challenges in these communities, the district consolidation has been chaotic and difficult at times. Nonetheless, the district understands that persistence pays off and will continue to grow as a community of academics and technology.

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.

Strategies for developing communication and involvement between the district and the community need to be established. Both need to be more involved with the other and both need to communicate more with one another to share knowledge and resources.

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 West Carroll School District and the West Carroll Community have faced many challenges and success. However, due to some of the more pronounced economic and financial challenges that both have faced, there have been missed opportunities to face these challenges together.

It is apparent that the relationship between the community and the school district is not as mutually beneficial as it could be. The district needs to develop more frequent and interactive communication with the community especially in regards to technology. There are resources and knowledge that the district possesses that could be shared with and developed through meaningful communication and interaction with the community. The community, as well, possesses resources and experience that the district could benefit from. A two-way communication and relationship needs to be established, monitored, and enhanced in order for both the district and the community to be successful.

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.

Technology in the West Carroll CUSD #314 has gone through some dramatic changes over the past two years. Many of the lab and teacher computers were donated to the individual school districts before the consolidation and, as such, were out of date and all but non functional. The computers in question comprised approximately 50-60% of the lab and teacher computers in the district. These computers were between 8 and 12 years old and simply out of date. The Technology Department was doing everything it could just to keep them running. At the beginning of the 2006-2007 school year, the West Carroll Technology Department was undergoing yet another change in administration with the dismissal of the current Technology Coordinator. The district used technology consultants until a replacement could be found.

At the that time, the school board and the consultant made the decision to begin the arduous task of replacing the old and out of date equipment. The district was able to purchase 50 new computers and these were placed in the middle school over the 2006 Christmas holiday. The replacement plan initially was to finish the Middle School and then continue replacing between 50-100 computers per year. This plan would allow for every computer in the district to be replaced once every five years. The High School would need a two-year window due to the number of computers and the allowable budget.

In the Fall of 2007, 65 new machines were ordered to continue with the replacement plan. However, at that time, due to the failing condition of several teacher machines around the district, the newly hired Technology Coordinator and the school board decided to place the computers in the areas of 'most need' and to continue the replacement plan with the next available opportunity to purchase computers. Therefore, the new computers were used to replace several lab workstations at the Intermediate School and several Teacher workstations around the district.

Later in 2007, the district was able to purchase 54 new computers by using Title I grant money. These computers were placed in areas identified as Title I. However, with the addition of these computers, the Technology Department was able to place the "newer old" computers around the district and therefore put the district approximately on schedule for the computer replacement plan. Currently, only 25% of the computers in the district are 5 years or older.

The West Carroll Technology Department has also worked to bring new technologies into the district. In 2007, the ISEL (Illinois Steps for Early Literacy) program was initiated. ISEL incorporates the use of PDAs to record reading tests and scores and compare the data to previous scores and achievement levels. West Carroll also worked to install and train faculty on the use of Smartboards and Mimios which are both interactive whiteboard technologies. The Technology Department is always looking forward and trying to identify new hardware and software that will make the West Carroll School District and Community more 'Tech-Centric'.

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

Since 2007, West Carroll CUSD #314 has worked to bring its technology up-to-date. New computers, programs, and software have been put in place to streamline technology into the classroom. New technologies have also been introduced that will engage and interact with the students, teachers, and the community.

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.*

Since the beginning of the consolidation, the district has valued with, but has also struggled with technology. It is going to be paramount that the district keep technology up-to-date, deploy new educational technologies, keep the teachers up-to-date on technology training, and continue to supplement and enhance technology through the use of new hardware and software.

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.*

West Carroll CUSD #314 has worked hard to bring technology up-to-date and to ensure that the faculty and students interact with and are engaged by technology. Students need to be involved in a vibrant, focused learning environment that exposes them to a variety of technology. Teachers need to embrace a philosophy of professional development that will keep them knowledgeable and ready to use not only current technology but also new technologies that present themselves as viable solutions to today's educational challenges. The district needs to interact and communicate with community and technology resources to provide the technology opportunities to the students and the community that will build a strong community centered on a philosophy of life-long learning.

