

Submitted	03/08/2010
Plan Resubmitted	06/25/2010
Pending ISBE action	05/11/2010
ISBE Approved	06/28/2010

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 District Information
 

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## 1. District Information

District Name:	Avoca SD 37	District Address:	2921 Illinois Rd
City/State/Zip:	Wilmette,IL 60091 1103	RCDT Number:	050160370020000
Superintendent:	Dr Joseph M Porto	Superintendent Email:	portoj@avoca37.org
District Phone:	8472513587	District Fax:	8472517742
TIP Contact Name:	Chris Brown	TIP Contact Email:	avocacomm@avoca37.org
TIP Contact Phone:	8472513617	TIP Contact Fax:	8472517742

## 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

The plan was reviewed and evaluated on

Mid-course correction was needed?  Yes  No

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### Vision Statement

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

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

The mission of technology at Avoca is to transform and improve the way we teach and learn in a dynamic, technology- rich environment.

Telecommunications equipment will provide a communication link between all the various constituent groups in a school district including student, teachers, parents, administration, school board, and community. The instructional technology team will work to realize effective classroom use of technology components provided by the school district. Our informational technology systems will keep data available to those who need it anywhere, anytime. As we look ahead the district will use all of the above to monitor and improve student achievement.

Over the next three years, the Avoca School Board and school administration main challenge will be to keep and improve the high level of educational technology programs through an increasingly difficult economic period. With the passage of a tax rate increase in April of 2009 we have the support of our community but we need to be continually mindful of the perception of technology spending in our district and make sure all initiatives tie into the district's fundamental goal of being a professional learning community where improving student achievement is a continual aim. The challenge will be to find new technology innovations in order that teachers and students can best be supported to maximize learning and achievement.

Section I A. Data & Analysis – Report Card Data  
Item 1– 2009 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	Yes	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this District making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this District making AYP in Mathematics?	Yes	2009-10 State Improvement Status	

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.8	Yes	99.8	Yes	95.4		Yes	97.6		Yes	96.1			
White	100.0	Yes	100.0	Yes	96.0		Yes	96.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	95.4		Yes	100.0		Yes				
Native American														

Multiracial/Ethnic													
LEP													
Students with Disabilities	100.0	Yes	100.0	Yes	72.2		Yes	85.2		Yes			
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 (%)	96.2	96.4	96.7	96.0	96.1	96.0	95.8	96.1
Truancy Rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mobility Rate (%)	3.7	4.9	6.0	4.2	3.1	3.1	5.6	6.2
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	696	674	677	668	676	675	676	681
Low Income (%)	1.3	1.2	0.7	1.0	1.9	4.1	5.2	5.6
Limited English Proficient (LEP) (%)	4.0	3.3	2.8	2.8	3.0	4.6	4.1	1.9
Students with Disabilities (%)	-	-	-	-	-	-	-	-
White, non-Hispanic (%)	73.4	75.7	71.5	69.2	67.3	67.3	67.2	65.6
Black, non-Hispanic (%)	1.1	0.3	0.7	0.6	0.6	0.6	0.4	0.9
Hispanic (%)	2.7	3.4	4.7	5.1	4.4	5.0	5.6	4.3
Asian/Pacific Islander (%)	22.6	20.5	22.9	22.9	24.3	24.0	23.7	24.2
Native American or Alaskan Native(%)	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0
Multiracial/Ethnic (%)	-	-	-	2.2	3.4	3.1	3.1	5.0

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	76.7	0.7	3.3	19.0	0.3	-
	2001	72.4	1.6	2.2	23.8	0	-
	2002	73.4	1.1	2.7	22.6	0.1	-
	2003	75.7	0.3	3.4	20.5	0.1	-
	2004	71.5	0.7	4.7	22.9	0.1	-
	2005	69.2	0.6	5.1	22.9	0	2.2
	2006	67.3	0.6	4.4	24.3	0	3.4
	2007	67.3	0.6	5.0	24.0	0	3.1
	2008	67.2	0.4	5.6	23.7	0	3.1
	2009	65.6	0.9	4.3	24.2	0	5.0
	2010	62.8	1.2	4.5	24.3	0	7.2
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	3.7	1.5	99.7	96.6	3.7	-	0	-	-
	2001	5.2	1.0	99.3	96.2	2.7	-	0	-	-
	2002	4.0	1.3	99.3	96.2	3.7	-	0	-	-
	2003	3.3	1.2	99.3	96.4	4.9	-	0	-	-
	2004	2.8	0.7	99.3	96.7	6.0	-	0	-	-
	2005	2.8	1.0	99.3	96.0	4.2	-	0	-	-
	2006	3.0	1.9	99.3	96.1	3.1	-	0	-	-
	2007	4.6	4.1	99.3	96.0	3.1	-	0	-	-
	2008	4.1	5.2	99.2	95.8	5.6	-	0	-	-
	2009	1.9	5.6	99.2	96.1	6.2	-	0	-	-
2010	2.8	6.6	99.2	94.9	4.1	-	0	-	-	
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	675	-	-	-	-	-	-
	2001	692	62	96	73	90	88	-
	2002	696	78	64	95	75	95	-
	2003	674	72	75	70	80	78	-
	2004	677	71	75	80	89	80	-
	2005	668	76	77	70	73	93	-
	2006	676	79	83	79	85	78	-
	2007	675	78	81	82	79	92	-
	2008	676	63	84	86	82	80	-
	2009	681	68	67	87	92	81	-
2010	682	78	68	69	84	93	-	
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	54	13	52,021	37	63	14	-	0	0
	2001	55	12	53,423	41	59	15	-	0	0
	2002	57	12	52,204	36	64	14	-	0	0
	2003	60	11	53,473	36	64	13	-	3	0
	2004	65	12	55,553	34	66	12	-	0	0
	2005	61	12	58,158	29	71	13	-	0	0
	2006	63	12	61,090	34	66	12	-	4	0
	2007	67	14	63,990	29	71	12	-	2	0
	2008	67	12	66,854	22	78	10	-	6	0
	2009	69	12	71,520	19	81	11	-	2	0
2010	72	12	72,772	17	83	10	-	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 &amp; Analysis – Report Card Data

