

Initial Submission	02/19/2011
ISBE Approved	04/26/2011
MCC Review Date	
MCC Approval Date	

 District Information

1. District Information

District Name:	Mulberry Grove CUSD 1	District Address:	801 W Wall St
City/State/Zip:	Mulberry Grove, IL 62262 1049	RCDT Number:	030030010260000
Superintendent:	Mike Gauch	Superintendent Email:	mgauch@mgschools.com
District Phone:	6183268812	District Fax:	6183268482
TIP Contact Name:	John Paine	TIP Contact Email:	jpaine@mgschools.com
TIP Contact Phone:	6183268221	TIP Contact Fax:	6183267504

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.

Vision Statement:

The Mulberry Grove Unit #1 vision is to utilize all available technologies to provide all district stakeholders with the means and knowledge to function effectively by promoting educational excellence and achievement in an ever-changing technological world.

Vision Explanation:

Explanation of how vision will be supported by:

- Telecommunication and other innovative tools will support our vision statement by supplying the most up-to-date infrastructure to our students and faculty. Support through voice, data, and transport services will provide the best promotion of the vision.
- Instructional Technology will support the vision statement by increasing adaptive and transforming activities that support problem-based learning and student-centered instruction.
- Informational Technology will support the vision statement by providing faculty and students in the classroom with access to technology tools and systems that allow them to process and distribute information in digital and other various forms.

Forward thinking is incorporated into the vision statement by:

Mulberry Grove is a district with a stable student and community population. Funding for technology in our district has been fairly stable, but has not provided us with a consistent replacement strategy for technological needs. In order to provide all stakeholders with access to innovative tools, the district will remain forward thinking by annually reviewing:

- Building and construction
- Student population
- Community development and growth
- Academic achievement
- Budget needs

Section I A. Data & Analysis – Report Card Data
Item 1– 2010 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	2010-11 Federal Improvement Status	
Is this District making AYP in Mathematics?	Yes	2010-11 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		77.5			77.5			91		80	
All	100.0	Yes	100.0	Yes	71.2		No	79.5		Yes	94.9	Yes	93.9	Yes
White	100.0	Yes	100.0	Yes	74.1		Yes	81.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	54.2	59.7	No	69.9	72.7	Yes	93.9		100.0	

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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% 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 – 2010 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								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	96.2	95.1	95.6	94.4	95.5	95.9	95.2	94.9
Truancy Rate (%)	0.2	0.0	0.0	0.7	0.7	0.3	0.2	0.0
Mobility Rate (%)	14.7	15.9	13.8	14.5	20.3	18.2	13.9	16.9
HS Graduation Rate, if applicable (%)	100.0	83.3	86.2	97.6	92.5	91.4	81.4	93.9
HS Dropout Rate, if applicable (%)	3.1	2.1	0.7	0.6	0.7	3.2	1.6	0.7
District Population (#)	463	468	443	448	420	456	464	470
Low Income (%)	11.4	26.7	35.4	38.2	47.9	36.0	39.2	43.2
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)	-	-	-	-	-	-	-	17.4
White, non-Hispanic (%)	92.2	92.7	94.6	92.2	91.9	93.2	90.9	89.4
Black, non-Hispanic (%)	7.6	6.8	4.5	6.7	6.9	3.7	6.3	6.8
Hispanic (%)	0.0	0.2	0.2	0.2	0.2	0.2	0.0	0.2
Asian/Pacific Islander (%)	0.2	0.2	0.0	0.0	0.0	0.2	0.2	0.4
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4
Multiracial/Ethnic (%)	-	-	0.7	0.9	1.0	2.6	2.6	2.8

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	89.6	10.2	0	0.2	0	-
	2001	90.2	9.2	0.6	0	0	-
	2002	92.6	7.0	0	0.2	0.2	-
	2003	92.2	7.6	0	0.2	0	-
	2004	92.7	6.8	0.2	0.2	0	-
	2005	94.6	4.5	0.2	0	0	0.7
	2006	92.2	6.7	0.2	0	0	0.9
	2007	91.9	6.9	0.2	0	0	1.0
	2008	93.2	3.7	0.2	0.2	0	2.6
	2009	90.9	6.3	0	0.2	0	2.6
	2010	89.4	6.8	0.2	0.4	0.4	2.8
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	41.9	98.1	95.0	23.3	6	1.3	3.0	90.0
	2001	0	39.7	100.0	94.2	22.8	7	1.4	4.3	85.3
	2002	0	37.4	100.0	94.7	12.7	5	1.1	5.6	89.2
	2003	0	11.4	100.0	96.2	14.7	1	0.2	3.1	100.0
	2004	0	26.7	100.0	95.1	15.9	-	0	2.1	83.3
	2005	0	35.4	100.0	95.6	13.8	-	0	0.7	86.2
	2006	0	38.2	100.0	94.4	14.5	3	0.7	0.6	97.6
	2007	0	47.9	100.0	95.5	20.3	3	0.7	0.7	92.5
	2008	0	36.0	100.0	95.9	18.2	1	0.3	3.2	91.4
	2009	0	39.2	100.0	95.2	13.9	1	0.2	1.6	81.4
2010	0	43.2	99.6	94.9	16.9	-	0	0.7	93.9	
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	472	-	-	-	-	-	-
	2001	501	30	45	40	45	36	35
	2002	457	31	32	41	41	43	22
	2003	463	38	30	31	41	39	33
	2004	468	38	36	31	43	41	30
	2005	443	26	40	37	36	40	43
	2006	448	35	28	37	26	43	38
	2007	420	27	37	26	38	26	34
	2008	456	25	26	35	36	35	35
	2009	464	28	24	26	27	40	32
2010	470	32	28	26	38	29	30	
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	16	33,255	74	26	16	11	0	0
	2001	36	16	34,491	75	25	17	11	0	0
	2002	37	17	36,159	76	24	16	10	0	3
	2003	35	18	38,160	71	29	17	11	0	0
	2004	32	17	39,568	72	28	17	13	0	0
	2005	32	18	40,472	72	28	15	15	2	0
	2006	34	16	40,397	71	29	13	17	2	0
	2007	34	15	41,740	73	27	13	16	0	0
	2008	35	13	41,826	71	29	15	14	0	0
	2009	35	13	42,786	74	26	14	14	0	0
2010	37	12	44,595	67	33	14	14	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)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	73.9	62.9	60.8	73.9	75.0	69.7	-	73.1	65.7	68.2	68.1	74.0	62.1	76.3	62.9	74.3	59.2	76.9
White	73.9	62.5	68.0	72.7	72.0	73.3	-	76.0	66.7	75.0	68.1	82.6	62.9	76.3	65.4	75.0	69.5	82.6
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	54.6	42.9	46.2	70.0	50.0	50.0	-	-	33.3	60.0	-	-	15.4	78.6	50.0	58.4	33.3	58.4

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	75.7	82.8	80.7	86.5	67.9	-	57.7	85.7	77.8	63.0	75.7	78.6	69.2	75.0	79.4	82.5	76.7
White	-	77.4	85.2	83.4	88.2	69.6	-	57.7	87.9	77.8	64.0	76.5	76.4	70.6	75.0	78.8	84.6	81.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	66.6	60.0	68.8	53.9	-	-	75.0	-	40.0	52.9	61.5	60.0	-	-	76.9	64.3