District Information

Number	Item
1370	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).
45	Number of K-12 special education self-contained classroom students
116	Number of Teachers (FTE - this does not include teacher aides)
6	Number of Administrators
4	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access

Internet Access

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	88
	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	11
	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	4
	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	0

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	23
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	13
	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	13
	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	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	13	0	13	13	0	13	0	0	0	0	0	0
	5+ years	14	0	14	14	0	14	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	128	0	128	128	0	128	0	0	0	0	0	0
	2-5 years	38	0	38	38	0	38	0	0	0	0	0	0
	5+ years	6	0	6	6	0	6	0	0	0	0	0	0
Media Center/Library	Under 2 years	6	0	6	6	0	6	0	0	0	0	0	0
	2-5 years	31	0	31	31	0	31	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	5	0	5	5	0	5	0	0	0	0	0	0
	2-5 years	17	0	17	17	0	17	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	24	0	24	24	0	24	0	0	0	0	0	0
Teacher Offices	Under 2 years	24	0	24	24	0	24	0	0	0	0	0	0
	2-5 years	24	0	24	24	0	24	0	0	0	0	0	0
	5+ years	56	0	56	56	0	56	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	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	2	0	2	2	0	2	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	10	0	10	10	0	10	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	8	0	8	8	0	8	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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

Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	99
	Windows 2000 (any version)	10
	Windows 98	0
	Windows 95	0
	Other PC	0
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	61
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Media Center/Library	Windows Vista	0
	Windows XP (any version)	7
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	37

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	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Teacher Offices	Windows Vista	0
	Windows XP (any version)	118
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Other Locations	Windows Vista	0
	Windows XP (any version)	13
	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	3
	Switches	8
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
	Dedicated Computer Lab	Hubs
Routers		1
Switches		3
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	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	2
	Switches	2
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0

Licensed Software

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

Inventory of Other Technologies

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

Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	0	50	50
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	5	5
Classrooms with Telephones			
	Number		
Classrooms with telephones	104		

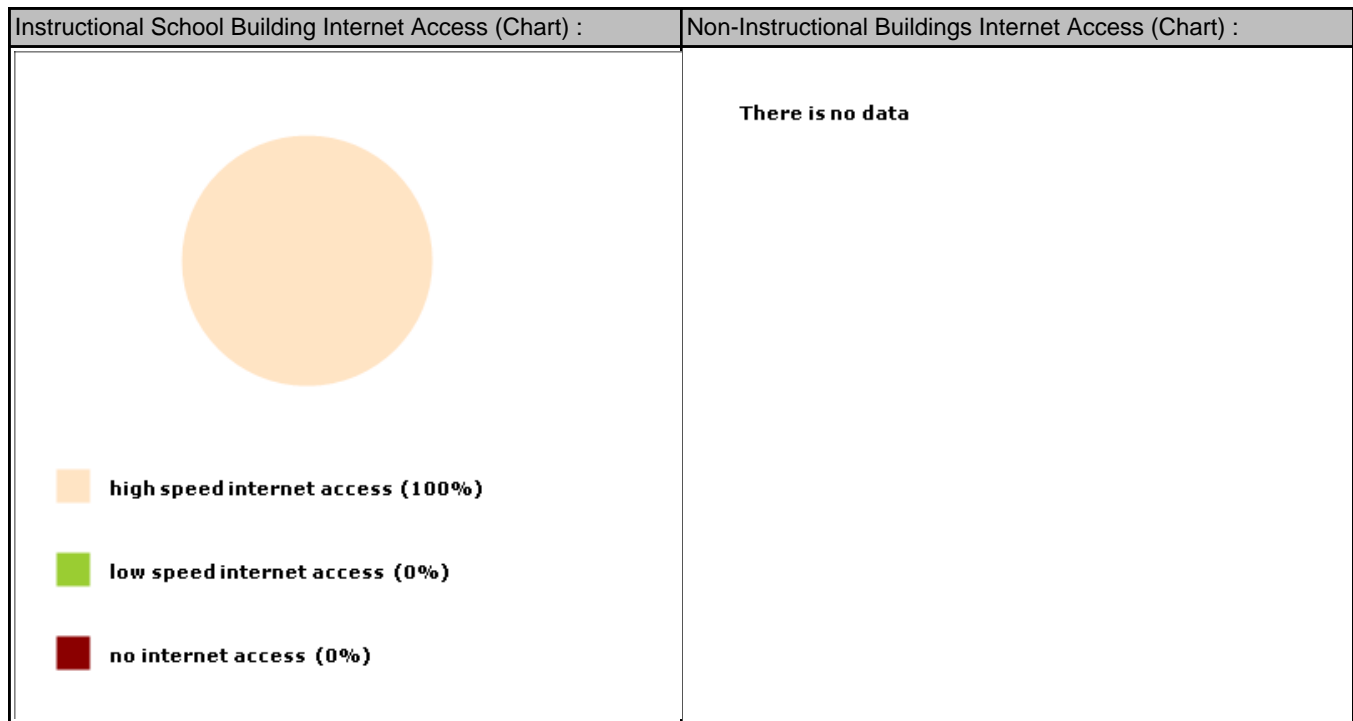
Distance Learning

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

Section I D Data & Analysis — District Technology Inventory Report

District Information			
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).	Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)	Number of Administrators
1370	45	116	6

Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
4	0	0	0	0	0



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/ Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	27	0	172	0	37	0	0	0	46	0	104	0	0	0
Laptops	0	0	0	0	0	0	0	0	2	0	10	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	8	0	0	0	0	0
	27	0	172	0	37	0	0	0	56	0	114	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	
	27		172		37		0		56		114		0	
Students per Computer													3.49	

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														
Desktops	27	0	172	0	37	0	0	0	46	0	104	0	0	0
Laptops	0	0	0	0	0	0	0	0	2	0	10	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	8	0	0	0	0	0
	27	0	172	0	37	0	0	0	56	0	114	0	0	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	
	27		172		37		0		56		114		0	
Students per Computer													3.49	

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
163	12	0	123	0	0	100	0	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
152	100+ mg Ethernet
0	Dedicated Cable
0	DSL
0	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

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

Other Technologies	
Total	Type
15	Number of Networked Printers
14	Number of Stand-alone Printers
2	Number of Scanners
4	Number of Digital Cameras
0	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
50	Number of Televisions
0	Number of Video Microscopes
15	Number of LCD Panels/Projection Devices
5	Number of Fax Machines
0	Number of Graphing Calculators
5	Number of PDAs
0	Number of Assistive/Adaptive Devices
0	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)
4	Number of Electronic Whiteboards
12	Number of Whiteboard Capture Devices
0	Number of Document Cameras
0	Number of MP3 Players

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

Section I E. Data & Analysis — Meta Analysis

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

Goal 1 for Phase I : 2008-2009													
West Carroll will increase the number of students meeting or exceeding the reading portion of the ISAT and PSAE by 20% over the next three years. The West Carroll CUSD #314 will use technology to provide an environment for students to exercise critical thinking skills, creative problem solving, and interactive learning to prepare them to participate in a global society. In an effort to provide such an environment West Carroll will employ measures in staff Professional Development, Community Involvement, and Technology Deployment.													
Section II B. Action Plan — Curriculum and Instruction													
Strategy1													
Students and teachers alike will make greater use of interactive technologies, as well as, interactive learning environments.													
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	

The IT Department will work with the school district and individual academic departments in the deployment, training, and use of interactive technologies such as Mimios, Smartboards, projectors, and their associated software.	08/01/2008	08/01/2009	5000	5000			0	0	0	0	0	0
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Strategy2

Supplementing Objectives with Technology

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will make greater use of video, digital projectors, and photo/video editing workstations to supplement presentation of thoughtful research. Internet correspondence and interactivity will be the vehicle by which mor groups plan and participate.	08/01/2008	08/01/2009	6500	6500			0	0	0	0	0	0

Strategy3

Computer Keyboarding Skill for All 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
Supplemental instruction will be given to students who are not proficient in computer keyboarding. Students who are stressed about typing and take more time to type assignments than they do to actually think about the work, will get special attention. supplemental typing instruction will fill the gap and remove typing as a barrier to getting assignments done on time.	08/01/2008	08/01/2009	300	300			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy1

Professional Development Strategy One

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Provide individualized training for all teachers and staff who are currently at various levels of technology literacy to obtain the knowledge and skills needed to meet the Content-Area Standards for Educators and the National Staff Development Council Standards.	09/01/2008	06/30/2009	4000	4000			0	0	0	0	0	0

Strategy2

Vendor Specific Training

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The IT Department and the Administration will coordinate with software/hardware vendors and Tech staff for on-site and online training for interactive technologies as well as the online educational environment.	09/01/2008	06/30/2009	5000	5000			0	0	0	0	0	0

Strategy3

Teacher Training

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 to train teachers to use technology available in the instructional practice. Continue to maintain technology support to ensure successful instruction/learning practices.	07/01/2008	06/30/2009	1500	1500			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

Technology Exposure through Community Partnerships

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Staff and students will acquaint community with the technology skill and tools currently present within the school district. Community organizations will be invited to match those assets to working examples within their establishments or with their needs.	09/15/2008	06/15/2009	1000	1000			0	0	0	0	0	0
After hearing what the district has to offer along the lines of skill and hardware/software, professional organizations within the community will be challenged to introduce students to examples of technology at work within the 'real-world'. Organizations will also have the opportunity to have staff and students assist in meeting tech needs through district assets in order to give learners hands on exposure to 'real life' technology solutions.	09/15/2008	06/15/2009	1000	1000			0	0	0	0	0	0