## Item 8a – Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
Groups	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	85.5	87.7	96.1	93.1	95.3	92.6	-	-	91.4	98.8	92.6	98.5	83.3	81.4	80.6	96.3	95.3	95.4
White	85.7	90.7	96.4	90.7	94.8	97.8	-	-	91.1	100.0	93.7	100.0	81.1	79.1	81.8	96.4	98.3	94.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	88.2	-	100.0	96.0	94.1	77.0	-	-	100.0	100.0	92.0	95.0	88.9	88.9	73.7	100.0	90.5	100.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	60.0	-	-	-	-	-	75.0
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	91.8	97.4	95.7	94.2	-	-	92.7	92.4	96.3	95.6	86.0	86.0	95.0	98.9	97.4	97.6
White	-	-	95.9	96.4	95.2	94.8	-	-	94.4	92.6	94.7	93.4	86.9	83.6	96.5	98.2	100.0	98.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	87.6	100.0	100.0	95.8	-	-	96.0	94.5	100.0	100.0	94.7	95.7	93.3	100.0	94.5	95.5
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	80.0	-	-	69.2	-	33.3	-	91.6	-	100.0
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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)

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	100.0	95.9	100.0	100.0	100.0	100.0	-	-	97.5	98.7	97.6	95.6	92.3	87.2	97.4	96.3	97.7	96.6
White	100.0	96.3	100.0	100.0	100.0	100.0	-	-	98.2	100.0	97.9	92.5	91.3	85.4	96.3	96.4	98.4	94.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	100.0	-	100.1	100.0	100.0	100.0	-	-	100.0	100.0	96.0	100.0	94.4	94.4	100.0	100.0	100.0	100.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	80.0	-	-	-	-	-	-	83.3
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	95.9	100.0	97.9	100.0	-	-	95.2	98.7	100.0	95.6	91.9	83.6	96.3	97.7	98.8	100.0
White	-	-	98.0	100.0	96.8	100.0	-	-	96.4	100.0	100.0	93.3	90.2	80.3	98.2	98.3	98.2	100.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	93.8	100.0	100.1	100.0	-	-	96.0	94.5	100.0	100.0	100.0	95.7	100.0	96.5	100.0	100.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	90.0	-	-	-	70.0	-	-	76.9	-	9.1	-	83.3	-	100.0
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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.

The Avoca School District is a very high performing district according to all state reports. A very low student to staff ratio enhances the ability of the faculty to provide a high quality education. District teachers have attained advanced degrees higher than the state averages. The sharp upturn in student achievement test scores are at a ten-year highpoint. These scores affirm the effectiveness of Avoca's strategic planning which includes our previous and current technology plans. In high achieving areas such as New Trier Township, a benchmark for success is that 90% or more of the students, including those students with disabilities, reach the meets-or-exceeds range and Avoca consistently reaches that mark.

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**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.**

All grade levels currently meet our target range of 90% meets and exceeds. However, because of our diverse student backgrounds we intend to see improvement continue in literacy gains in reading and writing. We are currently directing our resources toward placing more students in the exceeds category.

**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.**

Based on our data analysis, we are seeking literacy gains across all grade levels and ethnic backgrounds. Every grade level team identifies a target group to work with for literacy improvement. We are also concerned with raising the scores of hispanic students.

#### 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.**

Avoca District 37 utilizes local benchmark assessment data in the areas of Reading and Mathematics. This data is collected and analyzed in order to make decisions about educational programming for students. Student progress is monitored to ensure student achievement. Curriculum-based measurement (CBM) benchmarks are administered triennially in the area of early literacy and reading fluency. Measures of Academic Progress (MAP) testing is administered biennially in the areas of reading comprehension and mathematics.

This data drives the decision-making process of the instructional level that our students are achieving and drives our grade level SMART goals for all academics.

Both, Reading and Mathematics are indicated as areas of strength according to our school data.

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

Avoca District 37 is a high achieving school district. Our local assessment norms are consistently higher than the national norms.

**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.**

Ongoing progress monitoring of student growth contributes to Avoca's instructional goals. Avoca provides instruction for students based on each student's skill level. This is maintained through differentiation of instruction as well as flexible grouping based on student need.

**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.**

Avoca School District grade levels will update SMART goals on an annual basis. Over the next three years, needs assessments drive the decision making for schoolwide improvement.

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.**

The data collection tool used was a tax referendum vote on April 7, 2009. Parents response to educational initiatives has been very high throughout the past few years as evidenced by the passage of a tax rate referendum in April 2009. Parents and community approved the needs of the district 60-40 showing outstanding support and satisfaction in this crucial survey of the quality of the district. Also, every three years the superintendent and school board survey the parents to determine their satisfaction with district programs and important technology initiatives. This data was collected in June of 2008, as well as in November of 2006.

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

Parents response to educational initiatives has been very high throughout the past few years as evidenced by the passage of a tax rate referendum in April 2009. Parents and community approved the needs of the district 60-40 showing outstanding support and satisfaction in this crucial survey of the quality of the district. In the last parents survey, parents expressed overwhelming support for our 1-1 laptop program using technology seamlessly in the classroom and the use of technology to improve schoolwide communications.

