Initial Submission	02/22/2010
ISBE Approved	05/19/2010
MCC Review Date	
MCC Approval Date	

District Information

1. District Information

District Name:	Pinckneyville CHSD 101		District Address:	600 E Water St
City/State/Zip:	Pinckneyville,IL 62274 1472		RCDT Number:	300731010160000
Superintendent:	Jonathan D Green		Superintendent Email:	jgreen@pchspanthers.com
District Phone:	6183575013		District Fax:	6183576045
TIP Contact Name:	Jonathan D Green		TIP Contact Email:	jgreen@pchspanthers.com
TIP Contact Phone:	6183575013		TIP Contact Fax:	6183576045

2. Submission Type

◉ Original Submission — Check this line if this is the first submission of the technology plan by your district.

○ Amended Submission — Check this line for any resubmission of the plan (returning for peer review, etc).

3. Mid-course Correction

During the course of annual review for e-Rate this plan was found to be in need of mid-course correction on

Vision Statement

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

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

The vision of the the communities served by the Pinckneyville and Tamaroa school systems is one in which all individuals will embrace education as a lifelong endeavor. Through access to and efficient use of current telecommunications, instructional technology, and information technology, students and community members will enhance their basic academic skills, improve communication, and be more active in their roles as informed citizens. To be forward thinking, such telecommuncations and instructional technologies will provide opportunities for bridging the school-to-home gap, transcending learning outside the four walls of the classroom, and expediting access to and use of exponential amounts of information within and across all learning domains. All of these accomplishments will enable students in the District to be better equipped to compet in an increaasinly global marketplace.

Pinckneyville Community High School District No. 101 is in the process of planning new construction of a new main building that should provide more opportunities for student and teacher efficiency through enhanced technological abilities within the school district. The district is planning how the new addition will enhance student's ability to use technology and the district's ability to create technology options more advance than presently available to its students.

Furthermore, Pinckneyville Community High School District No. 101's ideal future incorporates this vision of teaching and learning supported using telecommunications, instructional technology, and information technology in the following ways:

- Enhancing communications among administration, faculty, staff, students, parents, and the community
- Providing access to cutting edge instructional resources
- Enabling new and innovative means of realizing instruction that address current issues
- Providing opportunities for more individualized instruction
- Providing assistance for assessment and data-driven decision making
- Enhancing data preparation, location and management tasks

- Enhancing wireless capabilities
- Enhancing bandwidth capabilities within the District
- Creating new technology hub within new building

Section I A. Data & Analysis — Report Card Data
Item 1— 2009 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?	**No**	2009-10 Federal Improvement Status
Is this District making AYP in Mathematics?	**No**	2009-10 State Improvement Status

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	46.7		No	49.2		No			99.0	
White	100.0	Yes	100.0	Yes	46.6	63.2	No	49.1	63.2	No			99.0	
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic													
LEP													
Students with Disabilities													
Economically Disadvantaged													

Four Conditions Are Required For Making Adequate Yearly Progress(AYP)
1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

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

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

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Attendance Rate (%)	95.0	95.7	95.5	96.0	95.7	95.8	95.5	95.9
Truancy Rate (%)	0.0	0.9	0.6	0.6	1.8	0.0	0.0	0.0
Mobility Rate (%)	12.5	7.6	9.8	5.4	7.3	5.5	6.9	7.1
HS Graduation Rate, if applicable (%)	84.3	80.0	81.5	94.9	99.0	98.2	94.4	99.0
HS Dropout Rate, if applicable (%)	2.0	2.2	3.2	1.0	0.8	0.6	1.0	0.2
District Population (#)	456	453	475	487	507	522	506	487
Low Income (%)	7.5	11.9	12.2	16.2	15.2	17.0	20.8	27.3
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)	-	-	-	-	-	-	-	-
White, non-Hispanic (%)	98.5	98.9	98.1	98.8	98.2	98.5	98.0	97.1
Black, non-Hispanic (%)	0.7	0.4	1.1	0.6	0.6	0.6	0.8	0.8
Hispanic (%)	0.2	0.0	0.0	0.0	0.0	0.2	0.6	0.6
Asian/Pacific Islander (%)	0.7	0.7	0.8	0.6	0.4	0.6	0.4	0.6
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.2
Multiracial/Ethnic (%)	-	-	-	0.0	0.4	0.2	0.2	0.6

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	98.6	0	0	1.4	0	-
	2001	98.1	0.4	0.2	1.2	0	-
	2002	98.5	0.7	0.2	0.7	0	-
	2003	98.9	0.4	0	0.7	0	-
	2004	98.1	1.1	0	0.8	0	-
	2005	98.8	0.6	0	0.6	0	0
	2006	98.2	0.6	0	0.4	0.4	0.4
	2007	98.5	0.6	0.2	0.6	0	0.2
	2008	98.0	0.8	0.6	0.4	0	0.2
	2009	97.1	0.8	0.6	0.6	0.2	0.6
	2010	96.0	0.6	0.2	0.4	0.4	2.3
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	0	14.0	85.4	94.6	8.6	3	0.6	3.0	82.9
	2001	0	9.3	88.2	94.7	3.4	20	4.3	3.9	70.6
	2002	0	7.5	88.0	95.0	12.5	-	0	2.0	84.3
	2003	0	11.9	75.0	95.7	7.6	4	0.9	2.2	80.0
	2004	0	12.2	72.8	95.5	9.8	3	0.6	3.2	81.5
	2005	0	16.2	74.0	96.0	5.4	3	0.6	1.0	94.9
	2006	0	15.2	100.0	95.7	7.3	9	1.8	0.8	99.0
	2007	0	17.0	100.0	95.8	5.5	-	0	0.6	98.2
	2008	0	20.8	100.0	95.5	6.9	-	0	1.0	94.4
	2009	0	27.3	100.0	95.9	7.1	-	0	0.2	99.0
	2010	1.3	27.5	100.0	96.1	9.3	12	2.6	0.2	98.3
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
	2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	499	-	-	-	-	-	-
	2001	482	-	-	-	-	-	105
	2002	456	-	-	-	-	-	114
	2003	453	-	-	-	-	-	118
	2004	475	-	-	-	-	-	95
	2005	487	-	-	-	-	-	114
	2006	507	-	-	-	-	-	128
	2007	522	-	-	-	-	-	141
	2008	506	-	-	-	-	-	120
	2009	487	-	-	-	-	-	127
	2010	476	-	-	-	-	-	110
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
	2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary ($)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	35	15	42,430	59	41	-	14	0	0
	2001	32	17	45,431	61	39	-	15	0	0
	2002	36	14	40,267	72	28	-	13	3	0
	2003	34	15	40,601	70	30	-	14	3	15
	2004	35	15	47,237	69	31	-	15	3	0
	2005	31	16	50,764	69	31	-	18	3	0
	2006	33	12	47,852	66	34	-	18	4	0
	2007	33	12	49,116	65	35	-	18	3	0
	2008	34	13	51,552	59	41	-	17	0	0
	2009	34	13	53,305	65	35	-	16	0	0
	2010	34	14	56,331	68	32	-	15	0	0
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
	2010	132,502	13	63,296	42	57	18	18	0	1

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

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

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Reading grade 11						
Groups	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	55.7	57.4	50.8	44.0	59.3	46.7
White	55.7	57.5	50.0	44.6	59.1	46.6
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	6.3	5.3	31.3	4.8
Low Income	36.4	8.3	41.2	29.6	50.0	36.6

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

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

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	44.3	56.5	55.0	47.6	60.2	49.1
White	44.3	56.6	55.2	47.4	59.1	49.2
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	5.6	-	5.3	12.5	-
Low Income	45.5	25.0	52.9	22.2	61.1	26.6

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

Section I A. Data & Analysis — Report Card Data

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

Pinckneyville Community High School remains primarily homogeneous in the racial/ethnic background of its student body. Slightly more than 98% of the student body is white. Average class size within the District is 17.1 students with a ratio of 16.1 pupils per certified staff members.

Pinckneyville Community High School attendance rates have remained steady over the years above 95%. The District spends a vast amount of time ensuring all students are present and parents and community members work to ensure students attend school.
Truancy rates for the District have declined over the past six years resulting in a less than 1% truancy rate over the past three years. Incorporating a Truancy Review Board and enacting county and city laws prohibiting truancy have helped to ensure this endeavor.

Student performance on all state test have dropped. During the past few years. PCHS experienced a significant decrease in the percentage of students that "meets or exceeds" state standards in reading, and math. Student performance has been on a constant roller coaster and currently new methods are being implemented to enhance student achievement through Response to Intervention (RtI). The reasons behind these trends tend to be numerous.   Test scores specifically within English have continued to decline, while Math scores have increased or remained steady.

PCHS graduation rates continue to excel at 99.0%. However, enrollment within the district is decreasing on an annual basis, while low income student percentages have increased to 27% of the school district.   The increase in low income students have helped to lower test scores as the percentage of IEP students has doubled over the last six years. These students try exceptionally hard to meet all standards, but are faced with a mountain of obstacles in order to achieve this goal.

Student performance on PSAE reading indicates 53.3% did not meet state standards while 50.9% did not meet standards in math. Additionally, economically disadvantaged students met in math at 26.6% and in reading at 36.6%. A similar trend is identified in IEP students in which 63.4% did not meet standards in math and 73.4% did not meet standards in english.

Declining enrollment has been a factor in the decrease within test scores. The results of fewer students enhances the need for individual students to achieve on tests as each student represents a percentage within the testing data.