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Reading grade 11

Groups	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	55.0	50.0	63.0	52.9	40.6	48.1
White	54.0	51.6	63.0	50.0	40.7	48.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	-	-	-	36.4	-

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, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	91.3	68.5	75.0	95.7	96.4	81.8	-	88.4	80.0	81.8	86.3	92.6	78.4	84.2	81.5	74.2	77.8	80.8
White	91.3	65.6	80.0	95.5	96.0	83.3	-	88.0	81.8	85.0	86.3	95.7	80.0	84.2	84.6	75.1	82.6	91.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	81.8	57.1	61.6	100.0	90.0	71.4	-	-	66.6	70.0	-	-	69.2	71.4	66.6	58.3	58.3	66.7

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	90.9	85.7	92.3	83.8	78.5	-	76.9	88.6	83.3	88.4	81.1	73.8	69.3	83.3	79.5	87.5	86.7
White	-	93.5	88.2	95.8	85.3	78.3	-	76.9	90.9	83.3	87.5	82.3	73.7	73.6	83.3	78.8	89.7	92.6
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	66.6	80.0	68.8	69.2	-	-	91.7	-	-	64.7	53.8	66.7	-	-	76.9	71.4

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	40.0	36.1	51.9	41.2	37.5	44.4
White	43.2	38.7	51.9	37.5	44.4	44.4
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	-	-	-	9.1	-

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.

District Information

- Our district student population in 2010 is 470. This represents an increase of enrollment by 50 students from 2007. This is the highest enrollment for our district since 2001.
- The student-to-teacher ratio in grades K-8 have steadily declined since 2000, while the student-to-teacher ratio in grades 9-12 has increased by 30% during the same time period.
- According to our 2010 report card, our district's population is 89.4% white, 6.8% black, and 0.2% Hispanic. These statistics have changed very little in the past three years.

- 100% of our students are English speaking.
- 43.2% of our students are low income. This number is down slightly.
- The mobility rate for all students is between 12% and 20% for the last five years.
- Our instructional expenditure is \$4,845 per pupil. This is a \$1600 increase from ten years ago.

Low income students have increased to 43.2% from 11.4% over an eight year period.

Our mobility rate has remained fairly high at nearly 16% for the last five years.

Our district has recently seen a slight increase in student population.

The increase in student to teacher ratio in the high school directly reflects the loss of teaching positions. The mobility rate has stayed constant since 2002.

Educator Data

- According to our 2010 report card data, our district's staff is 97% white, and 3% Asian. This has remained the same for the past five years.
- All classes are taught by highly qualified teachers according to NCLB standards. This trend is unchanged in the last five years.
- Teachers have an average of 12 years experience, and 33% have a Master's Degree. Our average years of experience has decreased by three years in the last five years. Teachers with Master's Degrees has increased five percent in the same time period.

According to our 2007 report card, our average teacher has 12 years of experience. This does not reflect the relatively high turnover rate of the high school teachers.

Student Achievement Data :

- According to our 2010 ISAT scores, our 3-8th grade elementary students met or exceeded at rate of 74% in 2010 in reading and math. Reading and math scores have decreased 9% over the past three years.
- The Accelerated Reader data for the current year in sixth grade shows that students are taking and passing quizzes at a grade level of 5.0. This has been a trend for the past three years.

ISAT data summary:

ISAT math scores for third grade and eighth grade were compared. Scores from 2005 to 2010 show that at the eighth grade level, in four of the six years, the scores for meets and exceeds rose above 75%. The same period at the third grade level shows scores for meets and exceed rose above the 75% in all but one year.

The ISAT scores show third grade reading scores have increased from 2007 to 2010.

PSAE Summary:

Our 2010 PSAE scores show that 48% and 44% students are meeting and exceeding in reading and math respectfully in 2010. PSAE results indicated that we have seen little or no significant upward trend in mathematics over the past 6 years with only 1 student exceeding the standard in this time period.

PSAE scores from 2005 through 2010 show students decreased in scores from 55% meets or exceeds in 2005 to 48% in 2010 in reading. Over the same period, students averaged approximately 45% at the meets or exceeds level in mathematics.

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.

Key Factors:

Low income students have increased to 43.2% from 11.4% over an eight year period.

Our mobility rate has remained fairly high at nearly 16% for the last five years.

Curriculum mapping throughout the district is incomplete at this time, and this has negatively impacted our PSAE scores.

Needs/Gaps:

There seems to be a significant gap between ISAT scores and our local assessment data. Our ISAT data indicates that our sixth grade students are succeeding according to state standards, while our Accelerated Reader data indicates that the students are performing below grade level.

This district needs to improve basic literacy skills as measured by the Accelerated Reader program.

We need to explore learning strategies that better address low income and low achieving students' learning needs, with a special focus on high school.

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

District - Our district has seen a steady population from 2003, with a variance of 50 students. The percentage of low income students has increased 30% since 2000. The increase in student to teacher ratio in the high school directly reflects the loss of teaching positions. The mobility rate has remained steady since 2002.

Educators - According to our 2010 report card, our average teacher has 12 years of experience. This does not reflect the relatively high turnover rate of the high school teachers.

Student Achievement- Our 2010 report card indicates that AYP is being achieved in reading and math at the rate of 43%. Our PSAE scores show room for much growth in math. Our low income students perform at least 15% below the regular student population.

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.

Accelerated Reader and STAR tests were used for local assessment data. The Accelerated Reader data was collected from August 2010 through December 2010 in grades third and sixth.

The STAR test was administered by teachers upon the start of the school year in the fall of 2010, and was repeated at the end of 2010 in grades third and sixth.

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

The Accelerated Reader scores for January 2011 in third grade indicate that the students are taking and passing quizzes on a 3.5 level. The average for sixth grade tests is a 5.0 level. These numbers are indicative of testing scores over the past three years. No increase or decrease in these scores has been observed.

STAR tests in August of 2010 show that the incoming third graders tested at a 2.8 grade equivalent. The incoming sixth graders averaged a 5.0 grade level. Again, these scores have remained consistent over the last three years.

These two tests indicate a positive gain for the third grade.

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.

Key factors :

Several key factors contribute to the low reading test scores. Budgeted monies that focus on instruction and curriculum needs are inadequate. There is limited time to access the technology among the lower grades. Instruction in technology for the lower grades is inconsistent, varying widely from teacher to teacher.

Needs/Gaps:

There is a fairly high percentage of low income families in our district. Our district needs to explore learning strategies that address the needs of the low income population. Literacy skills also need to be addressed at the higher grades.

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.

Analysis of the data indicates that as students progress to higher grade levels, test scores in both reading and mathematics decrease. District STAR and Accelerated Reader data does not support district ISAT scores in that 83% are meeting or exceeding at the state level, while the local assessment data indicates only 14% of sixth grade students are reading at or above grade level.

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 tools used to collect data for this section of the plan were generated by the Illinois Data Portal. Students, parents, teachers, administrators, and community members took the surveys in the fall of 2010. 90% of the faculty, and almost 25% of the student population were surveyed. These surveys are ongoing.