**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.**

Communication with our community, especially non-parent community, was a strength of this process but in the future we need to continue using effective digital communication as they come available.

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

We need to continue and improve our communications with our community to continue the support of our current and future programs. It is because of the support we have from our community that we are able to continue to provide the 1-1 laptop program in grades 4-8 as well as laptop carts, and interactive whiteboards in grades K-4. We will continue to survey our parents and community using our district survey and other informal communication tools (Open House, Parent/Community Coffees, PTC meetings) to ensure that we will continue to provide a quality technology rich environment and exceptional technology integration in our classrooms.

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.**

District Online Needs Assessment(January 15, 2010), district teacher focus group discussion(September-February 2009/10), previous district surveys(2008-2010), communication with similar districts(ongoing), and in-classroom observation(September-February 2009/10).

Teacher technology proficiency is also monitored through the formal teacher evaluation process. In addition to formally evaluating teacher's use of technology in the instrument

itself teacher's also complete a self-evaluation. It is a district created assessment tool used to specifically evaluate their technology integration into their classroom practice.

District technology facilitators (certified teachers) work with all teachers on a weekly basis to provide technology staff development as well as assess teacher needs related to technology and technology integration practices.

One of the best ways we currently receive teacher feedback is through out monthly professional development meetings. Through this district committee teachers have a strong voice in planning future technology training sessions. Every formal district wide technology training is evaluated by attendees through a formal survey. The results are evaluated for future technology planning.

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

Survey data shows a high level of satisfaction with professional development at Avoca but a desire to continue refining delivery of training to more directly relate to teacher needs and modern classroom practice. Teacher satisfaction is shown in their continued requests for more time spent with the technology facilitators. This model for professional development has enabled us to provide thorough assistance for all 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.**

Staff development is a high priority at Avoca. We consider ourselves on the cutting edge of data based research reforms. We have been involved in principal led problems solving and RtI since 2000. This has had a positive impact on student performance as our test results indicate. Teachers will need to, and are asking for, more support for technology initiatives and how they relate to their classroom/subject area.

**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.**

Avoca needs to continue to analyze data continually in order to provide continuous appropriate training opportunities for faculty.

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.**

Parent meetings(October 5, 2009 andJanuary 6, 2010) and tax referendum vote(April 7,2009), informal discussion at Parent Teacher Conference Meetings.

The district sends out monthly *Board Briefs* and the *Avoca Vision*. This provides our community with valuable information on our technology initiatives as well as our community class offerings. Our district offers a variety of community technology classes throughout the year. Each participant completes a course evaluation which helps us to improve current classes as well as plan future sessions.

The district technology coordinator also participates in New Trier township articulation meetings.

The superintendent also attends village meetings where the major public service providers coordinate resources and plan programs for community members (including technology initiatives).

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

Avoca hosts multiple parent meetings throughout the year to get feedback from parents on our educational initiatives. 1,000 parents in our school community, 160 are registered volunteers of our Parent Teacher Council (PTC). This constitutes 16% of our parents coordinating other classroom parents, event contributors, and other school related volunteer needs.

**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.**

Avoca District 37 parents volunteer in classrooms regularly. Our parents attend open house and conferences consistently. Ongoing communication is maintained with parents in order to effectively meet the needs of our students at school as well as at home.

**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.**

Avoca District 37 will continue ongoing and consistent communication with parents.

#### 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.**

Inventory and teacher needs survey(January 15,2010)

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

The technology deployment is meeting the needs of most educators at Avoca.

**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.**

We have certain areas that are more underserved than others in non-core academic areas as we will work in the future to provide an equitable educational experience for all faculty and 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 technology deployment.**

A continuation of currently established technology immersion, per our technology inventory, with more attention in the future to the needs of non-core subject areas. We will continue to provide telecommunication services for all schools so that all teachers and students continue to have access.

#### District Technology Inventory - District Information

Number	
678	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
79	Number of Teachers (FTE - this does not include teacher aides)
5	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
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
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
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	Subtotal

2	Total number of instructional school buildings
0	Total number of non-instructional 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	Subtotal
0	Total number of instructional school buildings
0	Total number of non-instructional buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	82
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	37
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	12
	100+ mb Ethernet	0
	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	8
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mb Ethernet	13
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	82
	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)

Location	Computer Age	High Speed Access $\geq$ 56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	0	300	300	0	0	0	0	0	0	0	300	300
	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	300	300	0	0	0	0	0	0	0	300	300
<i>Dedicated Computer Lab</i>	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
<i>Media Center/Library</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	12	12	0	0	0	0	0	0	0	12	12
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	12	12	0	0	0	0	0	0	0	12	12
<i>Mobile Computer Lab</i>	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
<i>Administrative Offices</i>	Under 2 years	13	0	13	0	0	0	0	0	0	13	0	13
	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	13	0	13	0	0	0	0	0	0	13	0	13
<i>Teacher Offices</i>	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

<b>Other Locations</b>	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
<b>Instructional Classroom</b>	Under 2 years	0	300	300	0	0	0	0	0	0	0	300	300
	2-5 years	0	350	350	0	0	0	0	0	0	0	350	350
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	650	650	0	0	0	0	0	0	0	650	650
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	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
<b>Teacher Offices</b>	Under 2 years	0	100	100	0	0	0	0	0	0	0	100	100
	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	100	100	0	0	0	0	0	0	0	100	100
<b>Other Locations</b>	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)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	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
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	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
<b>Teacher Offices</b>	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
<b>Other Locations</b>	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)