Parental involvement within the District is extremely high relative to other District's at 100%. The District continues to look for ways to interact with parents and the community to ensure their involvement and cooperation in enhancing the achievement of their students.

PCHS Educators have an average of 13 years of experience, with 65% holding bachelor's degree, 35% holding Master's degree or above. The teaching staff is 96.9% White and 3.1%

Hispanic. All PCHS classes are taught by highly qualified teachers.

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

Historically, throughout their educational careers, the aforementioned class/group of students has been challenged in making marked improvements in the areas identified. Additionally, Pinckneyville Community High School receives incoming freshman students from four different feeder school districts, with each district having varying curriculum standards. Further, student population continues to grow within the low income sub-group. Transient student population has increased, while overall district population has been decreasing.

Low-income students have continued to increase due to the high unemployment rate within the Districts parents. The percentage has increase 15% in the last five years and has become an extremely difficulty issue to counteract. Parents continually fighting to survive have less time to invest in their students education.

PCHS has lost a vast amount of veteran teachers over the past five years due to retirement and changes in curriculum combined with new staff have yet to yield the intended results sought by the District to improve test scores.

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.

Student improvement in reading, math, and science will improve with the use of a unified approach to instruction with a focus upon state standards and assessment. This approach will emphasize differentiated instruction using instructional and technological strategies including audio, visual, and tactile components needed to meet the diverse learning needs of students.

Increased articulation with feeder school districts relative to curriculum alignment is necessary. Further, the completion of a new building will allow the district to implement new protocols, especially technologically to enhance the educational capabilities of the districts students and teachers.

PCHS has started utilizing RtI to help students increase achievement within their areas of deficiency. The district is focusing on Reading during the 2009-2010 school year and will add Math to RtI during the 2010-**2011** school year. This increased focus on increasing student achievement should improve test scores. Further, staff will be working on differentiated instruction within classrooms.

Section I B. Data & Analysis — Local Assessment Data

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

PCHS students performed exceptionally well on the ITED in November 2009. Scores are reported in grade-level equivalency (GE) in which the score corresponds to the grade and the month of such grade. This is a norm-referenced exam meaning student scores are compared or "normed" to all students across the country that takes this test.

In 2008-2009 PCHS students took the ITED and posted results that demonstrated an average of one grade level above the norm. Therefore, 9th grade - averaged 10.28, 10th grade - 11.0, and 11th grade - 12.0. However, these scores do not correlate correctly with PSAE scores amongst 11th graders.

In 2009-2010 PCHS students ITED scores reflected the following - 9th grade - 9.25, 10th grade - 10.66, and 11th grade - 11.0.

Progressively tracked grades from one year to the next indicate PCHS students continue to significantly score above grade-level in core total and composite scores. During the 2009-2010 school year, PCHS has implemented Response to Intervention (RtI) to enhance students ability to read. Students are Star tested within reading comprehension to evaluate students progress throughout the school year. Students are tested every nine weeks during this process, while also receiving interventions to improve their abilities.

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

Students have continually scored well on local assessments. Scores indicate achievement above what state testing show. PCHS has continually increased the amount of testing done locally to not only include the ITED, but also, STAR testing, EXPLORE, PLAN, and others. PCHS has initiated Response to Intervention to help the district students improve their reading comprehension abilities.

The ITED scores reflect from 2008-2009 show a plus 1 grade level above achievement, however, the 2009-2010 scores indicate no progress with ITED scores.

The RtI plan has helped students show a plus 2 grade level achievement within STAR Reading scores. These scores show improvement within our students and implementation of reading to understand on an everyday basis. Before the implementation, the number of students reading on an everyday basis at PCHS was at 50%.

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

The ITED form being administered contains 2008 norms.

-
  - PCHS curriculum prepares students for success on this exam.
  - Feeder school districts also administer the Iowa Test of Basic Skills to elementary and junior high school students.
  - Response to Intervention should help to improve students abilities on these intiatives.
  - Improving community awareness of the necessity to read on an everyday basis for understanding amongst its students.

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.

- Triangulation of data between ITED, PSAE, and student classroom performance data must continue to occur.
- Upon transitioning to the 2004 norms in November 2008, historical data will be analyzed to determine possible new trends created by administering a different form of ITED. Modifications in instruction and use of instructional technologies will be made as necessary as
- Curriculum alignment and technological integration will be adjusted accordingly to meet the diverse learning needs of students relative to the Illinois Learning Standards.
- Continue to work within the implementation of Response to Intervention to further evaluate students growth and abilities to learn.

Section I C. Data & Analysis - Other Data
Item 1 - Attributes and Challenges of the District
and Community That Have Affected Student Learning

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

Demographics and Trend Data

1. District Report Card

- Failing to meet AYP over the past 3 years, besides 2008-**2009 due to Safe Harbor.**
- Decreae from from 2% truancy rate to no truancy.
- High School graduation rate of 99%
- High School Dropout rate falling from 9.8% in 2004 to .2% in 2009.
- Low Income percantage increasing from 12.2% in 2004 t0 27.3% in 2009.
- Educator experience dropping from 16 years in 2005 to 12 years in 2009.

2. **Census Data for Pinckneyville and Tamaroa** -

-     2000 census data shows the following
- Pinckneyville and Tamaroa have 1800 individuals who have never obtained a high school diploma within the 5700 inhabitants.
- 2500 of the inhabitants are 50 or over
- Majority of families within district earn less than $40,000.00 per household.

1. **Budget Analysis Data**
   - District Report Card
     Pinckneyville Community High School spends 87% of their money on the education of their students. The district spends $4,572.00 per studenton insturction and operational $7286.00
   - District Budget (2011-2013)
     District will face significant budget issues unless the state resolves their budget problems due to a high reliance on General State Aid.
2. **Curriculum Integration Data**
   - NETS Survey Results (September 2009)
     - Students
       Students use of technology has increase to 100% from 75% in 2004. Students use of technology at school is high and the increase at home has increased from 45% to 80%.
     - Some students still have little access to computers within their home. 20%
     - Teachers (Data summary reflected in Professional Development section below)
       Teacher use of technology has increased.
     - **The District has 22 smart boards and 25 projectors used on an everyday basis. Student access to computers is relatively high and computer based instruction** has increased from 1.5 computer teachers in 2004 to 3 in 2009.
     - Professional Development in using Moodle, SmartBoards and other technology has been implemented and will continue to be planned for District personnel.
     - This implementation will follow the District's School Improvement Plan.

Pinckneyville Community High School District 101 is located 90 miles southeast of St. Louis, Missouri, and 30 miles north of Carbondale, Illinois. The school district's boundaries encompass 289 square miles in Perry and Washington Counties. Pinckneyville Community High School serves the communities of Pinckneyville with a population of 5,500 and Tamaroa with a population of 800, along with the surrounding rural areas. The high school has several K-8 feeder schools, including Pinckneyville District 50, District 204, Tamaroa District 5, and St. Bruno Catholic School. The 2000 Census revealed an increase in the older population in Perry County, with 13.9% aged 65 or older. Less than 13% of households reported having children under 18. The County's population is not diverse, as 71.2% reported themselves as Caucasian. The Pinckneyville area is severely depressed economically. The area was originally a farming community that later welcomed a thriving coal mining industry. However, the local mining industry has suffered severe setbacks in past decades with the implementation of the Clean Air Act. Perry County has led the state in unemployment at times due to the wholesale closing of mining corporations. In recent years new industrial growth and the adding of a state prison have assisted in increasing employment opportunities within the community. The largest employers within the immediate area are listed below:

- Illinois Department of Corrections

- Cooper B Line

- Contempri Homes

- Pinckneyville School Districts

- Pinckneyville Community Hospital

Few other prospects for increased employment exist despite the efforts of the Chamber of Commerce and other prominent leaders in the local business community. Job openings and opportunities remain limited, and the competition for available positions is keen. PCHS continues to try to prepare students not only to attend colleges and universities but also to possess entry-level work skills. Instruction in technology applications; reading, writing, speaking, and communications skills; mathematics/science concepts and applications; workplace skills; and cultural awareness will be required to render our students more marketable in an ever-changing, global work environment. The area is served by the Rend Lake College district. A new annex constructed in Pinckneyville has increased the opportunities for community residents to attend junior college classes during both day and evening hours. The community college also participates as a partner in distance learning classes at the high school, providing both equipment and instructors.

Budget Data

–

PCHS contracts with a third-**party vendor, Quality Network Solutions (QNS), for technical support and technology maintenance. The three**-year average cost for such services is **approximately $31,500. Federal REAP funds are used for such services.**

During the last three years technology related expenditures have come from the following sources:

- Federal - 58%
- State - 17%
- District, Grants and Other - 25%

–

Curriculum Integration Data

–

Pursuant to the NETS Student Survey results, the following was revealed:

- 90% of PCHS have been using computers for more than 5 years
- Students use technology at least 3-4 times per year in the following subjects:
    - Art - 16%
    - Business Ed - 75%
    - Computer Lab Classes - 100%

- o Foreign Language - 2%
- o Health & PE - 19%
- o History/Social Studies - 54%
- o Industrial Tech - 11%
- o Language Arts - 75%
- o Mathematics - 13%
- o Music - 28%
- o Reading - 13%
- o Science - 45%
- o Special Education - 63%
- o Other - 31%
- Number of hours students use a computer at school:
  - o 1 hour or less - 52%
  - o 2-3 hours - 19%
  - o 4-6 hours - 22%
  - o 7+ hours - 3%

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

Pinckneyville High School and the wider community face a number of challenges common to small rural communities and neighborhood schools. First, the economic climate in the community is bleak. The jobless rate for Perry County is always among the highest in the state. New businesses and industry are not locating or expanding in the immediate area. Many parents who work must drive great distances, eroding the time they have for family activities and school functions as Pinckneyville evolves into a quasi "bedroom" community.