Strategy2

Technology Education for 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
The school district will work in conjunction with the community libraries to enlist test group of individuals in assessing skill-level and interest in computer/technology classes.	07/14/2008	05/11/2009	1000	1000			0	0	0	0	0	0
A basic computer class will be open to the community. Classes will be held in the business lab during the summer. Those who participated in the pilot program will assist as coaches for the summer course. Class size will be limited to 25 people.	07/14/2008	05/11/2009	1000	1000			0	0	0	0	0	0
Select students will be invited to assist in computer classes open to community. Individuals will work along side the instructor to coach attendees through exercises and generally assist wherever they can throughout the course.	07/14/2008	05/11/2009	1000	1000			0	0	0	0	0	0
Strategy3												
Integration of Real-world-tech into Curriculum												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
As interest grows for computer classes, the district and community organizations will consider intermediate computer/Internet classes as well as classes targeted at specific applications. Partnering organizations and the school district will continually solicit feedback from the community to measure needs/interests.	08/01/2008	08/01/2009	300	300			0	0	0	0	0	0
Students will be equipped with the tools they need to assess protential career choices. Students in grades 7012 will have the opportunity to apply these tools 'in the field' as they learn more about businesses and organizations in the community.	08/01/2008	08/01/2009	300	300			0	0	0	0	0	0
Section II E. Action Plan — Technology Deployment												
Strategy1												
Appropriate Access to Technology Suited to District Vision												

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 to maintain 'optimal' level for student/computer ratios. Seek funding sources to maintain/upgrade equipment and plan for replacement of equipment as it becomes 'aging'.	07/01/2008	06/30/2009	6000	6000	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

Replacement of Aging Equipment

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will seek outside funds to replace aging equipment. Purchase hardware and software to ensure teacher and student access to up-to-date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.	07/01/2008	06/30/2009	35000	0	0	D	0	0	0	0	0	35000

Goal 1 for Phase II : 2009-2010

West Carroll will increase the number of students meeting or exceeding the reading portion of the ISAT and PSAE by 20% over the next three years. The West Carroll CUSD #314 will continue to use technology to provide an environment for students to exercise critical thinking skills, creative problem solving, and interactive learning to prepare them to participate in a global society. In an effort to provide such an environment West Carroll will employ measures in staff Professional Development, Community Involvement, and Technology Deployment.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Student and teachers alike will make greater use of interactive technologies, as well as, interactive learning environments

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The Technology Department will work with the school district and individual academic departments in the deployment, training, and use of interactive technologies such as Mimios, Smartboards, projectors, and their associated software.	08/01/2009	08/01/2010	5000	5000			0	0	0	0	0	0
Strategy2												
Supplementing Objectives with Technology												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will make greater use of video, digital projectors, and photo/video editing workstations to supplement presentation of thoughtful research, Internet correspondence and interactivity will be the vehicle by which more groups plan and participate.	08/01/2009	08/01/2010	6500	6500			0	0	0	0	0	0
Strategy3												
Computer Keyboarding Skill for All 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
Supplemental instruction will be given to students who are not proficient in computer keyboarding. Students who are stressed about typing and take more time to type assignments than they do to actually think about the work, will get special attention. Supplemental typing instruction will fill the gap and remove typing as a barrier to getting assignments done on time.	08/01/2009	08/01/2010	300	300			0	0	0	0	0	0
Section II C. Action Plan — Professional Development												
Strategy1												
Professional Development 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

Provide individualized training for all teachers and staff who are currently at various levels of technology literacy to obtain the knowledge and skills needed to meet the Content-Area Standards for Educators and the National Staff Development Council Standards	09/01/2009	06/30/2010	4000	4000			0	0	0	0	0	0
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Strategy2

Vendor Specific Training

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The IT Department and the Administration will coordinate with software/hardware vendors and Tech Staff for on-site and online training for interactive technologies as well as the online educational environment.	09/01/2009	06/30/2010	5000	5000			0	0	0	0	0	0

Strategy3

Teacher Training

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 to train teachers to use technology available in the instructional practice. Continue to maintain technology support to ensure successful instruction/learning practices.	07/01/2009	06/30/2010	1500	1500			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

Technology Exposure through Community Partnerships

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Staff and students will acquaint community with the technology skill and tools currently present within the school district. Community organizations will be invited to match those assets to working examples within their establishments or with their needs.	09/15/2009	06/15/2010	1000	1000			0	0	0	0	0	0

After hearing what the district has to offer along the lines of skill and hardware/software, professional organizations within the community will be challenged to introduce students to examples of technology at work within the 'real-world'. Organizations will also have the opportunity to have staff and students assist in meeting technology needs through district assets in order to give learners hands on exposure to 'real-life' technology solutions.	09/15/2009	06/15/2010	1000	1000			0	0	0	0	0	0
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Strategy2

Technology Education for 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
The school district will work in conjunction with the community libraries to enlist a test group of individuals in assessing skill-level and interest in computer/technology classes.	07/14/2009	05/11/2010	1000	1000			0	0	0	0	0	0
A basic computer class will be open to the community. Classes will be held in the labs during the summer. Those who participated in the pilot program will assist as coaches for the summer course. Class size will be limited to 25 people.	07/14/2009	05/11/2010	1000	1000			0	0	0	0	0	0
Select students will be invited to assist in computer classes open to community. Individuals will work along side the instructor to coach attendees through exercises and generally assist wherever they can throughout the course.	07/14/2009	05/11/2010	1000	1000			0	0	0	0	0	0