Location	Computer Age	High Speed Access $\geq 56k$			Low Speed Access $< 56k$			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	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
<b>Dedicated Computer Lab</b>	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
<b>Media Center/Library</b>	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
<b>Mobile Computer Lab</b>	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
<b>Administrative Offices</b>	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
<b>Teacher Offices</b>	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
<b>Other Locations</b>	Under 2 years	3	3	6	0	0	0	0	0	0	3	3	6
	2-5 years	0	4	4	0	0	0	0	0	0	0	4	4
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	7	10	0	0	0	0	0	0	3	7	10

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	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
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	12
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	12
Media Center/Library	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
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)	13
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0

	Other PC	0
	Subtotal	13
Teacher Offices	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
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	650
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	650
Dedicated Computer Lab	MAC System 10.x	25
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	25
Media Center/Library	MAC System 10.x	12

	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	12
Mobile Computer Lab	MAC System 10.x	150
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	150
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	82
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	82
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)		
<b>Location</b>	<b>Operating System</b>	<b>Number</b>

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	0
	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	0
	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	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	3
	Switches	18

	Wireless Access Points	81
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	1

District Technology Inventory - Licensed Software

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

## District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	27	7	34
Stand-alone Printers/Multifunctional Units	0	12	12
Stand Alone Scanners	4	1	5
Digital Cameras	27	3	30
Camcorders/Movie Cameras	42	1	43
Satellite Dishes	0	0	0
Televisions	52	0	52
Video Microscopes	22	0	22
LCD Panels/Projection Devices	59	3	62
Fax Machines	0	4	4
Graphing Calculators	0	0	0
PDA's	0	0	0
Assistive/Adaptive Devices/Student Response Devices	27	2	29
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	23	0	23
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	6	0	6
MP3/ Electronic Readers, Kindles, etc.	10	0	10

## 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)	0	9	9
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	4	4
	<b>Number</b>		
<b>Classrooms with telephones</b>	<b>82</b>		

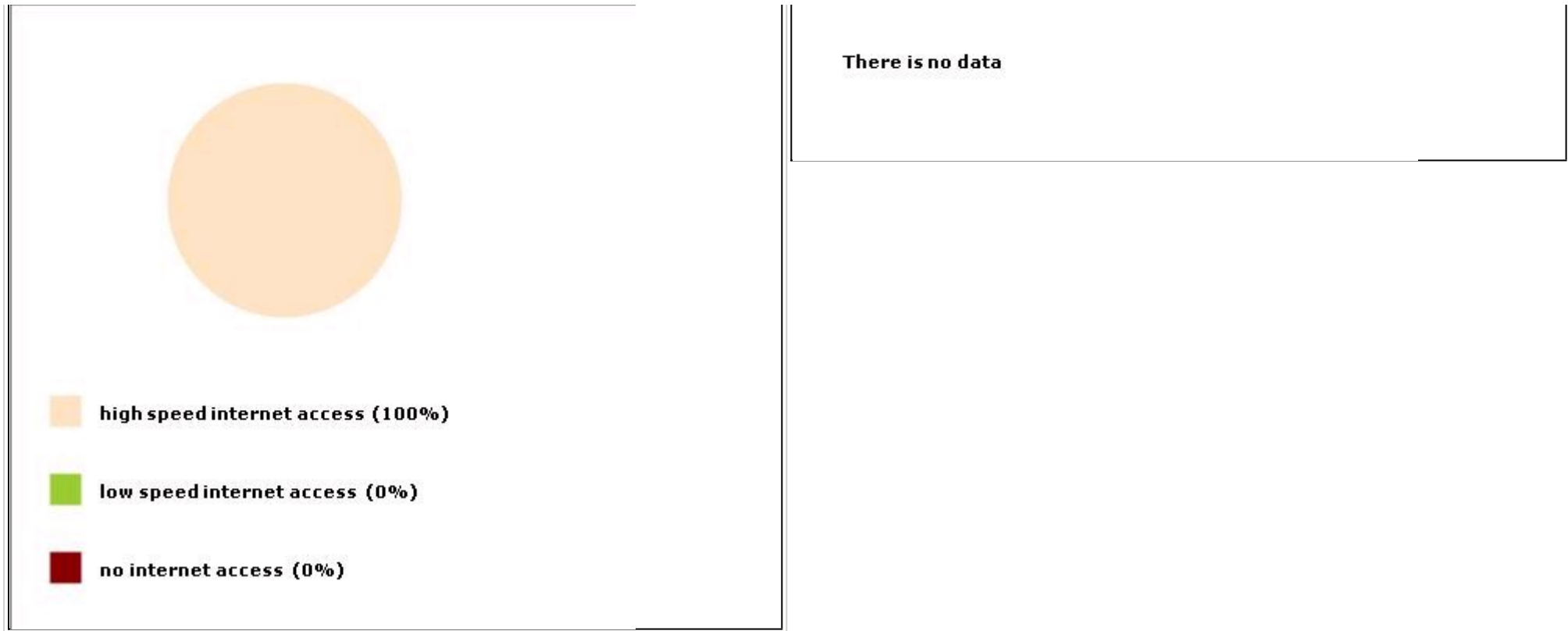
## District Technology Inventory - Distance Learning

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:**

<b>District Information:</b>							
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	
678		0		79		5	
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		
<b>Instructional School Building Internet Access (Chart) :</b>			<b>Non-Instructional Buildings Internet Access (Chart) :</b>				



**Computer Inventory:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations		
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac	
PC	Mac	PC							Mac	PC	Mac	PC			Mac
Computers	0	300	0	0	0	12	0	0	13	0	0	0	0	0	0
Desktops	0	300	0	0	0	12	0	0	13	0	0	0	0	0	0
Laptops	0	650	0	0	0	0	0	0	0	0	0	100	0	0	0
Tablets	0	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	7	7
	0	950	0	0	0	12	0	0	13	0	0	100	3	7	7