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

81% of 2010 Student NextStep surveys indicated that students are proficient in technology usage. They are also confident in their usage of the Internet. 57% of students surveyed stated that they have used the Internet for more than five years. 77% of students say they use technology ethically and responsibly.

60% of students who took the proficiency test passed the digital tools portion.

80% passed the technology operations and concepts portion.

73% of educators have attended technology-based workshops.

45.8% of educators have at least five years experience teaching technology to students.

77% of educators use computers for Internet based research.

54% of teachers classify themselves as a beginner of technology with support.

75% of the community surveyed feel that technology is critical to the learning experience of students.

Analysis:

54% of teachers indicated on the 2010 survey that they feel confident in their use of technology, while 81% of students indicated a proficiency of usage. In 2007, only 50% of teachers indicated a confidence level, and students had a confidence level of 75%. This shows an increase in confidence for both surveyed groups over a three-year period.

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.

Key Factors:

- inconsistencies as indicated by the data tools deployed
- lack of professional development contributes to the gap as indicated by the teacher survey
- stakeholders believe we have adequate technology available in our district, and the student skill level is sufficient.
- technology has not been implemented successfully into the reading and mathematics curriculum to support improvement in those areas.

Needs/Gap:

The increase of teacher confidence in technology has only shown a marginal increase. Teachers need to find ways of becoming more confident in their usage, and be able to translate that confidence into the ability to teach their 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 attributes and challenges of the district and community that have affected student learning.

The Mulberry Grove Community Unit School District needs to focus an emphasis on technology integration into the curriculum. The focus must meet the need of the growing number of low income students in the district. More consistent teacher training will also narrow the gap.

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.

90% of faculty of the Mulberry Grove Community Unit 1 District took the NextStep survey from the Illinois Data Portal in the fall of 2010. Administrators took the data collection tool part of the survey in the fall of 2010.

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

The 2010 teacher survey indicates that 66% of teachers are satisfied with their access to the technology available within the district.

53% use a computer less than one hour a day.

45% report daily use of computers with students.

52% have more than five years experience teaching technology to students.

66% of teachers are frustrated with the lag time to get repairs completed.

47% do not feel confident in their ability to integrate technology into their curriculum.

Analysis:

The comparison of 2007 to 2010 indicates marginal growth in all areas. This indicates that more professional development is needed, along with a different form of accountability and reporting of data.

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

There are several key factors that affect the gaps in teacher technology proficiency. New teachers tend to be more proficient in technological skills, and are more confident in infusing technological skills into the curriculum. Teachers feel unable to design projects that enhance the technological skills of their students.

Needs/Gap:

The needs of the teachers must be met in order to improve the ability to meet the needs of the students. Teachers need the appropriate training to allow them to integrate the technology into the curriculum. A greater budget allowing for professional development throughout the district will dissuade this trend.

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.

Presently, only half of the district teachers have spent more than five years teaching technological skills to students. Teachers have indicated that they are dissatisfied with response time to repair needs. Teachers have also indicated they are not confident in their use of instructional technology at all levels.

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.

In the fall of 2010, less than 10% of parents and community members of the Mulberry Grove Community Unit #1 school district took the online data collection tool as deployed through the Illinois Data Portal. Requests for participants were mailed with the second quarter report cards to all high school and junior high students, and a take-home flyer was sent to all elementary school students in the district.

In the fall of 2010, 100% of elementary school parents participated in parent/teacher conferences. That number drops below 50% for the junior high and high school.

Parents access student grades from first grade through graduation. The access is gained through a secure web server using the Parent Connect software.

The Mulberry Grove School district communicates with their parents in a variety of ways. Parent teacher conferences are held twice a year. The district maintains a website with basic information. Teachers are given school-maintained emails that they use to communicate with parents and each other. The school utilizes the School Reach program, which calls parents with notifications and information about upcoming events. The school also utilizes the parent connect program, which allows parents to check student grades online, from first grade through graduation.

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

Of the 10% of parents who participated in the survey:

100% of parents and community members surveyed online indicated that they have a home computer.

100% of parents and community members surveyed online indicated that they have internet access at home.

92% indicated that they use a computer for work.

87% of those surveyed indicated they are confident in their computer skills.

0% of paper surveys sent home with students were returned.

The school district has excellent participation with parents at the elementary level, which sharply decreases as students progress through junior high and high school. Family

Reading Night, Open House, and the Science Fair are all well-attended by parents from the elementary school, while sporting events seem to be the main draw for parents at the high school level.

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.

Key Factors:

The parents and community members were asked to take an online survey, and thus, need to have access to the internet to do so. No paper surveys sent home with students were returned. This has resulted in skewed results for this portion of the plan.

Needs/Gaps:

The Mulberry Grove school district needs to increase parent involvement in the junior high and high school level. The school needs to be more aggressive in soliciting surveys for data collection.

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.

While 100% of parents have been contacted using the school reach phone program, it is not reasonable to conclude that 100% of parents and community members have internet and computer access in our area. As we are a poor, rural district, many cannot afford to maintain a computer with internet access, and thus were unable to take the online survey.

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.

Fall 2010 - On-site surveys were taken through the district to identify all hardware and software currently deployed in the district.

Fall 2010 - An access database was created to be maintained by the district to accurately track the district inventory of technology.

Winter 2011 - A walk-through of all buildings took place in the fall of 2010 to verify and update all current data, telecommunications equipment, infrastructure, etc.

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

Infrastructure

Summary

All switches are running at least 100 meg.

Every classroom in the high school has either a desktop or laptop computer.

Every classroom in the elementary school has at least two computers or laptops.

Wireless access is available throughout the district.

Several switches have been updated to support 1000 meg.

Analysis

While the backbone and servers are capable of running at higher speeds, nearly 50% of our computers are 5 years or older, with low-speed network cards.

The district does not maintain any managed switches.

Hardware

Summary

Six servers are running in the district. Two are over five years old. Three have been recently upgraded, and are under two years old.

39 computers total are dedicated to two labs.

135 computers are available in instructional classrooms.

Nine computers are in use for administrative purposes.

The district has seven digital cameras.

Three camcorders are available.

Five color laser printers are in the district that are networked and available for teacher use.

Three copiers are networked to server as printers for large print jobs directly from the teacher workstation.

55 LCD panels/projection devices are in the district.

Four interactive whiteboards are used in the district.

Analysis

While the student to computer ratio is 2.28, only 20 computers are available to all students in the district in a computer lab setting. 18 of the 39 computers listed above are only accessible to the elementary school in the form of a mobile laptop cart.

The remaining 96 computers are scattered though the thirty-seven instructional classrooms.

The two junior/high school special education classes have exclusive access to 13 of those computers.

Software

Summary

5.5% of the computers in the district use the Windows 7 operating system.

1.5% use Windows Vista.

81.5% use some version of Windows XP.

11.5% use Windows 98

Accelerated Reader is available and utilized in all elementary school classrooms. The web-based version is used in the junior high.

To filter content, and Untangle server is used.

The Student Information System web-based program is used by the district to track student data.

The district maintains 40 licenses for Office 2007.

Analysis

No formal anti-virus program is in place to protect the district.

Email accounts are handled by gmail and are filtered for spam by that program.