Strategy3

Integration of Real-World-Tech into Curriculum

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
As interest grows for computer classes, the district and community organizations will consider intermediate computer/Internet classes as well as classes targeted at specific applications. Partnering organizations and the school district will continually solicit feedback from the community to measure needs/interests.	08/01/2009	08/01/2010	300	300			0	0	0	0	0	0

Students will be equipped with the tools they need to assess potential career choices. Students in grades 7-12 will have the opportunity to apply these tools 'in the field' as they learn more about business and organizations in the community.	08/01/2009	08/01/2010	300	300			0	0	0	0	0	0
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Section II E. Action Plan — Technology Deployment

Strategy1

Appropriate Access to Technology Suited to District Vision

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 to maintain 'optimal' level for student/computer ratios. Seek funding sources to maintain/upgrade equipment and plan for replacement of equipment on a routine basis.	07/01/2009	06/30/2010	6000	6000	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

Replacement of Aging Equipment

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will seek outside funding to ensure the routine replacement of equipment. Purchase hardware and software to ensure teacher and student access to up-to-date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.	07/01/2009	06/30/2010	35000	0	0	D	0	0	0	0	0	35000

Goal 1 for Phase III : 2010-2011

West Carroll will increase the number of students meeting or exceeding the reading portion of the ISAT and PSAE by 20% over the next three years. The West Carroll CUSD #314 will continue to use technology to provide an environment for students to exercise critical thinking skills, creative problem solving, and interactive learning to prepare them to participate in a global society. In an effort to provide such an environment West Carroll will employ measures in staff Professional Development, Community Involvement, and Technology Deployment.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Students and teachers alike will make greater use of interactive technologies, as well as, interactive learning environments

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The Technology Department will work with the school district and individual academic departments in the deployment, training, and use of interactive technologies such as Mimios, Smartboards, projectors, and their associated software.	08/01/2010	08/01/2011	5000	5000			0	0	0	0	0	0

Strategy2

Supplimenting Objectives with Technology

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will make greater use of video, digital projectors, and photo/video editing workstations to suppliment presentation of thoughtful research, Internet correspondence and interactivity will be the vehicle by which more groups plan and participate.	08/01/2010	08/01/2011	6500	6500			0	0	0	0	0	0

Strategy3

Computer Keyboarding Skill for All 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
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Supplemental instruction will be given to students who are not proficient in computer keyboarding. Students who are stressed about typing and take more time to type assignments than they do to actually think about the work will get special attention. Supplemental typing instruction will fill the gap and remove typing as a barrier to getting assignments done on time.	08/01/2010	08/01/2011	300	300			0	0	0	0	0	0
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Section II C. Action Plan — Professional Development

Strategy1

Professional Development Strategy One

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Provide individualized training for all teachers and staff who are currently at various levels of technology literacy to obtain the knowledge and skills needed to meet the Content-Area Standards for Educators and the National Staff Development Council Standards.	09/01/2010	06/30/2011	4000	4000			0	0	0	0	0	0

Strategy2

Vendor Specific Training

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The IT Department and the Administration will coordinate with software/hardware vendors and Technology Staff for on-site and online training for interactive technologies as well as the online educational environment	09/01/2010	06/30/2011	5000	5000			0	0	0	0	0	0

Strategy3

Teacher Training

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 to train teachers to use technology available in the instructional practice. Continue to maintain technology support to ensure successful instruction/learning practices.	07/01/2010	06/30/2011	1500	1500			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

Technology Exposure through Community Partnerships

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Staff and students will acquaint community with the technology skill and tools currently present within the school district. Community organizations will be invited to match those assets to working examples within their establishments or with their needs.	09/15/2010	06/15/2011	1000	1000			0	0	0	0	0	0
After hearing what the district has to offer along the lines of skill and hardware/software, professional organizations within the community will be challenged to introduce students to examples of technology at work within the 'real-world'. Organizations will also have the opportunity to have staff and students assist in meeting tech needs through district assets in order to give learners hands on exposure to 'real life' technology solutions.	09/15/2010	06/15/2011	1000	1000			0	0	0	0	0	0

Strategy2

Technology Education for 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
The school district will work in conjunction with the community libraries to enlist test group of individuals in assessing skill-level and interest in computer/technology classes.	07/14/2010	05/11/2011	1000	1000			0	0	0	0	0	0
A basic computer class will be open to the community. Classes will be held in the business lab during the summer. Those who participated in the pilot program will assist as coaches for the summer course. Class size will be limited to 25 people.	07/14/2010	05/11/2011	1000	1000			0	0	0	0	0	0
Select students will be invited to assist in computer classes open to community. Individuals will work along side the instructor to coach attendees through exercises and generally assist wherever they can throughout the course.	07/14/2010	05/11/2011	1000	1000			0	0	0	0	0	0