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
	950	0	12	0	13	100	10
Students per Computer						0.62	

**Computers with High Speed Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations		
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac	
PC	Mac	PC							Mac	PC	Mac	PC			Mac
Computers	0	300	0	0	0	12	0	0	13	0	0	0	0	0	0
Desktops	0	650	0	0	0	0	0	0	0	0	0	100	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	3	7	
Servers	0	950	0	0	0	12	0	0	13	0	0	100	3	7	
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		
	950		0		12		0		13		100		10		
Students per Computer with High Speed Access											0.62				

**Computers with Low Speed Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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
Total Computers in Each Location	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		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
Computers	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
313	400	0	12	350	0	0	0	0

**Internet Access:**

Number of Rooms	Type
62	10 mb Ethernet

0	100+ mb Ethernet
0	Dedicated Cable
0	DSL
172	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	919	Total Number of Computers with MAC System 10.x
25	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
34	Number of Networked Printers/Multifunctional Units	0	Number of PDAs
12	Number of Stand-alone Printers/Multifunctional Units	29	Number of Assistive/Adaptive Devices/Student Response Devices
5	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
30	Number of Digital Cameras	0	Number of Science Probeware

43	Number of Camcorders/Movie Cameras	23	Number of Electronic Whiteboards
0	Number of Satellite Dishes	0	Number of Whiteboard Peripherals (clickers, note capturing devices)
52	Number of Televisions	6	Number of Document Cameras
22	Number of Video Microscopes	10	Number of MP3/ Electronic Readers, Kindles, etc.
62	Number of LCD Panels/Projection Devices		
4	Number of Fax Machines		
0	Number of Graphing Calculators		

**Distance Learning**

Number of Access Points	Distance Learning
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.**

Our goal is to use our Measures of Academic Progress assessment to exceed the reading assessment expected growth by at least one point over each of the next three years which will help move students to the exceeds level on corresponding state assessments. For example, in our current year testing, 8th grade students grew less than one point in the reading assessment.

We continue to do an excellent job working with our lowest performing students. There were 27, 3rd-8th target students in math and 25 target students in reading for a total of

52. This is consistent with the last year's total of 49, which was a high-water mark for the district. In the previous three years the totals were 98, 76, and 72.

The two highest performing grade levels (and teacher teams) were 5th and 7th. In both reading and math, these two grade levels far exceeded the expected growth levels. In 10 of 14 tests in grades 2nd-8th, the 2010 RIT average exceeded the average attained in 2009. Grades 4th and 8th were the only two grade levels not to achieve at a higher rate this year.

In summary, the above data shows the continuous improvement goals we have had for the current year and which we will continue to have for the next three years.

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

**Phase I Goal 1 Title:**

Increase student literacy achievement.

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

**Phase I Goal 1 Title:**

Increase student literacy achievement.

Strategy 1

Use subscription services to provide students with reading and writing practice.

			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 Subscription to Study Island learning web site.	08/22/2011	06/10/2011	2,400	2,400			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 C. Action Plan – Professional Development

Phase I Goal 1 Title:												
Increase student literacy achievement.												
Strategy 1												
Send teachers to conferences targeting technology infused practices in reading comprehension.												
			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 Send appropriate faculty to Illinois Computing Conference	08/23/2010	06/10/2011	800	500			0	300	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:												
Increase student literacy achievement.												
Strategy 1												
Encourage parent involvement by having informational portal for new parents that shares student data.												
			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 Modify Avoca’s website to create a portal framework for new parent content	08/23/2010	06/10/2011	3,000	3,000			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 E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
Increase student literacy achievement.												
Strategy 1												
Remodel student information system to allow parent access to student assessment data.												
			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 Training and implementation of student data access portal.	08/23/2010	06/10/2011	3,000	3,000	0	D	0	0	0	0	0	0

Strategy 2												
Maintain telecommunication and internet access for the entire district.												
			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 We will continue provide phones and internet services for the entire district.			10,650	8,520	2,130	D	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	D	0	0	0	0	0	0

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

<b>Phase II Goal 1 Title:</b>
Increase student literacy achievement.

Section II B. Action Plan – Curriculum and Instruction

<b>Phase II Goal 1 Title:</b>												
Increase student literacy achievement.												
<b>Strategy 1</b>												
Use subscription services to provide students with reading and writing practice.												
			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 Subscription to Study Island learning web site.	08/22/2011	06/08/2012	2,400	2,400			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 C. Action Plan – Professional Development

Phase II Goal 1 Title:												
Increase student literacy achievement.												
Strategy 1												
Send teachers to conferences targeting technology infused practices in reading comprehension.												
			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 Send appropriate faculty to Illinois Computing Conference	08/22/2011	06/08/2012	800	500			0	300	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 II Goal 1 Title:												
Increase student literacy achievement.												
Strategy 1												
Encourage parent involvement by having informational portal for new parents that shares student data.												
			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 Open the portal for limited student data access for parents.	08/22/2011	06/08/2012	3,000	3,000			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 E. Action Plan – Technology Deployment

Phase II Goal 1 Title:													
Increase student literacy achievement.													
Strategy 1													
Remodel student information system to allow parent access to student assessment data.													
				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 Training and implementation of student data access portal.	08/22/2011	06/08/2012	3,000	3,000	0	D	0	0	0	0	0	0	

<b>Strategy 2</b>												
Maintain telecommunication and internet access for the entire district.												
			<b>Budget &amp; Funding Sources (\$)</b>									
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 We will continue provide phones and internet services for the entire district.			10,800	8,600	2,200	D	0	0	0	0	0	0

<b>Strategy 3</b>												
			<b>Budget &amp; Funding Sources (\$)</b>									
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	D	0	0	0	0	0	0

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

<b>Phase III Goal 1 Title:</b>												
Increase student literacy achievement.												