The district has a site-licence for Office 2000 and all but 40 computers in the district run Office 2000. The 40 computers in the computer labs are running Office 2007. Running different Office software create problems for the students saving their work in the proper format. Updating the software to one version will eliminate this problem.

Telecommunications:

Summary

All classrooms have telephones that were installed in 2006.

Intercoms are available in all hallways, classrooms, gyms, cafeteria, and exterior locations.

The district has ten phone lines serving the district.

There is one district cell phone that is used by the superintendent.

The district utilizes the School Reach program.

Analysis

The phone equipment is capable of handling voice-over IP. However, bandwidth is currently insufficient to implement this feature.

Internet Access

The district has a T1 connection for district internet.

All classrooms and labs are connected to the internet, as well as the administrative offices.

Wireless connectivity is available throughout the campus.

Analysis

While our backbone is capable of running higher bandwidth internally, the T1 connection is regularly maxed out, which slows us down. We are currently exploring fiber optic options.

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.

Key Factors

Aging computers are not upgraded or replaced due to budgetary restraints. We do not currently have a set replacement cycle.

Lack of space in some classrooms for computers.

Inadequate state grants for regular education students.

Identified Gaps and Needs

Mulberry Grove Community Unit #1 needs to:

Update aging computer inventory.

Reconfigure classroom environment to better accommodate computer space ergonomically.

Update antivirus, Office software, and digital media products.

Move from workstation to web-based Accelerated Reader program.

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.

The district needs to seek new funding to update antiquated technological devices, including software, hardware, and furniture in order to better utilize technology that is already available within the district.

District Technology Inventory - District Information

Number	
470	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
37	Number of Teachers (FTE - this does not include teacher aides)
3	Number of Administrators
1	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
1	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
1	Total number of instructional school buildings
1	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
1	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	37
	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	1
	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	1
	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	4
	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	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	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

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	21	0	21	0	0	0	0	0	0	21	0	21
	2-5 years	46	0	46	0	0	0	0	0	0	46	0	46
	5+ years	55	0	55	0	0	0	0	0	0	55	0	55
	SubTotal	122	0	122	0	0	0	0	0	0	122	0	122
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	20	0	20	0	0	0	0	0	0	20	0	20
	SubTotal	20	0	20	0	0	0	0	0	0	20	0	20
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	1	0	1	0	0	0	0	0	0	1	0	1

	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1
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	3	0	3	0	0	0	0	0	0	3	0	3
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	3	0	3	0	0	0	0	0	0	3	0	3
	SubTotal	6	0	6	0	0	0	0	0	0	6	0	6
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(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	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	7	0	7	0	0	0	0	0	0	7	0	7
	5+ years	6	0	6	0	0	0	0	0	0	6	0	6
	SubTotal	13	0	13	0	0	0	0	0	0	13	0	13
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	18	0	18	0	0	0	0	0	0	18	0	18
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	18	0	18	0	0	0	0	0	0	18	0	18
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	16	0	16	0	0	0	0	0	0	16	0	16
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	16	0	16	0	0	0	0	0	0	16	0	16
Other Locations	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	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	1	0	1	0	0	0	0	0	0	1	0	1

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
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)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</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>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	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>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	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>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

Other Locations	Under 2 years	3	0	3	0	0	0	0	0	0	0	3	0	3
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	3	0	3	0	0	0	0	0	0	0	3	0	3
	SubTotal	6	0	6	0	0	0	0	0	0	0	6	0	6

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows 7	6
	Windows Vista	3
	Windows XP (any version)	83
	Windows 2000 (any version)	0
	Windows 95/98	23
	Other PC	0
	Subtotal	115
Dedicated Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	20
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	20
Media Center/Library	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	1

Mobile Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	18
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	18
Administrative Offices	Windows 7	4
	Windows Vista	0
	Windows XP (any version)	4
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	8
Teacher Offices	Windows 7	1
	Windows Vista	0
	Windows XP (any version)	36
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	37
Other Locations	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	1
Macintosh		
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0

	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	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	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	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
	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	0
	Switches	45
	Wireless Access Points	4
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0

	Switches	3
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	1
	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	10
	Wireless Access Points	8
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	0

District Technology Inventory - Licensed Software

Yes	No	Software Type
jn	jn	Networking
jn	jn	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
jn	jn	Multimedia (Graphics, Desktop Publishing, Illustration, CAD, Animation, Video editing 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	29	4	33
Stand-alone Printers/Multifunctional Units	11	0	11
Stand Alone Scanners	0	0	0
Digital Cameras	6	1	7
Camcorders/Movie Cameras	3	0	3
Satellite Dishes	1	0	1
Televisions	30	0	30
Video Microscopes	0	0	0
LCD Panels/Projection Devices	50	5	55
Fax Machines	0	3	3
Graphing Calculators	12	0	12
PDA's	0	2	2
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	3	0	3
Modems	0	0	0
Electronic Whiteboards	4	0	4
Whiteboard Peripherals (clickers, note capturing devices)	2	0	2
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)	0	10	10
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	1	1
	Number		
Classrooms with telephones	37		

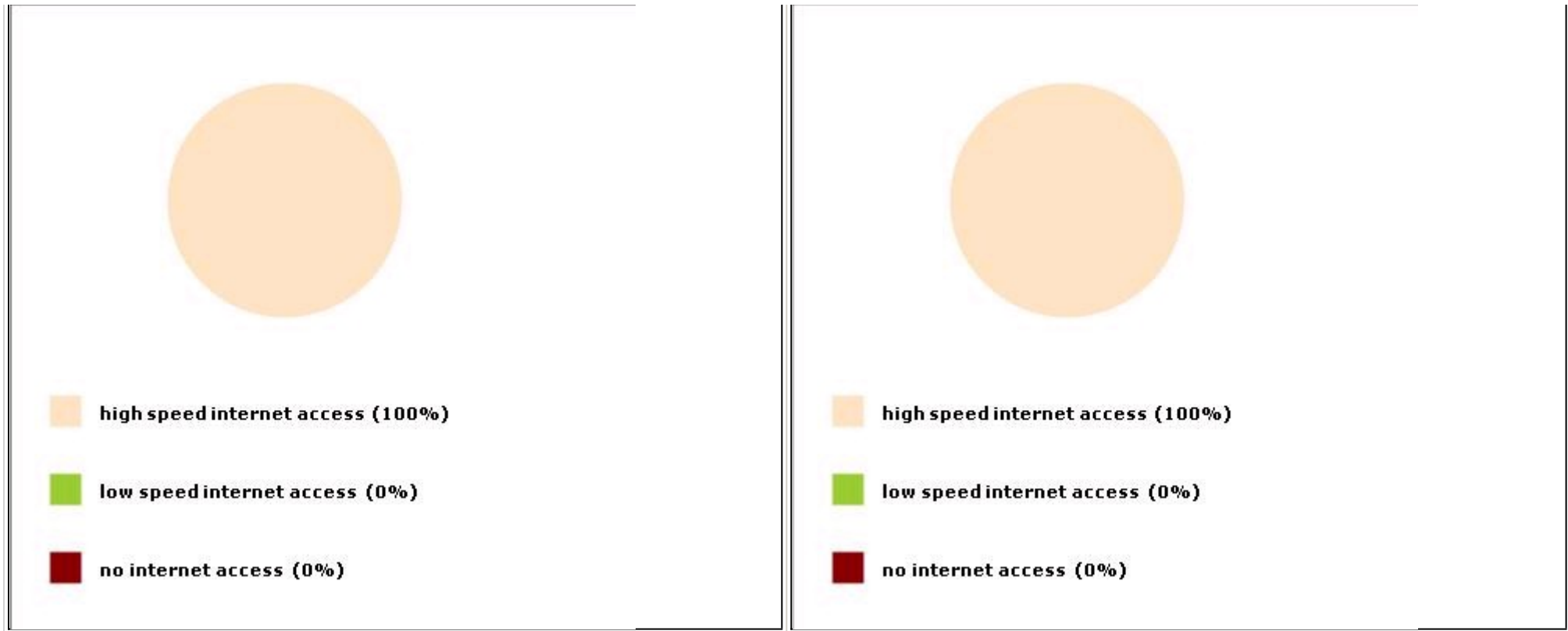
District Technology Inventory - Distance Learning