PCHS students use technology in nearly all discipline areas. However, some disciplines integrate more than others do. A vast majority of students have been using technology for more than five years and feel confident in using technology to accomplish school related tasks and projects.

Most technology funding comes from Federal sources.

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-

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-

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- Number of hours students use a computer at school:
  - o 1 hour or less - 52%
  - o 2-3 hours - 19%
  - o 4-6 hours - 22%
  - o 7+ hours - 3%

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

The local economic picture reflects to a degree what is happening at the state level. Illinois is suffering from the economic setback and thus resources available for public schools are shrinking. A raise in the per pupil state aid allotment did not result in any appreciable increase in revenues due to reductions which offset the additional funding. Reduced revenues affect the school in every quarter, including attracting and retaining quality teachers and administrators, providing up-to-date resources, including technology, and securing competitive grant money. Many of the grants traditionally secured are no longer available. Federal funding has increased somewhat, but meeting the mandates of No Child Left Behind is far more costly than the dollars garnered from that source. Additionally, the requirement for highly qualified teachers prevents small districts' traditional flexibility in teacher assignment.

The community of Pinckneyville has increased its awareness for improved use of technology as most families have increased their use of technology at home to aide their students progress.

Students use of technology has increased within the classrooms, as teachers have gained more access to technology through federal funding by adding SmartBoards, projectors, starting Moodle sites, and other intitatives to enhance their education. Professional Development aligned with District Improvement Plan has increased teacher's ability to use this technology more effectively within the classroom.

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on attributes and challenges of the district and community that have affected student learning.

- While local support for PCHS and all of its programs remains strong, the local tax base is insufficient to provide for all educational needs and expansion of technical equipment and infrastructure.
- PCHS relies heavily on General State Aid for funding. In comparison to the overall PCHS budget, very little funds are obligated solely for technology.
- Due to the student demand for technology resources, the challenge remains to acquire adequate resources to provide the technological infrastructure, hardware, software, and training necessary to facilitate successful technology integration into the district that is progressive enough to meet current and future needs.
- Increased Professional Development is needed to continue to enhance teacher effectiveness within the classroom.
- PCHS will have to look for outside sources such as the Education Foundation to enhance its ability to provide additional money for continued implementation of new technology.
- Internet Safety is an ever increasing issue amongst students with the use of Facebook, MySpace and other resources. Students are trained throughout the year on the consequences of not respecting the use of this technology and must follow District policies contained within the Student Handbook while involved in using technology.

Section I C. Data & Analysis - Other Data
Item 2 - Educator Qualifications and Professional
Growth and Development Data

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

The annual PCHS School Improvement Plan identifies annual professional development opportunities. Additionally the following have also been used: district professional development sign-in sheets (March 2009), meeting agendas, out-of-district professional development logs (March 2009), teacher technology survey (March 2009).

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

- Identified teachers are trained in areas that support data-driven school improvement goals.
- Nearly 100% of teachers engage in professional development at the district level relative to the school improvement plan during regularly scheduled school improvement during the school year.
- On-going in-service time is dedicated to the accomplishment of school improvement goals each year.
- Responsible parties report annually on school improvement progress.
- Professional development funds are/will be spent with priority given to meeting school improvement goals.
- Present State funding concerns have resulted in decreased funding in this area.
- The teacher technology survey revealed the following:
    - Approximately 92% of PCHS teachers have taken 30 class hours or less within the last five years relating to curriculum design and assessment using technology.
    - Professional development needs include hardware/software (26%), designing learning projects using technology (37%), managing learning projects that use technology (19%), and developing assessment strategies for technology uses (18%).
    - Effective technology training occurred in the following ways: workshops (82%), conferences (39%), one-to-one mentoring/reflection with mentor or coach (61%), self-paced instruction materials and software (18%), study teams to support mutual effort (4%), university or college courses (57%), virtual on-line courses (4%), none (4%).
    - Teachers experienced significant changes in instructional strategies for teaching content using technology: strongly agree (18%), agree (50%), disagree (25%), strongly disagree (7%).

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

- Time and funds (limited) are available for professional development that is aimed at alignment of curriculum with Illinois Learning Standards.
- Teachers have become more comfortable and familiar with technology thereby decreasing the "perceived" need for training.
- Teachers are primarily receiving technology related professional development outside of the district thereby limiting teacher-to-teacher networking of information and best-practice strategies.

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

- Professional development activities and school improvement days serve as a sufficient means to assist in making necessary adjustments in the curriculum and instructional program.
- However, Additional professional development time is necessary for complete alignment and integration of new curriculum and *technological initiatives*. Technology integration professional development opportunities within district need to increase to create cohesiveness understanding and applying such strategies in district classrooms.
- All teachers need to participate in significant technology integration training to facilitate new practices that increase student achievement.
- All teachers will be trained for Internet Safety and trained to train students on Internet Safety.

Section I C. Data & Analysis - Other Data
Item 3 - Parent/Community Involvement Data

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

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

Tools

- Website site report log (ongoing)
- Parent Contact Logs (ongoing)
- Open House Sign-in Sheets (November 2009)

Every classroom is equipped with a telephone and all faculty members have an extension and voicemail feature in which school-to-home communications occur. Teachers also use email communication with parents as a easier means of communication.

Parent contact logs are documented by teachers each time a parent communicates with the teacher by any means - phone call, email, face-to-face, letter, etc.

The previous PCHS Technology plan serves as the basis for data relating to Parent / Community Involvement. The District has involved stakeholders from the inception of the first technology planning document. An open invitation to the community has led to the selection of a cadre of volunteers interested in assisting the technology committee sees its efforts come to fruition. The influx of ideas from broad-based segments of our populations led to our original vision of the future that gives overarching direction to our efforts. However, during the course of the last year limited parent/community involvement has occurred in technology planning.

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

The PCHS phone system serves as a significant medium in which parent/community involvement occurs.

Each November, an Open House is conducted in which parents and community members are welcomed into the school to meet with faculty, staff, and **administration. Participation, as evidenced by sign**-in sheets, remains at approximately 50%.

The PCHS website receives hundreds of "hits" per day.

Parent contact logs from the 2008-2009 school year reflected the following:

TYPE OF CONTACT	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Parent Teacher Conference	20%	55%	22%	36%
Telephone Conversation	47%	63%	36%	58%
Letter/Note	100%	100%	100%	100%
Parent Visit	28%	33%	23%	41%
Email	38%	36%	27%	33%
Other	7%	4%	6%	6%

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

Faculty, staff, and administration understand the importance of effective communication with parents. Data indicate that telephone conversations and letter/notes represent the most common means of communication.

Faculty, staff, and administration have embraced using the Open House concept to enhance home-to-school communications.

A new superintendent was hired prior to the 2009-**10 school year. As a natural progression in the change of leadership, the new superintendent was inundated with learning the** tasks and processes of a new district.

Parent surveys were not used as a tool. Providing such would enhance future planning.

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

- Faculty, staff, and administration understand the importance of establishing and maintaining consistent communication with parents and the community at-large. However, increasing its effectiveness should be continually emphasized and sought after.
- The district website serves as significant communication portal to parents and community members.
- Parent/community involvement in technological planning and integration must see an increased emphasis. Furthermore, through the community's submersion in the planning and progress of our technology expansion, they will come to serve as positive liaisons between the school and its broader constituencies. Moreover, by being a vital part of efforts to infuse technology innovations into the curriculum, they will feel they have a stake in the success of these efforts.

Section I D. Data & Analysis — Technology Deployment Data

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

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

PCHS maintains an inventory of hardware, software, and network cabling. PCHS utilizes the services of Quality Network Solutions, Inc. to assist in technological maintenance and related issues.

PCHS utilized technology surveys for students, staff, parents and community members. Data was collected and used to reach conclusions provided within this technology plan.

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

Through two network servers and a T1 line, PCHS provides high speed internet access to each classroom and administrative office in addition to supporting four computer labs featuring between 10 and 25 computers, network printers, Smartboards, and InFocus projectors. PCHS hosts a school website that is maintained by staff and students. Additionally, following software is used at PCHS: Accelerated Math, Accelerated Reader, CMAP, Follett, Geometer's Sketchpad, ImPAcT, Office 2000,Office XP, Office 2003, Office 2007, NetOp, Star Math, Star Reading, STI, Virtual Business- Sport, Adobe Reader 8, Adobe Acrobat Professional 8, FrontPage, Macromedia Dreamweaver MX, Macromedia Flash MX, Macromedia Fireworks MX, MicroType, Visual Basic, Microsoft Publisher 2002, QuarkXPress, Adobe Illustrator 10, Adobe Photoshop Elements, Adobe Photoshop 7, Adobe Creative Suite 3 Design Premium, Adobe PageMaker 7, The Print Shop Ensemble, Moodle, Automated Accounting 8, Corel Wordperfect 8, AutoCad 2002, and Smartboard Software.

PCHS has all computers on the same platform beginning with the 2009-2010 school year. The above listed hardware and software are maintained by Quality Network Solutions. They monitor all Internet Safety issues and correspond with District personnel to provide high quality service.
With money available the District will continue to look to add additional hardware and software over the next three years with ERATE, Federal monies, State monies and District monies.
Classroom phones are available in each room to promote home-school communications. CTS provides all needed telecommunication support with assistance from Verizon.

Staff professinoal development will be further deployed to enhance use of current and future 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 goals and strategies in this plan.