Section II B. Action Plan – Curriculum and Instruction

<b>Phase III Goal 1 Title:</b>												
Increase student literacy achievement.												

<b>Strategy 1</b>												
Use subscription services to provide students with reading and writing practice.												
			<b>Budget &amp; Funding Sources (\$)</b>									
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	Subscription to Study Island learning web site.	08/20/2012	06/07/2013	2,400	2,400			0	0	0	0	0	0
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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 C. Action Plan – Professional Development

Phase III Goal 1 Title:												
Increase student literacy achievement.												
Strategy 1												
Send teachers to conferences targeting technology infused practices in reading comprehension.												
			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	Send appropriate faculty to Illinois Computing Conference	08/20/2012	06/07/2013	800	500			0	300	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:												
Increase student literacy achievement.												
Strategy 1												
Encourage parent involvement by having informational portal for new parents that shares student data.												
			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 a full expression of student achievement data in the parent portal.	08/20/2012	05/10/2013	3,000	3,000			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 E. Action Plan – Technology Deployment

Phase III Goal 1 Title:													
Increase student literacy achievement.													
Strategy 1													
Remodel student information system to allow parent access to student assessment data.													
				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 Training and implementation of student data access portal.	08/20/2012	06/11/2010	3,000	3,000	0	D	0	0	0	0	0	0	

Strategy 2												
Maintain telecommunication and internet access for the entire district.												
			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 We will continue provide phones and internet services for the entire district.			11,000	8,700	2,300	D	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	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process  
Phase I

Using various online tools, teachers will monitor student achievement per the goals described. Ability of teachers to teach will be increased through these tools and conference attendance. Student test score results will be the ongoing measurable process throughout the length of this plan.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	MAP Data, Report Card Data, Student Assessment Data	Indicators will show that we continue to make AYP and continue to increase student achievement in literacy.	Yearly	Dr. Joseph Porto, Superintendent
PD Strategy	Teacher Evaluation Documents, Needs assessment for teachers, Administrative Team Reflection, Student Assessment Data Team Reflection, Student Assessment Data	Indicators will show higher teacher proficiency in utilizing technology to increase student achievement in literacy.	Yearly	Dr. Joseph Porto, Superintendent
P/C Strategy	Survey for Parents, Administrative Team Reflection, Student Assessment Data, Parents' comments on district blog (qualitative)	Indicators will show increased parent awareness of student achievement in literacy.	Yearly	Dr. Joseph Porto, Superintendent

Tech D Strategy	Administrative Team Reflection, technology use logs, various inventory records, student blogs	Indicators will show we are continually providing technology access to staff and students which support increased student achievement in literacy.	Yearly	Dr. Joseph Porto, Superintendent
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Section II F. Action Plan - Monitoring Process  
Phase II

Using various online tools, teachers will monitor student achievement per the goals described. Ability of teachers to teach will be increased through these tools and conference attendance. Student test score results will be the ongoing measurable process throughout the length of this plan.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
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**Section II F. Action Plan - Monitoring Process  
Phase III**

Using various online tools, teachers will monitor student achievement per the goals described. Ability of teachers to teach will be increased through these tools and conference attendance. Student test score results will be the ongoing measurable process throughout the length of this plan.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
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Tech D Strategy	Administrative Team Reflection, technology use logs, various inventory records, student blogs	Indicators will show we are continually providing technology access to staff and students which support increased student achievement in literacy.	Yearly	Dr. Joseph Porto, Superintendent

**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
Increase student literacy achievement.	19,850	17,420	2,130	0	300	0	0	0	0
Total Budget for Phase I - 2010-2011	19,850	17,420	2,130	0	300	0	0	0	0

**Phase II - 2011 - 2012**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Increase student literacy achievement.	20,000	17,500	2,200	0	300	0	0	0	0
Total Budget for Phase II - 2011-2012	20,000	17,500	2,200	0	300	0	0	0	0

**Phase III - 2012 - 2013**

<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
Increase student literacy achievement.	20,200	17,600	2,300	0	300	0	0	0	0
Total Budget for Phase III - 2012-2013	20,200	17,600	2,300	0	300	0	0	0	0
<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
Total Budget for Phases I, II, and III - 2010 - 2013	60,050	52,520	6,630	0	900	0	0	0	0

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**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.**

Avoca District 37 prides itself in creating and fostering a learning environment that maximizes the unique potential of each student we serve. Our District has an unending commitment to bring forth excellence in all spheres of operation and outreach. Avoca's technology goals evolved from the strategic planning process where representative groups of teachers, administrators, parents, school board members and business people formed to create a new vision and long-range technology plan for educational technology. Our librarians have worked with local adult literacy providers to gain their insight into working together for complete literacy improvement. The Avoca community clearly supports the technological practices that would best prepare our students for the rigors of this high school study and for the 21st century workplace due to passage of a tax-rate referendum in April of 2009. The resulting technology plan is a bold and ambitious long-range plan that is seated in extensive research reflecting current "best practice" in the field.

**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.**

## INTERNET SAFETY POLICY

Note: The following Internet safety policy was developed by E-Rate Central solely to address the basic policy compliance requirements of CIPA and NCIPA for E-rate funding. Schools and libraries adopting new or revised Internet policies may wish to expand or modify the sample policy language (as suggested in the accompanying Primer) to meet broader policy objectives and local needs. Neither the FCC nor the SLD has established specific standards for a CIPA-compliant Internet safety policy and neither has reviewed, much less endorsed, this sample policy.