Strategy3

Integration of Real-World-Tech into Curriculum

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
As interest grows for computer classes, the district and community organizations will consider intermediate computer/Internet classes as well as classes targeted at specific applications. Partnering organizations and the school district will continually solicit feedback from the community to measure needs/interests.	08/01/2010	08/01/2011	300	300			0	0	0	0	0	0
Students will be equipped with the tools they need to assess potential career choices. Students in grades 7-12 will have the opportunity to apply these tools 'in the field' as they learn more about businesses and organizations in the community.	08/01/2010	08/01/2011	300	300			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy1

Appropriate Access to Technology Suited to District Vision

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 to maintain 'optimal' level for student/computer ratios. Seek funding sources to maintain/upgrade equipment and plan for replacement of equipment as it becomes 'aging'.	07/01/2010	06/30/2011	6000	6000	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

Replacement of Aging Equipment

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

The district will seek outside funds to replace aging equipment. Purchase hardware and software to ensure teacher and student access to up-to-date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.	07/01/2010	06/30/2011	35000	0	0	D	0	0	0	0	0	35000
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Section II - Action Plan
Phase I F. Action Plan - Monitoring Prompt

West Carroll CUSD #314's goal is to use technology to provide an suitable environment for students to develop and exercise critical thinking skills, creative problem solving, an interactive learning to prepare them to participate in a global society. As stated in our goal, in an effort to provide sun an environment West Carroll will employ measures in Staff Professional Development, Community Involvement, and Technology Deployment. All of these areas are interconnected and, as such, the success in each area is dependent on success on all other areas. West Carroll will routinely monitor, measure, and adjust each area independently to ensure the success in all four areas.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	<p>A. Surveys created will be distributed to the Teachers and students to evaluate the amount of use, interest, and benefit of interactive technologies and environment.</p> <p>B. Teachers will evaluate student presentations on a prescribed rubric that was designed by the teacher.</p> <p>C. Keyboarding Instructor exam will provide a yearly assessment of keyboarding skill and online keyboarding skill sites.</p>	<p>A. Percentage of student interest and improvement through interactive technologies.</p> <p>B. Freshman students will use some form of multimedia for classroom presentation. This is a quantitative measure.</p> <p>C. Over the next three years, between 90-100% of students will have mastered the skill of keyboarding.</p>	Once every semester.	Teachers
PD Strategy	<p>Teachers will denote in their weekly lesson plan book increased usage of various technologies within their grade level curricular area. The principal will check weekly lesson plans and determine the usage of technology among the faculty members. This is a quantitative measure.</p>	<p>Staff members will continue attending workshops thereby growing as learners by expanding their knowledge base. Staff members will expand their knowledge of technology and implement these new ideas into the classroom curriculum. Staff members will increase their technical knowledge base. Staff members will use technology in their classroom on an increased basis. This is also a qualitative measure.</p>	The Principal will check weekly lesson plans and determine the usage of technology among the faculty members.	Teachers & Principals

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
P/C Strategy	Surveys created and distributed to community businesses, teachers and students will provide feedback on the success of community partnerships and necessary changes will be made based on the feedback. A survey at the end of each session will measure an increase in participants' confidence, knowledge, desire to learn more about technology's role in the district as well as what it can do in their own lives. Business and student surveys are completed after each contact has been made.	A list of several businesses or organizations wishing to establish a working relationship with the school will be formed in the hopes that five of the contacts are highly viable. This is a quantitative measure. The school will host at least two sessions with a minimum of 8 community members registered annually. Each year, 3 classes at West Carroll Middle and High School will make at least one contact with local business/organizations to discuss how community organizations can use technology to increase organizational effectiveness.	Quarterly and Annually	Teachers, Students, and Technology Director
Tech D Strategy	Yearly enrollment figures and the number of workstation in the district will yield a 3:1 ratio. Survey created to log classroom hours of interactive technologies. Administrator observation. Teacher evaluation of computer replacement.	Number of computer per student will not exceed 3:1. Classroom hours logged by interactive technology will increase by 10 percentage points each year. Teachers will implement the use of one new technology for each subject taught per year. 1/5 of computers will be replaced each year.	Yearly data collected	Teachers, Administrators, and Technology Coordinator.

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

West Carroll CUSD #314's goal is to use technology to provide an suitable environment for students to develop and exercise critical thinking skills, creative problem solving, an interactive learning to prepare them to participate in a global society. As stated in our goal, in an effort to provide such an environment West Carroll will employ measures in Staff Professional Development, Community Involvement, and Technology Deployment. All of these areas are interconnected and, as such, the success in each area is dependent on success on all other areas. West Carroll will routinely monitor, measure, and adjust each area independently to ensure the success in all four areas.