- Budget restrictions have limited the updating of some of the technological equipment.
- Replacing aging technology equipment is challenging.
- District money is limited.

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

- Budget restrictions have limited the updating of some of the technological equipment. However, curricular programs provide many opportunities for students to engage in research, authoring and editing written documents and creating graphic designs. Therefore, current technology is rigorously used.
- A schedule of technological replacement and/or redeployment needs to be established.
- Further staff training in successful integration of current technologies into the curriculum is also necessary.

District Technology Inventory - District Information

Number	
462	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
0	Number of K-12 special education self-contained classroom students
36	Number of Teachers (FTE - this does not include teacher aides)
2	Number of Administrators
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
2	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
2	Total number of instructional school buildings
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
0	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	31
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	5
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	0
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	7
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	3
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	24	0	24	0	0	0	0	0	0	24	0	24
	2-5 years	28	0	28	0	0	0	0	0	0	28	0	28

	5+ years	26	0	26	0	0	0	0	0	0	26	0	26
	SubTotal	78	0	78	0	0	0	0	0	0	78	0	78
Dedicated Computer Lab	Under 2 years	46	4	50	0	0	0	0	0	0	46	4	50
	2-5 years	25	0	25	0	0	0	0	0	0	25	0	25
	5+ years	26	0	26	0	0	0	0	0	0	26	0	26
	SubTotal	97	4	101	0	0	0	0	0	0	97	4	101
Media Center/Library	Under 2 years	11	0	11	0	0	0	0	0	0	11	0	11
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	11	0	11	0	0	0	0	0	0	11	0	11
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	5	0	5	0	0	0	0	0	0	5	0	5
	2-5 years	4	0	4	0	0	0	0	0	0	4	0	4
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	9	0	9	0	0	0	0	0	0	9	0	9
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	3	0	3	0	0	0	0	0	0	3	0	3
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	1	1	0	0	0	0	0	0	0	1	1
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	4	0	4	0	0	0	0	0	0	4	0	4
	SubTotal	4	1	5	0	0	0	0	0	0	4	1	5
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	2	1	3	0	0	0	0	0	0	2	1	3
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	1	3	0	0	0	0	0	0	2	1	3
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Tablet Computers)

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
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
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

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

District Technology Inventory - Computer Inventory(Servers)

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers		
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
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	3	0	3	0	0	0	0	0	0	3	0	3
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3

District Technology Inventory - Operating Systems

PCs		
Location	**Type**	**Number**
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	82
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	82
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	97
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	97
Media Center/Library	Windows Vista	0
	Windows XP (any version)	11
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	11
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	11
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	11
Teacher Offices	Windows Vista	0
	Windows XP (any version)	3
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	3
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	0
	Macintosh	
Instructional Classroom	MAC System 10.x	1
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	1
Dedicated Computer Lab	MAC System 10.x	4
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	4
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0

Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	1
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	1
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Older	0
	Subtotal	0

Other Operating Systems (including Linux)		
Location	**Operating System**	**Number**
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0

Teacher Offices		0
Other Locations		0

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	2
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	9
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0

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

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	16	5	21
Stand-alone Printers/Multifunctional Units	29	4	33
Stand Alone Scanners	8	0	8
Digital Cameras	0	0	0
Camcorders/Movie Cameras	0	0	0
Satellite Dishes	0	0	0
Televisions	0	0	0
Video Microscopes	0	0	0

LCD Panels/Projection Devices	0	0	0
Fax Machines	0	0	0
Graphing Calculators	0	0	0
PDAs	0	0	0
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	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	11	0	11
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	0	0	0
MP3/ Electronic Readers, Kindles, etc.	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	3	1	4
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	6	6
	Number		
Classrooms with telephones	40		

District Technology Inventory - 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:

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
462	0	36	2

Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
2	0	0	0	0	0

Instructional School Building Internet Access (Chart) : | **Non-Instructional Buildings Internet Access (Chart) :**

high speed internet access (100%)

low speed internet access (0%)

no internet access (0%)
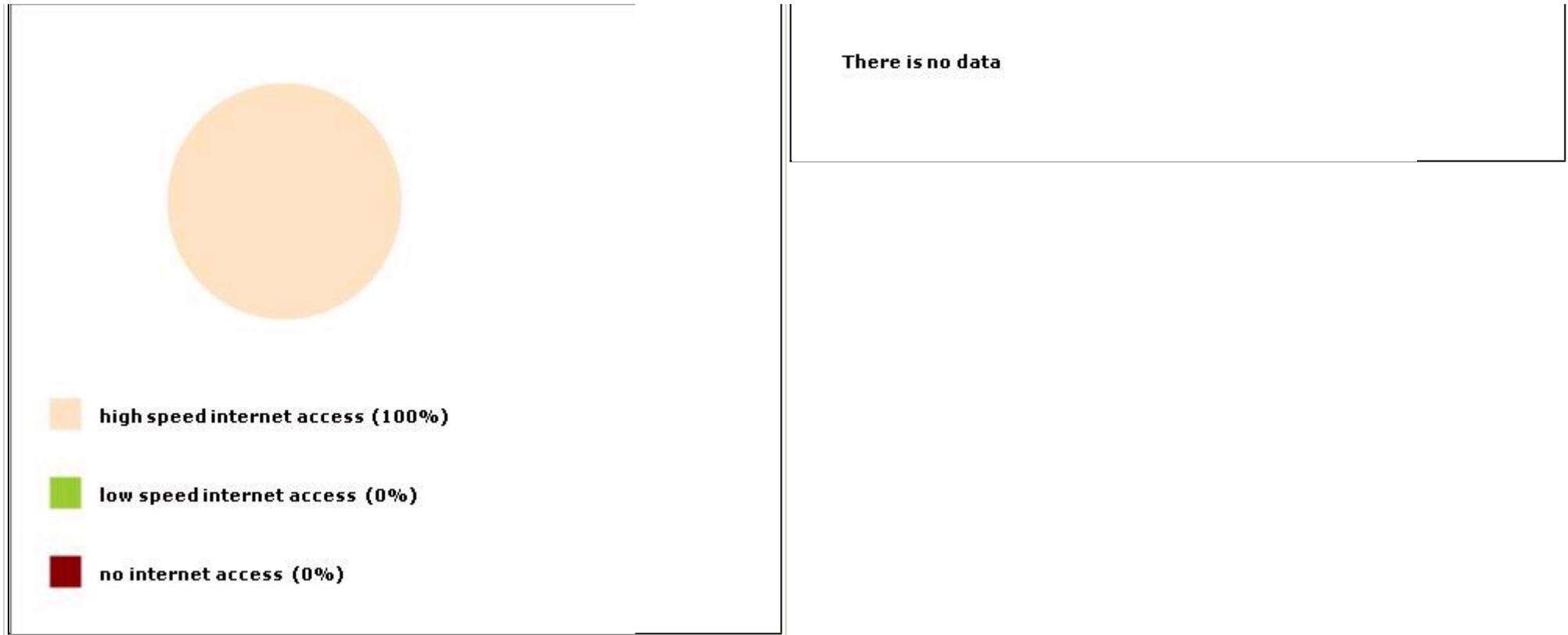
There is no data

Computer Inventory:

Type and Location	Classrooms		Dedicated		Media Center /		Mobile Computer		Offices				Other Locations	
	Instructional		Computer Lab		Library		Lab		Administrative		Teachers			
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	78	0	97	4	11	0	0	0	9	0	3	0	0	0
Laptops	4	1	0	0	0	0	0	0	2	1	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	3	0
	82	1	97	4	11	0	0	0	11	1	3	0	3	0

Total Computers in Each Location	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac
	83	101	11	0	12	3	3
Students per Computer						2.17	

Computers with High Speed Internet Access:

| Type and Location | Classrooms | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Offices | | | | Other Locations | |
| | Instructional | | | | | | | | Administrative | | Teachers | | | |
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	78	0	97	4	11	0	0	0	9	0	3	0	0	0
Laptops	4	1	0	0	0	0	0	0	2	1	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	3	0
	82	1	97	4	11	0	0	0	11	1	3	0	3	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	83		101		11		0		12		3		3	
Students per Computer with High Speed Access											2.17			

Computers with Low Speed Internet Access:

| Type and Location | Classrooms | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Offices | | | | Other Locations | |
| | Instructional | | | | | | | | Administrative | | Teachers | | | |
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	Combined		Combined		Combined		Combined		Combined		Combined		Combined	

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

Computers with No Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional								Administrative		Teachers			
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 with No Internet Access												0		

Computer Ages:

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
90	4	0	60	0	0	52	4	0

Internet Access:

Number of Rooms	Type
0	10 mb Ethernet

47	100+ mb Ethernet
0	Dedicated Cable
0	DSL
1	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
0	Total Number of Computers with Windows Vista	6	Total Number of Computers with MAC System 10.x
204	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 9.x
0	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 8.x
0	Total Number of Computers with Windows 98	0	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Older		
0	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
21	Number of Networked Printers/Multifunctional Units	0	Number of PDAs
33	Number of Stand-alone Printers/Multifunctional Units	0	Number of Assistive/Adaptive Devices/Student Response Devices
8	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
0	Number of Digital Cameras	0	Number of Science Probeware

0	Number of Camcorders/Movie Cameras	11	Number of Electronic Whiteboards
0	Number of Satellite Dishes	0	Number of Whiteboard Peripherals (clickers, note capturing devices)
0	Number of Televisions	0	Number of Document Cameras
0	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
0	Number of LCD Panels/Projection Devices		
0	Number of Fax Machines		
0	Number of Graphing Calculators		

Distance Learning

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

Section I E. Data & Analysis — Meta Analysis

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

1. **Patterns** - Historically, PCHS students have performed one grade level above norms on the ITED, which is a norm-referenced assessment instrument. Overall, PCHS continues students continue to perform above AYP benchmarks on the PSAE. However, analysis of the data indicates that a significant percentage of male students are underperforming in the specific areas of reading and science while a significant percentage of female students underperforms in science. Furthermore, the data indicates that special education students fail to meet expectations in reading, math, and science. A similar trend is apparent regarding economically disadvantaged students in which

their performance is substandard in reading and math. The District has realistic expectations on improving achievement on the PSAE and will look to improve between 5-7% per year over the next three years bringing the district achievement to 71% by the 2013 school year.