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
470		0	37		3
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
1	0	0	1	0	0
Instructional School Building Internet Access (Chart) :			Non-Instructional Buildings Internet Access (Chart) :		



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		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	122	0	20	0	1	0	0	0	6	0	0	0	0	0
Laptops	13	0	0	0	0	0	18	0	3	0	16	0	1	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	6	0
	135	0	20	0	1	0	18	0	9	0	16	0	7	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
	135	20	1	18	9	16	7
Students per Computer						2.28	

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		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	122	0	20	0	1	0	0	0	6	0	0	0	0	0
Laptops	13	0	0	0	0	0	18	0	3	0	16	0	1	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	6	0
	135	0	20	0	1	0	18	0	9	0	16	0	7	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	
	135		20		1		18		9		16		7	
Students per Computer with High Speed Access											2.28			

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	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		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
PC	Mac	PC							Mac	PC	Mac	PC		
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
24	1	0	46	42	0	79	8	0

Internet Access:

Number of Rooms	Type
0	10 mb Ethernet

<input type="text" value="45"/>	100+ mb Ethernet
<input type="text" value="0"/>	Dedicated Cable
<input type="text" value="0"/>	DSL
<input type="text" value="0"/>	Wireless
<input type="text" value="0"/>	Other (Dial-up modem, etc.)
<input type="text" value="0"/>	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
<input type="text" value="11"/>	Total Number of Computers with Windows 7	<input type="text" value="0"/>	Total Number of Computers with MAC System 10.x
<input type="text" value="3"/>	Total Number of Computers with Windows Vista	<input type="text" value="0"/>	Total Number of Computers with MAC System 9.x
<input type="text" value="163"/>	Total Number of Computers with Windows XP (any version)	<input type="text" value="0"/>	Total Number of Computers with MAC System 8.x
<input type="text" value="0"/>	Total Number of Computers with Windows 2000 (any version)	<input type="text" value="0"/>	Total Number of Computers with MAC System 7.x
<input type="text" value="23"/>	Total Number of Computers with Windows 95/98	<input type="text" value="0"/>	Total Number of Computers with Other MAC
<input type="text" value="0"/>	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
<input type="text" value="33"/>	Number of Networked Printers/Multifunctional Units	<input type="text" value="2"/>	Number of PDAs
<input type="text" value="11"/>	Number of Stand-alone Printers/Multifunctional Units	<input type="text" value="0"/>	Number of Assistive/Adaptive Devices/Student Response Devices
<input type="text" value="0"/>	Number of Stand Alone Scanners	<input type="text" value="0"/>	Number of GPS Devices/Geocaching
<input type="text" value="7"/>	Number of Digital Cameras	<input type="text" value="3"/>	Number of Science Probeware
<input type="text" value="3"/>	Number of Camcorders/Movie Cameras	<input type="text" value="4"/>	Number of Electronic Whiteboards

1	Number of Satellite Dishes	2	Number of Whiteboard Peripherals (clickers, note capturing devices)
30	Number of Televisions	0	Number of Document Cameras
0	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
55	Number of LCD Panels/Projection Devices		
3	Number of Fax Machines		
12	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.

Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAT.

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

Phase I Goal 1 Title:
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1
Students will be instructed using the appropriate reading and math interventions which incorporate research-based reading and math instructional strategies and appropriate uses of technology that have been proven to raise math and reading scores.

			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
1Elementary students will participate in the Accelerated Reader Program and Star testing as part of the reading curriculum. Students will be tested at least twice a year with the STAR program to help identify students who are below grade level in reading.	07/01/2011	06/30/2012	2,000	1,000			1,000	0	0	0	0	0
2Students will reinforce basic math skills by utilizing the web-based resources that support the classroom instruction in conjunction with the curriculum. The Accelerated Math Program will be used by students to improve scores in math.	07/01/2011	06/30/2012	2,500	2,500			0	0	0	0	0	0
3Using technology tools and skills, students will												

participate in at least two inquiry-based units that will focus on projects that will help them improve math and reading skills.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
4 To introduce and reinforce reading and technology literacy skills, students in K-8 will use reading, writing, and typing software such as Microsoft Word and and MicroType programs.	07/01/2011	06/30/2012	500	500			0	0	0	0	0	0
5 Students will participate in at least two teacher created lessons/learning units per quarter which integrate best practices and learning strategies. These should be proven to raise student understanding and achievement scores in math and reading and be supported by appropriate student-centered use of instructional technology.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
6 The web-based Kid's College program will be utilized to screen and remediate students in K-8 for reading and math. This program will provide adaptive technology with standards-aligned curriculum to deliver targeted instruction.	07/01/2011	06/30/2012	5,800	2,900			0	0	0	0	0	2,900
7 Study Island, a web-based mastery program designed from the Illinois state standards, will be utilized in the high school to act as an intervention for the high school students in reading, writing, and math.	07/01/2011	06/30/2012	2,200	1,200			0	0	0	0	0	1,000
8 Students will participate in instructional activities in third through twelfth grade that will meet the Illinois Internet Safety requirements as adopted by the district.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
9 Students will participate in instructional technology activities starting in fifth grade to ensure all students are NETS proficient by the end of eighth grade.	07/01/2011	06/30/2012	0	0			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:
 Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1
 The district will provide professional development opportunities, enabling all staff to achieve professional instructional proficiency, effectively integrating technology into the curriculum and facilitating engaged learning. Training will be based on NETS and will incorporate those tools into inquiry-based units that will focus on improving reading and math skills.