## INTERNET SAFETY POLICY

### For Avoca School District #37

#### Introduction

It is the policy of Avoca School District #37 to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the

Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

#### Definitions

Key terms are as defined in the Children's Internet Protection Act.

### **Access to Inappropriate Material**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

### **Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the Avoca School District #37 online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called

'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

**Supervision and Monitoring**

It shall be the responsibility of all members of the Avoca School District #37 staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the District Technology Coordinator or designated representatives.

**Adoption**

**The Board of Avoca School District #37 adopted this Internet Safety Policy at a public meeting, following normal public notice, on May 21, 2007. There is no board policy number for this document.**

CIPA definitions of terms:

**TECHNOLOGY PROTECTION MEASURE.** The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**HARMFUL TO MINORS.** The term “harmful to minors” means any picture, image, graphic image file,

or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors,

an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**SEXUAL ACT; SEXUAL CONTACT.** The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Page 2 Internet Safety Policy

Peer Review Feedback Form

District Name : Avoca SD 37	RCDT #:	050160370020000
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed:	05/11/2010
School Years Covered by Plan:	ISBE Approval Date:	06/28/2010
<input checked="" type="checkbox"/> 2010-2011 <input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013	Plan Expiration Date:	06/30/2013

Section Used for Mid-Course Correction Only

Mid-Course Correction(MCC)

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.	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments: Summary of technology as it exists now - not a vision for the future. No fax numbers 6/22/10 FBishop, ISBE: Revisions Noted.	

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> <li>● Part A. Illinois School Report Card Data</li> <li>● Part B. Local Assessment Data (as available)</li> <li>● Part C. Other Data -- Item 1,2 &amp; 3</li> <li>● Part D. Technology Deployment</li> <li>● Part E. Data &amp; Analysis - (Meta-Analysis)</li> </ul>	
Comments: 6/22/10 FBishop, ISBE, MINOR REVISION: Technology Inventory Section. (Part D) See notes below. 6/24/10 Revisions Made.	
	A.Key factors-does not address the needs, gaps data summary;

Conclusion-everyone/all subgroups?; 6/22/10 FBishop, ISBE, Revisions Noted. Your summary does not address students with disabilities. B.Conclusion-reword to show what will do in future 6/22/10 FBishop, ISBE, Revisions Noted. C1.Description-no tools - what is data?; Summarize-doesn't relate to tax referendum; Key Factors-doesn't relate to data; Conclusion - doesn't relate to data; 6/22/10 FBishop, ISBE, Revisions noted however, conclusions Box is not focused on access and use of technology by students, nor is this section and that of C.3\*, by acceptable data. ISBE suggests the use of the Data Portal to survey parents and community stakeholders as well tools and surveys available to districts available on our website at <http://www.isbe.net/grants/html/parent.htm>. Please consider the use of these tools as you monitor parental and stakeholder involvement during annual reviews. C2.Description - no dates; Summarize-what is data?; Key factors-doesn't relate to data; Conclusion-doesn't relate to educator data presented; 6/22/10 FBishop, ISBE; Revisions noted. However, ISBE suggests the use of the Data Portal to assess Teacher proficiency and needs in regard to technology in the classroom. Survey results may help guide district decision making in regard to PD. Contact your LTC for more information about the Data Portal. C3.Description-tools don't relate to parent community involvement; Summarize-Data doesn't match list of tools; Key factors-part of summary? Last sentence OK; 6/22/10 FBishop, ISBE; Revisions noted. Please see comments for C.1.\* D.Summary-no summary for inventory, tech literacy should, local assessment; Key factors-programs not about 'the stuff'; Conclusion-needs to be clarified related to data; 6/22/10 FBishop, ISBE; Revisions needed. FTE Teacher count is zero. Please correct. Please reverify all inventory numbers. E.(page 46)Smart Goal not specific. If it read something like..."Using measures of academic progress reading comprehension students will achieve at least 1 point over their expected growth for each of the next 3 years" If 2nd ¶ is a goal, reword so it meets Smart criteria; 6/22/10 FBishop, ISBE; Revisions noted. The goal statement present in the plan is adequate under NCLB, but does not specify numerically, a target range, based on current data, to address the broader vision toward continuous improvement for all students enrolled in the district. The district is strongly encouraged to include a goal statement written toward the maintenance of high academic achievement for all students in addition to statements addressing educational goals for specific subgroups. 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.

Section II: Action Plan	Requirements
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<p>Part A. Overall Review of Action Plan</p> <ul style="list-style-type: none"> <li>● A.1 Goals</li> <li>● A.2 Strategies and Activities</li> <li>● A.3 Budget</li> </ul> <p>Comments: A.1 Part D - socio economic? Where does this come from? See above. Part E - No Budgets: No e-rate, no ICN, no telecom? No SIS, no MAP A.3 Budget - summary not realistic Part D is completed.</p>	<p><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p>
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<p>Part B. Curriculum Integration Strategies and Activities</p>	<p><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p>
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<p>Comments: Goal 1 - Part B - Not a smart goal, not connected to student achievement - didn't use goal from meta data section Spans 3 years for each phase Strategy repeated from goal</p>	
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Activity relation unclear Goal 2 - Part B - no strategies, no Activities, no dates 6/22/10 FBishop, ISBE: Revisions Noted. Please revise these goals to address specific outcomes and continuous high academic achievement for all students, including subgroups.