2. **Key Factors** - PCHS receives incoming freshman from four different feeder schools. While each offers a rigorous K-8 curriculum articulation with PCHS is minimal. Furthermore, the impact of substandard performance of males, females, and the economically disadvantaged may be skewed by the performance of special education students as evidenced by inconsistencies in overall student performance on the ITED and PSAE.

3. **Conclusions** - Increased articulation with feeder school districts is imperative. Additionally, enhancement of differentiated instructional methodologies across the curriculum but specifically in reading, writing, math, and science is necessary to meet the diverse student learning needs of all **student demographics. The District will** focus on a 5-**7% increase on PSAE meets or exceeds percentage over the next three years.**

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

Phase I Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on increasing reading and math skills to increase PSAE meets and exceeds percentage to 65%

Section II B. Action Plan — Curriculum and Instruction

Phase I Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on increasing reading and math skills to increase PSAE meets and exceeds percentage to 65%

Strategy 1

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reding and math skills.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
					span		**Budget & Funding Sources ($)**					
1 Students will engage in Star Reading, Accelerated Reading, Star Math and Accelerated Math Programs	08/17/2010	05/27/2011	2,000	2,000			0	0	0	0	0	0
2 Students will have access to high quality technology resources in reading and math that will serve to reinforce and supplement the reading/language arts and math curricula. This includes the integration of telecommunications, instructional and informational technology through the use of online resources. Research: Christmann, E.P., J.L. Badget, and Lucking. 1997 The effectiveness of microcomputer based computer-assisted instruction on differing subject area: A statistical deduction. Journal of Educational Computing Research 16(3): 281-296. ISTE 1998.	08/17/2010	05/27/2011	3,000	500			0	0	0	0	0	2,500

Strategy 2

Title I paraprofessionals will be utilized in reading and math.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Title I paraprofessionals will be utilized in reading/language arts and math courses. Paraprofessionals will assist teachers with Star Reading, Accelerated Reading, Star Math and Accelerated Math Programs.	08/17/2010	05/27/2011	35,000	0			35,000	0	0	0	0	0

Strategy 3

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

Section II C. Action Plan — Professional Development

Phase I Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on increasing reading and math skills to increase PSAE meets and exceeds percentage to 65%

Strategy 1

Engage in a professional development program which enable faculty and staff to design and implement learning experiences that effectively integrate technology while focusing on students' reading and math skills. Faculty will be trained in utilizing RtI and differentiated learning while using technology.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Collect and distribute information on emerging learning technologies in reading and math to faculty, staff and administration.	08/17/2010	05/27/2011	2,000	0			2,000	0	0	0	0	0

2	Provide funding for substitutes, registration and travel for attendance at State and regional conferences and workshops so teachers can learn about innovative ideas and best practices for technology integration.	08/17/2010	05/27/2011	3,000	1,000			2,000	0	0	0	0	0

Strategy 2

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

Strategy 3

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

Section II D. Action Plan — Parental/Community Involvement

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

Phase I Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on increasing reading and math skills to increase PSAE meets and exceeds percentage to 65%

Strategy 1

Enhance the home-to-school connection through the use of telecommunicatons and instructional and informational technologies thereby facilitating better support of student learning and achievement.

	Budget & Funding Sources ($)	

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Purchase annual web hosting for the entire district. (EsoSoft Corporation)	08/17/2010	05/27/2011	90	90			0	0	0	0	0	0
2 Inform parents regarding technological use and student progress through the placement of information on district website, parent newsletters, and in local media outlets.	08/17/2010	05/27/2011	1,000	1,000			0	0	0	0	0	0

Strategy 2

Increase parent and community participation within the school district to help focus on student achievement and increasing parent's knowledge on how to help their own individual students achieve.

			Budget & Funding Sources ($)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Create monthly parent and community training sessions on current issues within the school to enhance participation amongst stakeholder groups.	08/12/2010	05/27/2011	2,000	2,000			0	0	0	0	0	0

Strategy 3

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

Section II E. Action Plan — Technology Deployment

Phase I Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on increasing reading and math skills to increase PSAE meets and exceeds percentage to 65%

Strategy 1

Supply hardware, software, technical support, and internet access to ensure successful and effective use of technology as a learning tool for reading and math.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Purchase electronic learning materials - reading and math software, AR tests.	08/17/2010	05/27/2011	1,000	500	0	D	0	0	0	0	0	500
2 Using NextSteps tools, review inventory and future acquisitions of technology related components to ensure interoperability.	08/17/2010	05/27/2011	0	0	0	D	0	0	0	0	0	0
3 Purchase monthly internet access Illinois Century Network ($25 monthly)	08/17/2010	05/27/2011	500	500	0	D	0	0	0	0	0	0
4 Purchase InFocus projectors and smartboards to support electronically delivered learning materials.	08/17/2010	05/27/2011	18,750	9,375	0	D	0	0	0	0	0	9,375

Strategy 2

Maintain and upgrade existing communication and technological infrastructure.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide T1 line for internet access to all district classrooms and offices.	08/17/2010	05/27/2011	5,400	2,700	2,700	R	0	0	0	0	0	0
2 Maintain local and local district phone service to district classrooms and offices.	08/17/2010	05/27/2011	10,000	5,000	5,000	R	0	0	0	0	0	0
3 Maintain district networked phone system, voicemail and intercom system.	08/17/2010	05/27/2011	6,600	6,600	0	D	0	0	0	0	0	0

		StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
4	Purchase monthly maintenance on telecommunication and voicemail system ($25/month)	08/17/2010	05/27/2011	300	150	150	R	0	0	0	0	0	0

Strategy 3

Purchase and maintain necessary site licenses, subscriptions, and on-line resources.

				Budget & Funding Sources ($)									
Activities		**StartDate**	**EndDate**	**Total**	**District**	**E-Rate**	**R or D**	**Title I-A**	**Title II-D**	**Title III-D**	**Title IV**	**Title V**	**Other**
1	Purchase annual licenses for STI District, Office, and Classroom	08/17/2010	05/27/2011	1,300	1,300	0	D	0	0	0	0	0	0
2	Purchase annual support agreement packages from Follett, Alliance Plus, Circulation Plus and Catalog Plus.	08/17/2010	05/27/2011	850	850	0	D	0	0	0	0	0	0
3	Purchase annual subscription to Ebsco Host.	08/17/2010	05/27/2011	3,600	3,600	0	D	0	0	0	0	0	0
4	Purchase annual subscriptions to WEB/ipac, Occupational Briefs Chronicle Guidance, and NoveList E-Rick Electronic resources.	08/17/2010	05/27/2011	750	750	0	D	0	0	0	0	0	0
5	Purchase annual licences and upgrades for Renaissance Learning - Star Reading & Math and Accelerated Reading & Math	08/17/2010	05/27/2011	1,000	1,000	0	D	0	0	0	0	0	0

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

Phase II Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds percentage to 65%.

Section II B. Action Plan — Curriculum and Instruction

Phase II Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds percentage to 65%.

Strategy 1

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reding and math skills.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will engage in Star Reading, Accelerated Reading, Star Math and Accelerated Math Programs.	08/11/2011	06/30/2012	1,500	1,500			0	0	0	0	0	0
2 Students will have access to high quality technology resources in reading and math that will serve to reinforce and supplement the reading/language arts and math curricula. This includes the integration of telecommunications, instructional and informational technology through the use of online resources. Research: Christmann, E.P., J.L. Badget, and Lucking. 1997 The effectiveness of microcomputer based computer-assisted instruction on differing subject area: A statistical deduction. Journal of Educational Computing Research 16(3): 281-296. ISTE 1998.	08/10/2011	06/30/2012	1,000	1,000			0	0	0	0	0	0

Strategy 2

Title I paraprofessionals will be utilized in reading and math.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Title I paraprofessionals will be utilized in reading/language arts and math courses. Paraprofessionals will assist teachers with Star	08/01/2011	06/30/2012	35,000	0			35,000	0	0	0	0	0

Reading, Accelerated Reading, Star Math and Accelerated Math Programs.												

Strategy 3

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

Section II C. Action Plan — Professional Development

Phase II Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds percentage to 65%.

Strategy 1

ngage in a professional development program which enable faculty and staff to design and implement learning experiences that effectively integrate technology while focusing on students' reading and math skills. Faculty will be trained in utilizing RtI and differentiated learning while using technology.

			Budget & Funding Sources ($)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Collect and distribute information on emerging learning technologies in reading and math to faculty, staff and administration.	08/11/2011	06/30/2012	1,000	1,000			0	0	0	0	0	0
2 Provide funding for substitutes, registration and travel for attendance at State and regional conferences and workshops so teachers can learn about innovative ideas and best practices for technology integration.	08/11/2011	06/30/2012	1,000	1,000			0	0	0	0	0	0

Strategy 2

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

Strategy 3

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

Section II D. Action Plan — Parental/Community Involvement

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

Phase II Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds percentage to 65%.