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	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	Teachers will denote in their weekly lesson plan book increased usage of various technologies within their grade level curricular area. The principal will check weekly lesson plans and determine the usage of technology among the faculty members. This is a quantitative measure.	Staff members will continue attending workshops thereby growing as learners by expanding their knowledge base. Staff members will expand their knowledge of technology and implement these new ideas into the classroom curriculum. Staff members will increase their technical knowledge base. Staff members will use technology in their classroom on an increased basis. This is also a qualitative measure.	The Principal will check weekly lesson plans and determine the usage of technology among the faculty members.	Teachers & Principals
P/C Strategy	Surveys created and distributed to community businesses, teachers and students will provide feedback on the success of community partnerships and necessary changes will be made based on the feedback. A survey at the end of each session will measure an increase in participants' confidence, knowledge, desire to learn more about technology's role in the district as well as what it can do in their own lives. Business and student surveys are completed after each contact has been made.	A list of several businesses or organizations wishing to establish a working relationship with the school will be formed in the hopes that five of the contacts are highly viable. This is a quantitative measure. The school will host at least two sessions with a minimum of 8 community members registered annually. Each year, 3 classes at West Carroll Middle and High School will make at least one contact with local business/organizations to discuss how community organizations can use technology to increase organizational effectiveness.	Quarterly and Annually	Teachers, Students, and Technology Director
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Section II - Action Plan
Phase III F. Action Plan - Monitoring Prompt

West Carroll CUSD #314's goal is to use technology to provide an suitable environment for students to develop and exercise critical thinking skills, creative promlem solving, an interactive learning to prepare them to participate in a global society. As stated in our goal, in an effort to provide sun an environment West Carroll will employ measures in Staff Professional Development, Community Involvement, and Technology Deployment. All of these areas are interconnected and, as such, the success in each area is dependent on success on all other areas. West Carroll will routinely monitor, measure, and adjust each area independently to ensure the success in all four areas.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	<p>A. Surveys created will be distributed to the Teachers and students to evaluate the amount of use, interest, and benefit of interactive technologies and environment.</p> <p>B. Teachers will evaluate student presentations on a prescribed rubric that was designed by the teacher.</p> <p>C. Keyboarding Instructor exam will provide a yearly assessment of keyboarding skill and online keyboarding skill sites.</p>	<p>A. Percentage of student interest and improvement through interactive technologies.</p> <p>B. Freshman students will use some form of multimedia for classroom presentation. This is a quantitative measure.</p> <p>C. Over the next three years, between 90-100% of students will have mastered the skill of keyboarding.</p>	Once every semester.	Teachers
PD Strategy	<p>Teachers will denote in their weekly lesson plan book increased usage of various technologies within their grade level curricular area. The principal will check weekly lesson plans and determine the usage of technology among the faculty members. This is a quantitative measure.</p>	<p>Staff members will continue attending workshops thereby growing as learners by expanding their knowledge base. Staff members will expand their knowledge of technology and implement these new ideas into the classroom curriculum. Staff members will increase their technical knowledge base. Staff members will use technology in ther classroom on an increased basis. This is also a qualitative measure</p>	The Principal will check weekly lesson planx and determine the usage of technology among the faculty members.	Teachers & Principals

Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible	
P/C Strategy	Surveys created and distributed to community businesses, teachers and students will provide feedback on the success of community partnerships and necessary changes will be made based on the feedback. A survey at the end of each session will measure an increase in participants' confidence, knowledge, desire to learn more about technology's role in the district as well as what it can do in their own lives. Business and student surveys are completed after each contact has been made.	A list of several businesses or organizations wishing to establish a working relationship with the school will be formed in the hopes that five of the contacts are highly viable. This is a quantitative measure. the school will host at least two sessions with a minimum of 8 community members registered annually. Each year, 3 classes at West Carroll Middle and High School will make at least one contact with local business/organizations to discuss how community organizationis can use technology to increase organizational effectiveness.	Quarterly and Annually	Teachers, Students, and Technology Director
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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

WEST CARROLL CUSD 314

21 Apr 2008, 8:50:06 EST

Technology Integration Plan

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West Carroll will increase the number of students meeting or exceeding the reading portion of the ISAT and PSAE by 20% over the next three years. The West Carroll CUSD #314 will use technology to provide an environment for students to exercise critical thinking skills, creative problem solving, and interactive learning to prepare them to participate in a global society. In an effort to provide such an environment West Carroll will employ measures in staff Professional Development, Community Involvement, and Technology Deployment.	68900	33900	0	0	0	0	0	0	35000
Total Budget for Phase I - 2008-2009	68900	33900	0	0	0	0	0	0	35000
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

