

**District Information**

District Name:	COLLINSVILLE CUSD 10	District Address:	201 W CLAY ST
City/State/Zip:	COLLINSVILLE,IL,62234	RCDT Number:	410570100260000
Superintendent:	DR DENNIS CRAFT	Superintendent Email*:	jbrown@kahoks.org
District Phone:	6183466350	District Fax:	6183466357
TIP Contact Name*:	Susan Homes	TIP Contact Email*:	shomes@kahoks.org
TIP Contact Phone*:	6183466350	TIP Contact Fax*:	6183466364

**Original Submission: Yes**

**Ammended Submission: No**

**Annual Review**

The plan was reviewed and evaluated on:

**Mid Course Correction:**

Mid course correction was needed? No

**Vision Statement**

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

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

Collinsville Community Unit School District #10 is committed to the ideal that a technologically integrated educational environment will exist for all students and staff. This environment will be characterized by district financial support, a technologically trained staff, engaged student learning, a continuous review of curriculum integration as well as a community commitment and participation. The district will provide technological connections between the school, home and community as well as between the classroom and the resources available across the world. In so doing, Collinsville will provide its students with the technological skills necessary to live and work in the 21<sup>st</sup> Century.

**Explanation of How Vision will be supported by:**

To remain **forward thinking**, the district continues to evaluate the demographics of its feeder communities, including Collinsville, Maryville, Caseyville and Fairmont City. The district is closely monitoring the increase in the Hispanic and African American population and working to align programs to meet the needs of these students. While the district lacks a solid industrial base, new businesses are beginning to move into the area, including the possibility of a large professional athletic facility. A proposed residential TIF would cause a financial hardship on the district.

Our vision will support **instructional technology** by supporting problem-based learning and incorporating online assessments that provide data analysis to classroom teachers and district administrators. In addition, standards-specific supplemental activities to support classroom instruction will be provided for all students and teachers throughout the district. The district will continue to review and modify its technology curriculum to meet the NETS standards. Teachers will be provided with adequate staff development activities to maximize the use of these resources.

**Informational technology** tools, including up-to-date hardware and software will be provided to all staff and students. A cutting-edge, high-speed in fracture will insure adequate access to online resources. The district will support the use of technology by employing qualified personnel to maintain current systems and allow for the integration of new and developing technologies.

The district will provide **telecommunications** to staff, parents and the community in a multitude of ways, including adequate local and long distance services, cellular phone services, and a telephone-based notification system to insure safe and timely communication with all Unit 10 stakeholders. In addition, the district will provide high-speed Internet

access through wired and wireless resources. The district will also maintain communication with the community via up-to-date web pages.

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

Is this District making Adequate Yearly Progress (AYP)?					No			Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?					Yes	
Is this District making AYP in Reading?					No			Is this District making AYP in Mathematics?					Yes	
2007-08 Federal Improvement Status					district improvement			2007-08 State Improvement Status					academic early warning	
	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	69.5		Yes	78.2		Yes	94.2	Yes	85.9	Yes
White	100.0	Yes	100.0	Yes	71.8		Yes	81.1		Yes				
Black	100.0	Yes	100.0	Yes	56.6		Yes	61.9		Yes				
Hispanic	100.0	Yes	100.0	Yes	61.8		Yes	70.0		Yes				
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP	100.0	Yes	100.0	Yes										
Students with Disabilities	100.0	Yes	100.0	Yes	33.1	38.6	No	50.7	52.1	Yes	93.7		74.1	
Economically Disadvantaged	99.9	Yes	99.9	Yes	58.9		Yes	69.9		Yes				
Four Conditions Are Required For Making Adequate Yearly Progress														

<p>1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging. %, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.</p> <p>2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***</p> <p>3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</p> <p>4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.</p>	<p>*** Safe Harbor Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups 45 or more.</p> <p>Another way to make AYP is through the 'safe harbor' calculation, which applies to student subgroups only. A school has made 'safe harbor' if for any subgroup it can reduce the performance gap (the difference between the percentage meets &amp; exceeds from the prior year and 100%) by 10%.</p> <p>For example, what does a school achieving 20% meets &amp; exceeds for a subgroup last year need to achieve this year in order to make safe harbor? Step ONE: <math>(100 - 20) = 80\%</math> (performance gap) Step TWO: <math>(10\% * 80) = 8\%</math> Step THREE: <math>20\% + 8\% = 28\%</math> Safe Harbor Target = 28%</p> <p>In this case, a school that makes at least 28% meets &amp; exceeds is making AYP under 'safe harbor' even if it did not achieve the mandated 47.5%. 'Safe harbor', in other words, gives credit for improvement.</p>
<p>* Includes only students enrolled as of 5/01/2006. ** Safe Harbor Targets of 55.0% or above are not printed. *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.</p>	