Strategy 1

Enhance the home-to-school connection through the use of telecommunicatons and instructional and informational technologies thereby facilitating better support of student learning and achievement.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Purchase annual web hosting for the entire district. (EsoSoft Corporation)	08/11/2011	06/30/2012	90	90			0	0	0	0	0	0
2 Inform parents regarding technological use and student progress through the placement of information on district website, parent newsletters,	08/11/2011	06/30/2012	1,000	1,000			0	0	0	0	0	0

and in local media outlets.

Strategy 2

Increase parent and community participation within the school district to help focus on student achievement and increasing parent's knowledge on how to help their own individual students achieve.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Create monthly parent and community training sessions on current issues within the school to enhance participation amongst stakeholder groups.	08/11/2011	06/30/2012	1,000	1,000			0	0	0	0	0	0

Strategy 3

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

Section II E. Action Plan — Technology Deployment

Phase II Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds percentage to 65%.

Strategy 1

Supply hardware, software, technical support, and internet access to ensure successful and effective use of technology as a learning tool for reading and math.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Purchase electronic learning materials - reading and math software, AR tests.	08/11/2011	06/30/2012	500	500	0	D	0	0	0	0	0	0
2 Using NextSteps tools, review inventory and future												

	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
acquisitions of technology related components to ensure interoperability.	08/11/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0
3 Purchase monthly internet access Illinois Century Network ($25 monthly)	08/11/2011	06/30/2012	300	300	0	D	0	0	0	0	0	0
4 Purchase InFocus projectors and smartboards to support electronically delivered learning materials.	08/11/2011	06/30/2012	1,000	1,000	0	D	0	0	0	0	0	0

Strategy 2

Maintain and upgrade existing communication and technological infrastructure.

			Budget & Funding Sources ($)									
Activities	**StartDate**	**EndDate**	**Total**	**District**	**E-Rate**	**R or D**	**Title I-A**	**Title II-D**	**Title III-D**	**Title IV**	**Title V**	**Other**
1 Provide T1 line for internet access to all district classrooms and offices.	08/11/2011	06/30/2012	5,400	2,700	2,700	D	0	0	0	0	0	0
2 Maintain local and local district phone service to district classrooms and offices.	08/11/2011	06/30/2012	10,000	5,000	5,000	D	0	0	0	0	0	0
3 Maintain district networked phone system, voicemail and intercom system.	08/11/2011	06/30/2012	6,600	6,600	0	D	0	0	0	0	0	0
4 Purchase monthly maintenance on telecommunication and voicemail system ($25/month)	08/11/2011	06/30/2012	600	300	300	D	0	0	0	0	0	0

Strategy 3

Purchase and maintain necessary site licenses, subscriptions, and on-line resources.

			Budget & Funding Sources ($)									
Activities	**StartDate**	**EndDate**	**Total**	**District**	**E-Rate**	**R or D**	**Title I-A**	**Title II-D**	**Title III-D**	**Title IV**	**Title V**	**Other**
1 Purchase annual licenses for STI District, Office, and Classroom	08/11/2011	06/30/2012	1,200	1,200	0	D	0	0	0	0	0	0
2 Purchase annual support agreement packages from Follett, Alliance Plus, Circulation Plus and Catalog Plus.	08/11/2011	06/30/2012	770	770	0	D	0	0	0	0	0	0

3	Purchase annual subscription to Ebsco Host.	08/11/2011	06/30/2012	3,400	3,400	0	D	0	0	0	0	0	0
4	Purchase annual subscriptions to WEB/ipac, Occupational Briefs Chronicle Guidance, and NoveList E-Rick Electronic resources.	08/11/2011	06/30/2012	585	585	0	D	0	0	0	0	0	0
5	Purchase annual licences and upgrades for Renaissance Learning - Star Reading & Math and Accelerated Reading & Math	08/11/2011	06/30/2012	800	800	0	D	0	0	0	0	0	0

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

Phase III Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds to percentage to 71%.

Section II B. Action Plan — Curriculum and Instruction

Phase III Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds to percentage to 71%.

Strategy 1

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reding and math skills.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will engage in Star Reading, Accelerated Reading, Star Math and Accelerated Math Programs.	08/09/2012	06/30/2013	1,500	1,500			0	0	0	0	0	0
2 Students will have access to high quality technology resources in reading and math that will serve to reinforce and supplement the reading/language arts and math curricula. This includes the integration of telecommunications, instructional and informational												

| technology through the use of online resources. Research: Christmann, E.P., J.L. Badget, and Lucking. 1997 The effectiveness of microcomputer based computer-assisted instruction on differing subject area: A statistical deduction. Journal of Educational Computing Research 16(3): 281-296. ISTE 1998 | 08/09/2012 | 06/30/2013 | 1,000 | 1,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

Title I paraprofessionals will be utilized in reading and math.

					Budget & Funding Sources ($)							
Activities	**StartDate**	**EndDate**	**Total**	**District**	**E-Rate**	**R or D**	**Title I-A**	**Title II-D**	**Title III-D**	**Title IV**	**Title V**	**Other**
1 Title I paraprofessionals will be utilized in reading/language arts and math courses. Paraprofessionals will assist teachers with Star Reading, Accelerated Reading, Star Math and Accelerated Math Programs.	08/09/2012	06/30/2013	35,000	0			35,000	0	0	0	0	0

Strategy 3

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

Section II C. Action Plan — Professional Development

Phase III Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds to percentage to 71%.

Strategy 1

ngage in a professional development program which enable faculty and staff to design and implement learning experiences that effectively integrate technology while focusing on students' reading and math skills. Faculty will be trained in utilizing RtI and differentiated learning while using technology.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Collect and distribute information on emerging learning technologies in reading and math to faculty, staff and administration.	08/09/2012	06/30/2013	100	100			0	0	0	0	0	0
2 Provide funding for substitutes, registration and travel for attendance at State and regional conferences and workshops so teachers can learn about innovative ideas and best practices for technology integration.	08/09/2012	06/30/2013	1,000	1,000			0	0	0	0	0	0

Strategy 2												
			Budget & Funding Sources ($)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

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

Section II D. Action Plan — Parental/Community Involvement

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

Phase III Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds to percentage to 71%.

Strategy 1												
Enhance the home-to-school connection through the use of telecommunicatons and instructional and informational technologies thereby facilitating better support of student learning and achievement.												
			Budget & Funding Sources ($)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Purchase annual web hosting for the entire district. (EsoSoft Corporation)	08/09/2012	06/30/2013	90	90			0	0	0	0	0	0
2 Inform parents regarding technological use and student progress through the placement of information on district website, parent newsletters, and in local media outlets.	08/09/2012	06/30/2013	1,000	1,000			0	0	0	0	0	0

Strategy 2

Increase parent and community participation within the school district to help focus on student achievement and increasing parent's knowledge on how to help their own individual students achieve.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Create monthly parent and community training sessions on current issues within the school to enhance participation amongst stakeholder groups.	08/09/2012	06/30/2013	1,000	1,000			0	0	0	0	0	0

Strategy 3

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

Section II E. Action Plan — Technology Deployment

Phase III Goal 1 Title:

Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds to percentage to 71%.

Strategy 1

Supply hardware, software, technical support, and internet access to ensure successful and effective use of technology as a learning tool for reading and math.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Purchase electronic learning materials - reading and math software, AR tests.	08/09/2012	06/30/2013	1,000	500	0	D	0	0	0	0	0	500
2 Using NextSteps tools, review inventory and future acquisitions of technology related components to ensure interoperability.	08/09/2012	06/30/2013	100	100	0	D	0	0	0	0	0	0

		StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
3	Purchase monthly internet access Illinois Century Network ($25 monthly)	08/09/2012	06/30/2013	300	300	0	D	0	0	0	0	0	0
4	Purchase InFocus projectors and smartboards to support electronically delivered learning materials.	08/09/2012	06/30/2013	8,000	1,000	0	D	0	0	0	0	0	7,000

Strategy 2

Maintain and upgrade existing communication and technological infrastructure.

				Budget & Funding Sources ($)									
Activities		StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Provide T1 line for internet access to all district classrooms and offices.	08/09/2012	06/30/2013	5,400	2,700	2,700	D	0	0	0	0	0	0
2	Maintain local and local district phone service to district classrooms and offices.	08/09/2012	06/30/2013	10,000	5,000	5,000	D	0	0	0	0	0	0
3	Maintain district networked phone system, voicemail and intercom system.	08/09/2012	06/30/2013	6,000	6,000	0	D	0	0	0	0	0	0
4	Purchase monthly maintenance on telecommunication and voicemail system ($25/month)	08/09/2012	06/30/2013	300	300	0	D	0	0	0	0	0	0

Strategy 3

Purchase and maintain necessary site licenses, subscriptions, and on-line resources.