				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 The district will plan and schedule technology workshops for faculty and staff which allow for demonstration and hands-on experiences. A variety of technology tools will be included in these workshops which will then be incorporated into reading and math activities in their area of	07/01/2011	06/30/2012	2,000	0			0	2,000	0	0	0	0	

instruction.													
2The district will provide training for K-8 teachers for the deployment of the Kids College intervention program.	07/01/2011	06/30/2012	1,300	800			0	500	0	0	0	0	0
3The district will provide training for high school teachers for the deployment of the Study Island intervention program.	07/01/2011	06/30/2012	1,300	800			0	500	0	0	0	0	0
4The K-8 reading teacher will meet quarterly with the elementary teachers to monitor progress of students using the Kid's College program.	07/01/2011	06/30/2012	1,000	1,000			0	0	0	0	0	0	0
5The high school reading teachers will meet quarterly with the high school faculty to monitor progress of students using the Study Island.	07/01/2011	06/30/2012	1,000	1,000			0	0	0	0	0	0	0
65th-8th grade teachers will be instructed on implementing the NETS technology standards with their students.	07/01/2011	06/30/2012	0	0			0	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 I Goal 1 Title:												
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.												
Strategy 1												
The Mulberry Grove Community Unit 1 school district will use informational technology and telecommunications services to communicate, collaborate and support parents and community members in order to address learning needs and maintain a safe learning environment for all students.												
			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 Update links on the district website that gives tips for parents on how to help their children improve reading and math skills.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
2 Host high school parent night to inform parents about PSAE and ACT testing programs.	07/01/2011	06/30/2012	500	300			200	0	0	0	0	0
3 The district will maintain the School Reach program to keep parents up to date on upcoming events and notifications.	07/01/2011	06/01/2012	800	800			0	0	0	0	0	0
4 The district will host NetsSmart training for Junior High parents to teach them about internet safety.	07/01/2011	06/01/2012	0	0			0	0	0	0	0	0
5 The school district will maintain the Parent Connect program to allow parents to see their students' online grades, attendance, and discipline reports.	07/01/2011	06/30/2012	7,400	2,400			0	0	0	0	0	5,000
6 The elementary school will move to a web-based Accelerated Reader program to allow students a broader range of testing sites and giving parents the opportunity to track scores.	07/01/2011	06/30/2012	0	0			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:
 Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1
 As funding allows, the district will purchase and maintain necessary technologies, software, and telecommunications services needed to assist in instruction and to support communication needs of all stakeholders.

				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 A replacement cycle will be established to replace older equipment in an effort to provide newer technologies.	07/01/2011	06/30/2012	3,500	3,500	0	D	0	0	0	0	0	0	
2 Continue to ensure internet access in all classroom/labs/media center is available for instruction.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0	
3 Continue to have personnel available to handle													

technology-related problems that could impact instructional programs.	07/01/2011	06/30/2012	22,000	19,000	0	D	0	0	0	0	0	3,000
4 Maintain landline and T1 telecommunications for the district while seeking increased bandwidth.	07/01/2011	06/01/2012	6,000	6,000	0	D	0	0	0	0	0	0
5 Maintain cellular telecommunication for the district.	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0
6 The district will seek to upgrade existing software programs to keep students current with the newest technology trends.	07/01/2011	06/30/2012	0	0	0	D	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	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

Phase II Goal 1 Title:
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:

Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Students will be instructed using the appropriate reading and math interventions which incorporate research-based reading and math instructional strategies and appropriate uses of technology that have been proven to raise math and reading scores.

			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
1Elementary students will participate in the Accelerated Reader Program and Star testing as part of the reading curriculum. Students will be tested at least twice a year with the STAR program to help identify students who are below grade level in reading.	07/01/2012	06/30/2013	2,000	1,000			1,000	0	0	0	0	0
2Students will reinforce basic math skills by utilizing the web-based resources that support the classroom instruction in conjunction with the curriculum. The Accelerated Math Program will be used by students to improve scores in math.	07/01/2012	06/30/2013	2,500	2,500			0	0	0	0	0	0
3Using technology tools and skills, students will participate in at least two inquiry-based units that will focus on projects that will help them improve math and reading skills.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
4To introduce and reinforce reading and technology literacy skills, students in K-8 will use reading, writing, and typing software such as Microsoft Word and and MicroType programs.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
5Students will participate in at least two teacher created lessons/learning units per quarter which												

integrate best practices and learning strategies. These should be proven to raise student understanding and achievement scores in math and reading and be supported by appropriate student centered use of instructional technology.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
6 The web-based Kid's College program will be utilized to screen and remediate students in K-8 for reading and math. This program will provide adaptive technology with standards-aligned curriculum to deliver targeted instruction.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
7 Study Island, a web-based mastery program designed from the Illinois state standards, will be utilized in the high school to act as an intervention for the high school students in reading, writing, and math.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
8 Students will participate in instructional activities in third through twelfth grade that will meet the Illinois Internet Safety requirements as adopted by the district.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
9 Students will participate in instructional technology activities starting in fifth grade to ensure all students are NETS proficient by the end of eighth grade.	07/01/2012	06/30/2013	0	0			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:												
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.												
Strategy 1												
The district will provide professional development opportunities, enabling all staff to achieve professional instructional proficiency, effectively integrating technology into the curriculum and facilitating engaged learning. Training will be based on NETS and will incorporate those tools into inquiry-based units that will focus on improving reading and math skills.												
			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 The district will plan and schedule technology workshops for faculty and staff which allow for demonstration and hands-on experiences. A variety of technology tools will be included in these workshops which will then be incorporated into reading and math activities in their area of instruction.	07/01/2012	06/30/2013	2,000	0			0	2,000	0	0	0	0
2 The district will provide training for K-8 teachers for the deployment of the Kids College intervention program.	07/01/2012	06/30/2013	500	0			0	500	0	0	0	0
3 The district will provide training for high school teachers for the deployment of the Study Island intervention program.	07/01/2012	06/30/2013	500	0			0	500	0	0	0	0

4	The K-8 reading teacher will meet quarterly with the elementary teachers to monitor progress of students using the Kid's College program.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
5	The high school reading teachers will meet quarterly with the high school faculty to monitor progress of students using the Study Island.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
6	5th-8th grade teachers will be instructed on implementing the NETS technology standards with their students.	07/01/2012	06/30/2013	0	0			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 II Goal 1 Title:
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1												
The Mulberry Grove Community Unit 1 school district will use informational technology and telecommunications services to communicate, collaborate and support parents and community members in order to address learning needs and maintain a safe learning environment for all students.												
			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 Update links on the district website that gives tips for parents on how to help their children improve reading and math skills.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
2 Host high school parent night to inform parents about PSAT and ACT testing programs.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
3 The district will maintain the School Reach program to keep parents up to date on upcoming events and notifications.	07/01/2012	06/30/2013	1,800	1,800			0	0	0	0	0	0
4 The district will host Netsmart training for Junior High parents to teach them about internet safety.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
5 The school district will maintain the Parent Connect program to allow parents to see their students' online grades, attendance, and discipline reports.	07/01/2012	06/30/2013	7,400	2,400			0	0	0	0	0	5,000
6 The elementary school will move to a web-based Accelerated Reader program to allow students a broader range of testing sites.	07/01/2012	06/30/2013	0	0			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:												
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.												
Strategy 1												
As funding allows, the district will purchase and maintain necessary technologies, software, and telecommunications services needed to assist in instruction and to support communication needs of all stakeholders.												
			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
1A replacement cycle will be established to replace older equipment in an effort to provide newer technologies.	07/01/2012	06/30/2013	5,000	2,000	0	D	0	0	0	0	0	3,000
2Continue to ensure internet access in all classroom/labs/media center is available for instruction.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0
3Continue to have personnel available to handle technology-related problems that could impact instructional programs.	07/01/2012	06/30/2013	22,000	19,000	0	D	0	0	0	0	0	3,000
4Maintain landline and T1 telecommunications for the district while seeking increased bandwidth.	07/01/2012	06/30/2013	6,000	6,000	0	D	0	0	0	0	0	0
5Maintain cellular telecommunication for the district.	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0
6The district will seek to upgrade existing software programs to keep students current with the newest	07/01/2012	06/30/2013	0	0	0	D	0	0	0	0	0	0

technology trends.