#### Part C. Professional Development Strategies and Activities

Meets  Does Not Meet

##### Comments:

Goal 1 Part C- See above Goal 2 Part C - no dates 6/22/10 FBishop, ISBE: Revisions Noted. Please revise these goals to address specific outcomes and continuous improvement of instruction. Activities should be selected to meet the needs of all students as you continue to assess the needs and proficiency of staff in regard to Educational Technology. (See suggestions from Section I, C.1-3)

#### Part D. Parent/Community Involvement

Meets  Does Not Meet

##### Comments:

Goal 1 - Part D Socio economic? Where does this come from? See above 6/22/10 FBishop, ISBE; Revisions needed in Phases II and III. The activity listed is appropriate for phase I, but does not indicate scaling in Phases II and III to address the following. □ Promote increased, parent involvement □ Increase communications with parents □ Inform parents of how technology is being used □ Promote collaboration with adult literacy service providers if applicable Budget is zero in Phase II. 6/25/10 Revisions Noted. The district is encouraged to continue to find ways to build parental and community support and collaboration to support educational goals.

#### Part E. Technology Deployment

Meets  Does Not Meet

##### Comments:

Goal 1 - Part E No Budgets? No e-Rate - no ICN No telecom? No SIS, no MAP 6/22/2010 FBishop, ISBE: E-Rate reimbursements or discounts were not budgeted in this plan. If your district intends to apply for e-Rate, you must create a new plan or file a mid-course correction, as applicable, prior, to filing your Form 470, to include USAC required Tech Plan components to comply with USAC rules and regulations. Does the district intent to acquire technology in the future to the needs of non-core subject areas, to align with your stated conclusion in Section I, Part D?

#### Part F. Monitoring

Meets  Does Not Meet

##### Comments:

Doesn't relate to student achievement goals 6/22/10 FBishop, ISBE; Revisions needed: Monitoring Tools must be specific to the group or stakeholders being assessed. This section

should name tools readily available and designed to help the district capture data and measure success. Tools will vary from those accessible by students (i.e state and local assessments, Data Portal), teachers (state and locally developed assessments, Data Portal), and parents/community members (i.e. Data Portal, i.e, Parent Involvement Analysis Tool. Network instruments, technology use logs, and inventory records would be more appropriate to measure tech deployment strategies. Progress indicators should be aligned to the tools selected and stated achievement goals for all students. 6/25/10 FBishop, ISBE: Phase I monitoring tools are updated. Changes are still needed in Phases II and III. Progress indicators should be aligned to the tools selected. 6/25/10 Fbishop, ISBE: Revisions Made.

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement

Part B. Internet Safety Policy

Meets  Does Not Meet

Comments:

No adult literacy, no library No policy #, date 6/22/10 FBishop, ISBE: Revisions Noted.

ISBE Review

Approved  Revisions Needed  Not Approved

Comments:

3/17/2010 FBishop: This plan was submitted after the deadline. No request for extension was found on file. In order for this plan to be reviewed for approval in the second round of reviews commencing May 7, 2010, an appeal for an extension must be submitted by email to mcullen@isbe.net. If you choose not to appeal/and or submit revisions for FY10 approval, your plan will remain online. For consideration for review next year, please resubmit the plan through the FY11 proper Template once it is made available. 6/22/2010 FBishop: 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. 6/16/2010 FBishop ISBE: Not Approved- Tech Plan and/or the revisions to the tech plan were not received during the period of review and/or after the window of acceptance. This plan will not be reviewed for 2010 approval. You may re-submit the plan for FY11 approval after the FY10 template is made available online. Note, you will not be able to submit the current plan in the same template for review next year. Tech planning information for FY11 approval will be shared with districts via the Learning Technology Centers as soon as it is available. Additionally, important dates and information about the tech plan writing and approval process for expired plans will be posted online at <http://isbe.net> . 6/1/2010 Fbishop, ISBE: Your plan is unlocked and open for revisions. Appeal granted by Marica Cullen. Revisions are due no later than EOB 6/15/10. 4/1/2010 FBishop, ISBE: Extension granted by Marica Cullen. If submitted by May 7, this plan will be reviewed. Watch the Illinois State Board of Education's website or contact your Learning Technology Center Director for technical assistance about updating your plan, as well as important dates and information relative to the Technology Integration Plan approval process for 2011. 4/1/10 FBishop: Request for extension until May 7, 2010 is approved. 5/24/2010 Fbishop, ISBE: Not Approved- Based on the recommendation made by a panel of reviewers, the Illinois State Board of Education (ISBE) is not able to approve the Technology Integration Plan, as submitted, in accordance with Technology Plan Requirements required by USAC and/or in compliance with Title IID. You will find deficiencies noted in the comments above. Your district may file an appeal, requesting a one-time agency review of approvable changes you plan to submit, via email to mcullen@isbe.net within 10 business days of the posting of this notice. Contact your Learning Technology Director

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for technical assistance regarding revisions prior to resubmitting the plan. Additionally, USAC has a website, which may offer additional tech plan writing support and/or guidance: <http://www.usac.org/sl/applicants/step02/technology-planning/questions-consider-technology-planning.aspx> . 6/1/2010 Fbishop, ISBE: Your plan is unlocked and open for revisions. Appeal granted by Marica Cullen. Revisions are due no later than EOB 6/15/10. 6/22/2010 FBishop: Based upon a review of your plan, the Illinois State Board of Education finds this plan to be in need of minor 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 5 calendar days. 6/25/2010 FBishop: Based upon a review of your plan, the Illinois State Board of Education finds this plan to be in need of minor revision. Approvable changes must be received by EOB 6/28/10 for FY10 Approval.

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