				Budget & Funding Sources ($)									
Activities		StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Purchase annual licenses for STI District, Office, and Classroom	08/09/2012	06/30/2013	1,200	1,200	0	D	0	0	0	0	0	0
2	Purchase annual support agreement packages from Follett, Alliance Plus, Circulation Plus and Catalog Plus.	08/09/2012	06/30/2013	770	770	0	D	0	0	0	0	0	0
3	Purchase annual subscription to Ebsco Host.	08/09/2012	06/30/2013	3,400	3,400	0	D	0	0	0	0	0	0
4	Purchase annual subscriptions to WEB/ipac,												

Occupational Briefs Chronicle Guidance, and NoveList E-Rick Electronic resources.	08/09/2012	06/30/2013	600	600	0	D	0	0	0	0	0	0
5 Purchase annual licences and upgrades for Renaissance Learning - Star Reading & Math and Accelerated Reading & Math	08/09/2012	06/30/2013	800	800	0	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process
Phase I

The PCHS Technology Integration Plan is dynamic document that will change as the educational needs of our students change. This Technology Plan will be evaluated in its entirety in detail minimally on a semi-annual basis. The first evaluation will occur mid-year in December and again in May of each year. Additionally the following will also encompass the evaluation and monitoring process:

Measurement Instruments: • Annual production/review/ revision of school improvement plan with participant signatures • Annual production/review/revision of technology plan with participant signatures • Usage logs for media center, technology labs with frequency counts consistent or increasing • Meeting agendas/sign-in sheets • 75% of on parent-community surveys returned will indicate satisfaction with school efforts to promote technology. • Interviews will indicate awareness of the importance of technology use in the school's programs.

Expected Results: * The public will indicate an improved level of communication with the school community on survey summaries. * Parents/Community members will become more knowledgeable about the use of technology as a primary tool in their student(s)'s education.

Indicators of Success: * 75%Positive response on parent/community surveys

Measurement Instruments: • Completed parent contact logs and frequency counts • Graph of the number of web **"hits"** with a minimum increase of 5% per year

Expected Results: • Increased enrollment in technology classes. • A greater number of projects using technology tools. • Increased average scores on technology assessments • Improved scores on PSAE assessments. • Development of additional authentic learning units/activities.

Indicators of Success: • Frequency counts of students enrolled in technology classes. • Student artifacts. • Greater percentage of students meeting and exceeding state standards. • More lesson plan notations of authentic learning activities.

Measurement Instruments: • Course descriptions and class rosters. • PSAE report from ISBE. • Frequency counts on lesson plans. • Star Math and Star Reading Assessment histories.

Expected Results: • Higher student performance levels on standardized tests (ITED/PSAE). • Improvements in areas of weakness(reading, science, and math) on PSAE/ITED. • Increased home/school communication.

Indicators of Success: • Scoring patterns in PSAE will show adequate yearly progress. • Disaggregated group performance in

PSAE will be improved. • Average or better mastery of standards assessed via ITED. • Parents will become more involved in educational process.

Measurement Instruments: • PSAE results • Disaggregated group scores • Frequency counts of completed parent contact logs •

ITED reports

Expected Results: • Reading scores on standardized tests will improve. • Students will choose appropriate technology tools for problem-based learning. • More students will enroll in advanced science classes.

Indicators of Success: • Reading subtest scores on PSAE and ITED will improve (AYP) • Students will display/present authentic learning projects. • Science class students will complete point/counter point reports on emerging ethical issues.

Measurement Instruments: • PSAE and ITED assessments • Scoring rubrics for reports/presentations/student artifacts

Expected Results: • Completion of an annual staff development plan • Widespread participation in intensive/sustained staff development activities • Improved instructional strategies and practices • Staff mastery of technology operations and concepts

Indicators of Success: • Conference/workshop evaluation forms • Completion of CRP plans by teachers and administrators • Improved performance appraisals for teachers' use of essential learning • Greater mastery of technology basics skills

Measurement Instruments: • Evaluation forms for workshops/conferences • Personnel evaluation scales

Expected Results: • Continued learning opportunities for the educational community • Equipping each classroom with adequate hardware and software to sustain technological innovations • Greater sharing of resources by faculty (material, knowledge, expertise) • Increased access to information by parents and community • Greater sharing of information between teachers and parents with an updated student management program with greater reporting capabilities

Indicators of Success: • Observation of efficient high speed network • Frequency count of sign-in logs for equipment usage • Ubiquitous use of technology in the classroom as reflected in daily lesson plans • Frequency count of parent contact forms

Measurement Instruments: * Parent-contact forms * Existent lesson plans * Sign-up sheets for shared equipment * Requisitions/purchase orders/invoices

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Stakeholder Surveys and Post Graduate surveys	Students increased abilities on success in post graduate studies.	Twice a year	Jon Green
PD Strategy	Staff Surveys	Staff improvements in use of technology within their lesson plans.	Twice a year	Jon Green
P/C Strategy	Parent and Community Surveys	75% positive parental response	Twice a year	Jon Green
Tech D Strategy	Review of Technology plan. PSAE and ITED reports. Technology Surveys.	Increased success on PSAE and ITED coupled with classroom use of technology within the classroom.	Twice a year	Jon Green

Section II F. Action Plan - Monitoring Process
Phase II

The PCHS Technology Integration Plan is dynamic document that will change as the educational needs of our students change. This Technology Plan will be evaluated in its entirety in detail minimally on a semi-**annual basis. The first evaluation will occur mid-year in December and again in May of each year. Additionally the following will also encompass** the evaluation and monitoring process:

Measurement Instruments: • Annual production/review/ revision of school improvement plan with participant signatures • Annual production/review/revision of technology plan

with participant signatures • Usage logs for media center, technology labs with frequency counts consistent or increasing • Meeting agendas/sign-**in sheets** • 75% of on parent-community surveys returned will indicate satisfaction with school efforts to promote technology. • Interviews will indicate awareness of the importance of technology use in the school's programs.

Expected Results: * The public will indicate an improved level of communication with the school community on survey summaries. * Parents/Community members will become more knowledgeable about the use of technology as a primary tool in their student(s)'s education.

Indicators of Success: * 75%Positive response on parent/community surveys

Measurement Instruments: • Completed parent contact logs and frequency counts • Graph of the number of web "hits" with a minimum increase of 5% per year

Expected Results: • Increased enrollment in technology classes. • A greater number of projects using technology tools. • Increased average scores on technology assessments • Improved scores on PSAE assessments. • Development of additional authentic learning units/activities.

Indicators of Success: • Frequency counts of students enrolled in technology classes. • Student artifacts. • Greater percentage of students meeting and exceeding state standards. • More lesson plan notations of authentic learning activities.

Measurement Instruments: • Course descriptions and class rosters. • PSAE report from ISBE. • Frequency counts on lesson plans. • Star Math and Star Reading Assessment histories.

Expected Results: • Higher student performance levels on standardized tests (ITED/PSAE). • Improvements in areas of weakness(reading, science, and math) on PSAE/ITED. • Increased home/school communication.

Indicators of Success: • Scoring patterns in PSAE will show adequate yearly progress. • Disaggregated group performance in

PSAE will be improved. • Average or better mastery of standards assessed via ITED. • Parents will become more involved in educational process.

Measurement Instruments: • PSAE results • Disaggregated group scores • Frequency counts of completed parent contact logs •

ITED reports

Expected Results: • Reading scores on standardized tests will improve. • Students will choose appropriate technology tools for problem-based learning. • More students will enroll in advanced science classes.

Indicators of Success: • Reading subtest scores on PSAE and ITED will improve (AYP) • Students will display/present authentic learning projects. • Science class students will complete point/counter point reports on emerging ethical issues.

Measurement Instruments: • PSAE and ITED assessments • Scoring rubrics for reports/presentations/student artifacts

Expected Results: • Completion of an annual staff development plan • Widespread participation in intensive/sustained staff development activities • Improved instructional strategies and practices • Staff mastery of technology operations and concepts

Indicators of Success: • Conference/workshop evaluation forms • Completion of CRP plans by teachers and administrators • Improved performance appraisals for teachers' use of essential learning • Greater mastery of technology basics skills

Measurement Instruments: • Evaluation forms for workshops/conferences • Personnel evaluation scales

Expected Results: • Continued learning opportunities for the educational community • Equipping each classroom with adequate hardware and software to sustain technological innovations • Greater sharing of resources by faculty (material, knowledge, expertise) • Increased access to information by parents and community • Greater sharing of information between teachers and parents with an updated student management program with greater reporting capabilities

Indicators of Success: • Observation of efficient high speed network • Frequency count of sign-in logs for equipment usage • Ubiquitous use of technology in the classroom as reflected in daily lesson plans • Frequency count of parent contact forms

Measurement Instruments: * Parent-contact forms * Existent lesson plans * Sign-up sheets for shared equipment * Requisitions/purchase orders/invoices

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Stakeholder Surveys and Post Graduate surveys	Students increased abilities on success in post graduate studies.	Twice Yearly	Jonathan Green
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Section II F. Action Plan - Monitoring Process
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Expected Results: • Continued learning opportunities for the educational community • Equipping each classroom with adequate hardware and software to sustain technological innovations • Greater sharing of resources by faculty (material, knowledge, expertise) • Increased access to information by parents and community • Greater sharing of information between teachers and parents with an updated student management program with greater reporting capabilities

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Section II G. Action Plan — Budget Summary

Phase I - 2010 - 2011

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will engage in standards-based learning experiences that effectively integrate technology while focusing on increasing reading and math skills to increase PSAE meets and exceeds percentage to 65%	98,140	38,915	7,850	39,000	0	0	0	0	12,375
Total Budget for Phase I - 2010-2011	98,140	38,915	7,850	39,000	0	0	0	0	12,375

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will engage in standards-based learning									

	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds percentage to 65%.	72,745	29,745	8,000	35,000	0	0	0	0	0
Total Budget for Phase II - 2011-2012	72,745	29,745	8,000	35,000	0	0	0	0	0

Phase III - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will engage in standards-based learning experiences that effectively integrate technology while focusing on reading and math skills to increase PSAE meets and exceeds to percentage to 71%.	78,560	28,360	7,700	35,000	0	0	0	0	7,500
Total Budget for Phase III - 2012-2013	78,560	28,360	7,700	35,000	0	0	0	0	7,500
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2010 - 2013	249,445	97,020	23,550	109,000	0	0	0	0	19,875

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.