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	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 III

Phase III Goal 1 Title:

Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:

Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Students will be instructed using appropriate math and reading interventions which incorporate researched-based reading and math instructional strategies and appropriate uses of technology that have been proven to raise reading and math scores.

			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
1Elementary students will participate in the Accelerated Reader Program and Star testing as part of the reading curriculum. Students will be tested at least twice a year with the STAR program to help identify students who are below grade level in reading.	07/01/2013	06/30/2014	2,000	1,000			1,000	0	0	0	0	0
2Students will reinforce basic math skills by utilizing the web-based resources that support the classroom instruction in conjunction with the curriculum. The Accelerated Math Program will be used by students to improve scores in math.	07/01/2013	06/30/2014	2,500	2,500			0	0	0	0	0	0
3Using technology tools and skills, students will participate in at least two inquiry-based units that will focus on projects that will help them improve math and reading skills.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
4To introduce and reinforce reading and technology literacy skills, students in K-8 will use reading, writing, and typing software such as Microsoft Word and and MicroType programs.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
5Students will participate in at least two teacher created lessons/learning units per quarter which integrate best practices and learning strategies. These should be proven to raise student understanding and achievement scores in math and reading and be supported by appropriate student centered use of instructional technology.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
6The web-based Kid's College program will be utilized to screen and remediate students in K-8 for reading and math. This program will provide adaptive technology with standards-aligned curriculum to deliver targeted instruction.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0

7	Study Island, a web-based mastery program designed from the Illinois state standards, will be utilized in the high school to act as an intervention for the high school students in reading, writing, and math.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
8	Students will participate in instructional activities in third through twelfth grade that will meet the Illinois Internet Safety requirements as adopted by the district.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
9	Students will participate in instructional technology activities starting in fifth grade to ensure all students are NETS proficient by the end of eighth grade.	07/01/2013	06/30/2014	0	0			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 III Goal 1 Title:

Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

The district will provide professional development opportunities, enabling all staff to achieve professional instructional proficiency, effectively integrating technology into the curriculum and facilitating engaged learning. Training will be based on NETS and will incorporate those tools into inquiry-based units that will focus on improving reading and math skills.

			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
1The district will plan and schedule technology workshops for faculty and staff which allow for demonstration and hands-on experiences. A variety of technology tools will be included in these workshops which will then be incorporated into reading and math activities in their area of instruction.	07/01/2013	06/30/2014	2,000	0			0	2,000	0	0	0	0
2The district will provide training for K-8 teachers for the deployment of the Kid's College intervention program.	07/01/2013	06/30/2014	500	0			0	500	0	0	0	0
3The district will provide training for high school teachers for the deployment of the Study Island intervention program.	07/01/2013	06/30/2014	500	0			0	500	0	0	0	0
4The K-8 reading teacher will meet quarterly with the elementary teachers to monitor progress of students using the Kid's College program.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
5The high school reading teachers will meet quarterly with the high school faculty to monitor progress of students using the Study Island.	07/01/2013	06/01/2014	0	0			0	0	0	0	0	0
65th-8th grade teachers will be instructed on												

implementing the NETS technology standards with their students.	07/01/2013	06/30/2014	0	0			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 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 in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1
 The Mulberry Grove Community Unit 1 school district will use informational technology and telecommunications services to communicate, collaborate and support parents and community members in order to address learning needs and maintain a safe learning environment for all students.

Strategy 1			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 Update links on the district website that gives tips												

for parents on how to help their children improve reading and math skills.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
2 Host high school parent night to inform parents about PSAE and ACT testing programs.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
3 The district will maintain the School Reach program to keep parents up to date on upcoming events and notifications.	07/01/2013	06/30/2014	1,800	1,800			0	0	0	0	0	0
4 The district will host NetsSmart training for Junior High parents to teach them about internet safety.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
5 The school district will maintain the Parent Connect program to allow parents to see their students' online grades, attendance, and discipline reports.	07/01/2013	06/30/2014	7,400	2,400			0	0	0	0	0	5,000
6 The elementary school will move to a web-based Accelerated Reader program to allow students a broader range of testing sites.	07/01/2013	06/30/2014	0	0			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:

Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

As funding allows, the district will purchase and maintain necessary technologies, software, and telecommunications services needed to assist in instruction and to support communication needs of all stakeholders.

			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 A replacement cycle will be established to replace older equipment in an effort to provide newer technologies.	07/01/2013	06/30/2014	5,000	2,000	0	D	0	0	0	0	0	3,000
2 Continue to ensure internet access in all classroom/labs/media center is available for instruction.	07/01/2013	06/30/2014	0	0	0	D	0	0	0	0	0	0
3 Continue to have personnel available to handle technology-related problems that could impact instructional instructional programs.	07/01/2013	06/30/2014	22,000	19,000	0	D	0	0	0	0	0	3,000
4 Maintain landline and T1 telecommunications for the district while seeking increased bandwidth.	07/01/2013	06/30/2014	6,000	6,000	0	D	0	0	0	0	0	0
5 Maintain cellular telecommunication for the district.	07/01/2013	06/30/2014	0	0	0	D	0	0	0	0	0	0
6 The district will seek to upgrade existing software programs to keep students current with the newest technology trends.	07/01/2013	06/30/2014	0	0	0	D	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	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

The Mulberry Grove CUSD #1 administration and technology committee will continue reviewing, analyzing, and planning to maximize the effective use of technology in our classrooms and computer labs. Trends in funding and student population will be tracked. Changes in bandwidth and equipment needs will be evaluated with consideration given to the development of new and innovative technologies. The district will promote a constant overview of this plan to make adjustments as necessary to compensate for any factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction, learning, and training.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT and PSAE reading and math scores; STAR test reports; Accelerated Reader reports; Accelerated Math reports; Kid's College Reports; Study Island Reports.	Analysis of test scores - i.e. test scores will improve over the three years of the plan	Study Island and Kid's College will be quarterly, STAR and AR will be twice a year, ISAT and PSAE will be annually	Annette Hartlieb and Ryan Bauer as building principals Mary Adams as Title 1 teacher
PD Strategy	List of workshops attended by teachers; Lesson plans on inquiry-based learning; student artifacts	Lesson plans of teachers that have been trained in inquiry-based units as well as materials created by students to verify that teachers and students are implementing the inquiry-based units.	Monthly	Michael Gauch, Superintendent; Building principals Ryan Bauer and Annette Hartlieb

P/C Strategy	NextStep parent survey; local survey	Increased parent satisfaction rating of communication	Yearly	Michael Gauch, Superintendent; John Paine, Technology Coordinator
Tech D Strategy	Technology inventories (hardware and software); bandwidth test	Software and hardware inventories assure that technology tools to support learning are available to students and teachers over the three years of the plan.	Yearly	Michael Gauch, Superintendent, John Paine, Technology Coordinator