WEST CARROLL CUSD 314

21 Apr 2008, 8:50:06 EST

Technology Integration Plan

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West Carroll will increase the number of students meeting or exceeding the reading portion of the ISAT and PSAE by 20% over the next three years. The West Carroll CUSD #314 will continue to use technology to provide an environment for students to exercise critical thinking skills, creative problem solving, and interactive learning to prepare them to participate in a global society. In an effort to provide such an environment West Carroll will employ measures in staff Professional Development, Community Involvement, and Technology Deployment.	68900	33900	0	0	0	0	0	0	35000
Total Budget for Phase II - 2009-2010	68900	33900	0	0	0	0	0	0	35000
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

West Carroll will increase the number of students meeting or exceeding the reading portion of the ISAT and PSAE by 20% over the next three years. The West Carroll CUSD #314 will continue to use technology to provide an environment for students to exercise critical thinking skills, creative problem solving, and interactive learning to prepare them to participate in a global society. In an effort to provide such an environment West Carroll will employ measures in staff Professional Development, Community Involvement, and Technology Deployment.	68900	33900	0	0	0	0	0	0	35000
Total Budget for Phase III - 2010-2011	68900	33900	0	0	0	0	0	0	35000
Total Budget for Phases I, II, and III - 2008-2011	206700	101700	0	0	0	0	0	0	105000

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.

West Carroll acknowledges the efforts of several individuals and groups for their efforts in the formulation of this plan. Brad Field, Technology Coordinator, and Lonny Lemon, Superintendent provided guidance and planning for the development of the plan. Julie Katzenberger, High School Assistant Principal provided evaluation and analysis of the District's School Report Card data. Janet Dowdall, Servant Leadership Advisor and Paula Thoele, Program Coordinator for the Carroll County Early Childhood Programs provided data collection and organizational assistance as well as guidance to the Servant Leadership group who also assisted in data collection. The building Principals: Rex Kreuder, Primary; Pam Delp, Intermediate; Jeaneatte Ashby, Middle School; and, Robert Lamb, High School all provided support, administration, and collection services for the Student and Teacher Surveys. JorjAnn Stayner, High School Technology Instructor provided assistance with the online Community Survey.

The teacher, student, and parent/community surveys were distributed and announced to the appropriate groups. After summarizing the results the data was analyzed to identify gaps for teachers, students, and parents/community. There was no data for the parent/community due to little or no response from the community survey. Data was collected on demographics from the West Carroll community in an effort to identify gaps/needs in the relationship between the school district and the community. Once the gaps were identified for the groups, priorities were then determined to fill

the proposed gaps. Strategies were developed to close the gap between the current reality and the vision of the West Carroll. All findings were reviewed, the current status was identified and needs/challenges were addressed.

Due to the poor survey response, historical data, and demographic data, it was determined that our community involvement needed to be addressed. Our curriculum and instruction component is in the working stage. We are working on revising and updating the technology curriculum to include guidelines that will ensure the necessary skills are taught at the appropriate grade level based on the National Educational Technology Standards for Students. Our professional development component is also being revised. The superintendent and other administrators have confirmed that all staff members are qualified in their areas, but the educational level of our teaching staff is borderline at best. We will continue to offer inservices and trainings to encourage staff to develop more advanced skills and to advance their educational levels. Our technology component is continually in progress. We will work on adding and upgrading equipment and maintain this on an ongoing and routine schedule.

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.*

The West Carroll School District and Board have a CIPA Filter and Internet Safety Policy in place which is in compliance with and part of Board Policy #6:235. The policy was last reviewed and approved in January of 2008.

Peer Review Feedback Form

District Name: WEST CARROLL CUSD 314	RCDT #: 080083140260000
Original Submission: Yes	Approval Date: 04/16/2008
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: 04/16/2008
Date of Annual Review Leading to MCC:	Approval Date of MCC:
Preliminary Information	Requirements
All Required Identifying District Information is Complete. Vision Statement is Included and Meets Requirements.	Meets
Comments:	
Section I: Data and Analysis	Requirements
Data Collection & Information Part A. Illinois School Report Card Data Part B. Local Assessment Data (as available) Part C. Other Data -- Item 1,2 & 3 Part D. Technology Deployment Part E. Data & Analysis - (Meta-Analysis)	Meets
Comments:	
Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan A.1 Goals A.2 Strategies and Activities A.3 Budget	Meets
Comments:	
	Requirements
Part B. Curriculum Integration Strategies and Activities	Meets
Comments:	
	Requirements
Part C. Professional Development Strategies and Activities	Meets
Comments:	
	Requirements
Part D. Parent/Community Involvement	Meets
Comments:	

	Requirements
Part E. Technology Deployment	Meets
Comments:	
	Requirements
Part F. Monitoring	Meets
Comments:	
Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
Comments:	
ISBE Review	
Approved	
Comments:	
4/16/08 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.	