The most recent stakeholder involvement in the development in this updated plan has included primarily faculty, staff, administration, and students. However, continuation of the previous plan remains an integral variable in moving the district forward in increasing student achievement with the enhancement of technological tools. Much of the previous technology plan will be carried forward in this new plan. Consequently, the involvement of the community is crucial to the success of Pinckneyville High School's technology plan. The District has involved stakeholders from the inception of the first technology planning document. An open invitation to the community has led to the selection of a cadre of volunteers interested in assisting the technology committee sees its original efforts come to fruition. The influx of ideas from broad-based segments of our populations led to our original vision of the future that gives overarching direction to our efforts. As the plan is implemented, subsequent meetings will furnish valuable feedback for modifying components that are not working well and for augmenting those that have proven effective in reaching our consensual goals. As part of the effort to annually revise this technology plan, stakeholders will be examining student performance data to track achievement. Selected community members will assist in the actual revision of the plan as needed. External committee members will be drawn from lists referred to the Technology Committee through faculty and staff members and students. All those on this list of potentials will be sent letters of invitation to participate. Technology needs will certainly constitute a major portion of those forums. The Technology Committee will serve as part of a panel of facilitators for those meetings. Through the community's submersion in the planning and progress of our technology expansion, they will come to serve as positive liaisons between the school and its broader constituencies. Moreover, by being a vital part of efforts to infuse technology innovations into the curriculum, they will feel they have a stake in the success of these efforts. As of now, part of the interest of the broader community is due to the ability to access resources for its own use. Working with our external partner, Rend Lake College, regular and adult education classes offered to both students and community members will feature adult literacy, beginning technology literacy and advanced applications. Stations in the high school lab and media center are available for use when otherwise unscheduled. Students struggling with basic literacy have continuous opportunities for drill and practice in fundamental learning areas of mathematics and language arts. The local college media center works with LEA specialists to enhance articulation between programs. These stakeholders' suggestions are noted and put into practice whenever feasible. However, it should be noted that the Pinckneyville Public Library was not directly involved in the creation of this plan but will be incorporated in future dialogue regarding adult literacy, technology integration and student achievement issues. Currently, PCHS is promoting the use of the website for parent and community communication. Improvements to the site are often results of community suggestions. Outside consultants are used for technical assistance, staff development, and curriculum alignment efforts. These are recruited out of our own and surrounding regional offices and other local schools. Business teachers have also been helpful in bringing technology to the community. For example, business leaders are often asked to participate as co-learners in the classroom, serving as guest speakers or resource persons. Moreover, an active field trip and job shadowing schedule involves many local businesses that serve as hosts for students. All of these groups are working together to formulate strategies to move the District forward. They are responsible for a mind set toward progress, which will be assessed through continuous survey and personal communication feedback.

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.

Pinckneyville Community High School District #101 ---------- Policy No. 6:235 ----------Adopted: August 19, 2002

Instruction

Access to Electronic Networks

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

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

Curriculum

The use of the District's electronic network shall (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library-**media center materials. Staff members may, consistent** with the Superintendent**'s implementation plan, use the Internet throughout the curriculum. The District'**s electronic network is part of the curriculum and is not a public forum for general use.

<u>Acceptable Use</u>

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

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children**'s Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices.** An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, **provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy'**s implementation plan to address the following:

1. Limiting student access to inappropriate matter as well as restricting access to harmful materials;
2. Student safety and security when using electronic communications;
3. Limiting unauthorized access, including **"hacking"** and other unlawful activities; and
4. Limiting unauthorized disclosure, use and dissemination of personal identification information.

Authorization for Electronic Network Access

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

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

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

LEGAL REF.:   **Children'**s Internet Protection Act, P. L. 106-554

                270 U.S.C. § 6801 et seq.

                47 U.S.C. § 254(h) and (I)

720 ILCS 135/0.01

CROSS REF.:   **5:100 (Staff Development Program); 5:170 (Copyright for Publication or Sale of Instructional materials and Computer Programs Developed by Employees); 6:40** (Curriculum Development); 6:210 (Instructional Materials); 6:230 (Library Resource Center); 6:260 (Complaints about Curriculum, Instructional Materials, and Programs); 7:130 (Student Rights and Responsibilities); 7:190 (Student Discipline); 7:310 (Publications)

6:235-**AP**   **Administrative Procedure** - Acceptable Use of Electronic Networks

6:235-**E2**   **Exhibit** - Authorization for Electronic Network Access

CERTIFICATION AND ASSURANCES

Plans submitted electronically **shall be deemed to be executed by the superintendent on behalf of the district.**

ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116 (c)(7)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving the schools is founded on scientifically based research (NCLB, Section 1116(b)(4)(C) as defined in NCLB, Section 9101 (37).

3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and Performance Descriptors and reflect the alignment of curricula, instruction, and assessment with the Illinois Learning Standards and, if applicable, with the Illinois English Language Proficiency Standards.
4. The district will spend at least 25 percent of the funds made available under Title II-D of NCLB, for the purpose of providing high-quality professional development in the integration of advanced technologies including emerging technologies, into curricula and instruction.
5. The district has complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. 254(h) and (I).

Peer Review Feedback Form

District Name :	RCDT #:
☑ Original Submission	Date Peer Reviewed: 03/16/2010
School Years Covered by Plan:	ISBE Approval Date: 05/19/2010
☑ 2010-2011 ☑ 2011-2012 ☑ 2012-2013	Plan Expiration Date: 06/30/2013

Section Used for Mid-Course Correction Only

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. Comments:	⦿ Meets ◯ Does Not Meet

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) Comments: Item 1 Attributes and Challenges Summarize local data over multiple years, at least 2 to get baseline data. Recommend use of percentages and look at your RTI Plan and School Improvement Plan. (Page 17) Add dates to your instruments (Page 18) Your summary data needs to be moved from description to summarize the data section (Page 21) Key factors need to directly align with data analysis from the Summarize the Data Section (Page 22) Conclusion: As you revise the Key Factors, align the conclusion s to changes. (You need to	⦿ Meets ◯ Does Not Meet

address Internet Safety in your actions plan , this does not pass or fail but is recommended.) (P. 22) Item 2 Educators Qualifications Add Professional Development that addresses Internet Safety (Not required, but recommended) (Page 24) Item 3 Parent Community Involvement OK Technology Deployment For E-Rate purposes, this section should include a summary and analysis of hardware, software and telecommunication equipment and services. Please add to your plan. Please address the analysis portion. (Page 28) Under Conclusions: Note either in summary and key factors the need for staff training on integration of current technologies. (Page 28) Revisions and corrections made 5/14/2010.

Section II: Action Plan	Requirements

Part A. Overall Review of Action Plan
⊙ Meets   ○ Does Not Meet

- A.1 Goals
- A.2 Strategies and Activities
- A.3 Budget

Comments:
A.1 Goal must include actual percentages not just AYP data. (Page 50) Dates should be for one year only in Phase 1(July 1, 2010-June 30, 2011) Phase II (July 1, 2011 and June 30, 2012), and Phase III (July 1,2012 and June 30, 2013) (Page 52) Revisions and corrections made 5/14/2010. 5/19/2010 Fbishop, ISBE: As you complete your annual review of progress toward stated achievement goals, please be aware of NCLB requirements, which target the AYP Goal for the percentage of "meets or exceeds" as measured on state assessments. Remember to evaluate progress of specific subgroups as well. The performance target in 2011 is 85% and will be 92.5% in 2012 and 2013.

Part B. Curriculum Integration Strategies and Activities
⊙ Meets   ○ Does Not Meet

Comments:
Goal must include actual percentages not just AYP data. (Page 63) Dates should be for one year only in Phase 1(July 1, 2010-June 30, 2011) Phase II (July 1, 2011 and June 30, 2012), and Phase III (July 1,2012 and June 30, 2013) Revisions and corrections made 5/14/2010.

Part C. Professional Development Strategies and Activities
⊙ Meets   ○ Does Not Meet

Comments:
Goal must include actual percentages not just AYP data. (Page 65) Dates should be for one year only in Phase 1(July 1, 2010-June 30, 2011) Phase II (July 1, 2011 and June 30, 2012), and Phase III (July 1,2012 and June 30, 2013) Revisions and corrections made 5/14/2010.

Part D. Parent/Community Involvement

◉ Meets   ○ Does Not Meet

Comments:
Goal must include actual percentages not just AYP data. (Page 64) Dates should be for one year only in Phase 1(July 1, 2010-June 30, 2011) Phase II (July 1, 2011 and June 30, 2012), and Phase III (July 1,2012 and June 30, 2013) Revisions and corrections made 5/14/2010.

Part E. Technology Deployment

◉ Meets   ○ Does Not Meet

Comments:
Goal must include actual percentages not just AYP data. (Page67) Dates should be for one year only in Phase 1(July 1, 2010-June 30, 2011) Phase II (July 1, 2011 and June 30, 2012), and Phase III (July 1,2012 and June 30, 2013) Revisions and corrections made 5/14/2010.

Part F. Monitoring

◉ Meets   ○ Does Not Meet

Comments:

Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement	
Part B. Internet Safety Policy	◉ Meets ○ Does Not Meet

Comments:

ISBE Review
◉ Approved   ○ Revisions Needed   ○ Not Approved

Comments:
3/22/2010 JWalsh: Based upon a review of your plan, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments regarding necessary corrections/actions above and contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 5/19/2010 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology

plan.