Section II F. Action Plan - Monitoring Process
Phase II

The Mulberry Grove CUSD #1 administration and technology committee will continue reviewing, analyzing, and planning to maximize the effective use of technology in our classrooms and computer labs. Trends in funding and student population will be tracked. Changes in bandwidth and equipment needs will be evaluated with consideration given to the development of new and innovative technologies. The district will promote a constant overview of this plan to make adjustments as necessary to compensate for any factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction, learning, and training.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT and PSAE reading and math scores; STAR test reports; Accelerated Reader reports; Accelerated Math reports; Kid's College Reports; Study Island Reports.	Analysis of test scores - i.e. test scores will improve over the three years of the plan	Study Island and Kid's College will be quarterly, STAR and AR will be twice a year, ISAT and PSAE will be annually	Annette Hartlieb and Ryan Bauer as building principals Mary Adams as Title 1 teacher
PD Strategy	List of workshops attended by teachers; Lesson plans on inquiry-based learning; student artifacts	Lesson plans of teachers that have been trained in inquiry-based units as well as materials created by students to verify that teachers and students are implementing the inquiry-based units.	Monthly	Michael Gauch, Superintendent; Building principals Ryan Bauer and Annette Hartlieb
P/C Strategy	NextStep parent survey; local survey	Increased parent satisfaction rating of communication	Yearly	Michael Gauch, Superintendent; John Paine, Technology Coordinator
Tech D Strategy	Technology inventories (hardware and software); bandwidth test	Software and hardware inventories assure that technology tools to support learning are available to students and teachers over the three years of the plan.	Yearly	Michael Gauch, Superintendent; John Paine, Technology Coordinator

Section II F. Action Plan - Monitoring Process
Phase III

The Mulberry Grove CUSD #1 administration and technology committee will continue reviewing, analyzing, and planning to maximize the effective use of technology in our classrooms and computer labs. Trends in funding and student population will be tracked. Changes in bandwidth and equipment needs will be evaluated with consideration given to the development of new and innovative technologies. The district will promote a constant overview of this plan to make adjustments as necessary to compensate for any factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction, learning, and training.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT and PSAE reading and math scores; STAR test reports; Accelerated Reader reports; Accelerated Math reports; Kid's College Reports; Study Island Reports.	Analysis of test scores - i.e. test scores will improve over the three years of the plan	Study Island and Kid's College will be quarterly, STAR and AR will be twice a year, ISAT and PSAE will be annually	Annette Hartlieb and Ryan Bauer as building principals Mary Adams as Title 1 teacher
PD Strategy	List of workshops attended by teachers; Lesson plans on inquiry-based learning; student artifacts	Lesson plans of teachers that have been trained in inquiry-based units as well as materials created by students to verify that teachers and students are implementing the inquiry-based units.	Monthly	Michael Gauch, Superintendent; Building principals Ryan Bauer and Annette Hartlieb
P/C Strategy	NextStep parent survey; local survey	Increased parent satisfaction rating of communication	Yearly	Michael Gauch, Superintendent; John Paine, Technology Coordinator
Tech D Strategy	Technology inventories (hardware and software); bandwidth test	Software and hardware inventories assure that technology tools to support learning are available to students and teachers over the three years of the plan.	Yearly	Michael Gauch, Superintendent; John Paine, Technology Coordinator

Section II G. Action Plan – Budget Summary

Phase I - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.	59,800	43,700	0	1,200	3,000	0	0	0	11,900
Total Budget for Phase I - 2011-2012	59,800	43,700	0	1,200	3,000	0	0	0	11,900

Phase II - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.	49,700	34,700	0	1,000	3,000	0	0	0	11,000
Total Budget for Phase II - 2012-2013	49,700	34,700	0	1,000	3,000	0	0	0	11,000

Phase III - 2013 - 2014

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students in grades 3-8 in Mulberry Grove CUSD#1 will move from 85% in reading and 85% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by ISATs. All students in high school will move from 50% in reading and 46.4% in math to 93% in 2012 and 100% in 2013 and 2014, or make Safe Harbor, as measured by PSAE.	49,700	34,700	0	1,000	3,000	0	0	0	11,000
Total Budget for Phase III - 2013-2014	49,700	34,700	0	1,000	3,000	0	0	0	11,000

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 - 2011 - 2014	159,200	113,100	0	3,200	9,000	0	0	0	33,900

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 Board of Education and the communities served by the Mulberry Grove Community Unit #1 wish to acknowledge the stakeholders for all of their hard work, commitment to excellence, and their dedication to preparing a long range technology plan designed to enhance learning for the students, staff, and the communities served with our district. Needs assessment, survey information, conversations with committees, and communications within the district have clarified and communicated the technological goals of the committee.

The Mulberry Grove elementary, junior high, and senior high staff communicate on a regular basis throughout the school year with the Lewis and Clark library system and Kaskaskia Community College to plan and provide library services that promote reading and provide reading materials. They coordinate activities that provide evening activities to promote reading, namely "Family Reading Night". The high school principal and guidance counselor work on a regular basis with Kaskaskia Community College to plan and coordinate classes which lead to earning the G.E.D. for students as well as college credit through "dual-credit" classes during the day and classes during the evening. Kaskaskia Community College also provides students in "dual-credit" classes access to research databases through their library system.

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.

Mulberry Grove CUSD#1 Board Policy Manual, Section 6.235 Acceptable Use. Adopted March 19, 2007.

Peer Review Feedback Form

District Name :	RCDT #:
<input type="checkbox"/> Original Submission	Date Peer Reviewed: 03/09/2011
School Years Covered by Plan:	ISBE Approval Date: 04/26/2011
<input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013 <input checked="" type="checkbox"/> 2013-2014	Plan Expiration Date: 06/30/2014

Section Used for Mid-Course Correction Only

Date of Annual Review Leading to MCC:	Approval Date of MCC:
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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:	

Section I: Data and Analysis	Requirements
Data Collection & Information	<input type="radio"/> Meets <input checked="" type="radio"/> Does Not Meet
<ul style="list-style-type: none"> ● 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:	
FBishop, ISBE: Part E-The goal must indicate growth from current levels of achievement to AYP targets for the next three years. For example, an approvable goal statement may read: 'All students in XYZ School District will move from XX% in reading and YY% in math to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by ISATs.' (HS districts might reference PSAE) The growth specified in your current goal statement would not equal the targets required for your students in grades 3-8.	

Section II: Action Plan	Requirements
<p>Part A. Overall Review of Action Plan</p> <p style="text-align: right;"><input type="radio"/> Meets <input checked="" type="radio"/> Does Not Meet</p> <ul style="list-style-type: none"> ● A.1 Goals ● A.2 Strategies and Activities ● A.3 Budget <p>Comments: FBishop, ISBE: Part A.1: Please adjust the "Goal Title" accordingly to match the appropriate NCLB steps after revising Section I Part E.</p>	
<p>Part B. Curriculum Integration Strategies and Activities</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	
<p>Part C. Professional Development Strategies and Activities</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	
<p>Part D. Parent/Community Involvement</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	
<p>Part E. Technology Deployment</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	

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:

3/29/2011 FBishop: Based upon a peer panel review of your plan, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments above regarding necessary corrections and/or actions. Contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 4/26/2011 FBishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.