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

Is this district meeting Annual Measurable Achievement Objectives (AMAO)?: Yes									
English Proficiency Test Type : ACCESS for ELLs									
Minimum Target :									
Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent		Is this district meeting Progress in English Target?	Yes
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations	Is this district meeting AYP for LEP Subgroup target?	Yes
10	85	95	95	55	55	90	72		
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE									
Criterion 1: Attaining Proficiency					Criterion 2: Making Progress in English				
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress				
148	17	11.4	93	91	97.8				
There are no AMAO Status determinations for AMAO-Attaining Proficiency (Criterion 1) and AMAO-Progress (Criterion 2) if there are less than 30 students tested. A 95% confidence interval was applied to calculations of Criteria 1 and 2.									
Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)									

Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics			Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		
100	Yes	100	Yes								

Three Conditions Are Required For Making Adequate Yearly Progress (AYP) for LEP Subgroup.

1. At least 95.0% tested for Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 55.0% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 55.0% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
3. At least 90.0% Attendance Rate for elementary school districts or at least 72.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/06.

Safe Harbor Targets of 55.0% or above are not printed

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

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

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Attendance rate (%)	93.3	93.5	93.5	93.2	93.5	94.2
Truancy rate (%)	0.6	1.9	1.1	1.6	0.8	1.1
Mobility rate (%)	18.6	18.1	17.6	17.2	16.6	14
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	85.4	80.9	81.8	83.4	82.6	85.9
HS dropout rate, if applicable (%)	4.4	7.3	4.4	5.3	2.9	3.6
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
District Population (#)	5996	6038	6078	6242	6342	6458
Economically disadvantaged (%)	34.7	33	33.5	42.3	41.6	42.8
Limited English proficient (LEP) (%)	2.4	1.5	1.6	1.4	1.9	2.4
Students with disabilities (%)						
White, non-Hispanic (%)	84.3	83.4	81.5	80.2	78.2	76.4

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Black, non-Hispanic (%)	8.3	8.3	9.3	9.8	10.7	11
Hispanic (%)	6.5	7.1	8.1	9	9.4	10.4
Native American or Alaskan Native (%)	0.2	0.2	0.2	0.4	0.5	0.4
Asian/Pacific Islander (%)	0.8	1	0.9	0.7	0.8	0.8

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
<b>D I S T R I C T</b>	1999	87.9	6.7	4.5	0.7	0.2	
	2000	86.3	7.8	4.9	0.8	0.2	
	2001	85.2	8.3	5.4	0.8	0.4	
	2002	84.3	8.3	6.5	0.8	0.2	
	2003	83.4	8.3	7.1	1.0	0.2	
	2004	81.5	9.3	8.1	0.9	0.2	
	2005	80.2	9.8	9.0	0.7	0.4	0.0
	2006	78.2	10.7	9.4	0.8	0.5	0.4
	2007	76.4	11.0	10.4	0.8	0.4	0.9
<b>S T A T E</b>	1999	62.0	20.8	13.9	3.2	0.2	
	2000	61.1	20.9	14.6	3.3	0.2	
	2001	60.1	20.9	15.4	3.4	0.2	
	2002	59.3	20.8	16.2	3.5	0.2	
	2003	58.6	20.7	17.0	3.6	0.2	
	2004	57.7	20.8	17.7	3.6	0.2	
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
<b>D I S T R I C T</b>	1999	0.7	30.7	100.0	93.9	16.1	70.0	1.3	5.7	80.1
	2000	0.8	32.0	98.8	94.0	18.3	110.0	1.9	6.6	79.5
	2001	1.0	33.7	99.5	93.4	15.2	95.0	1.7	6.5	79.1
	2002	2.4	34.7	100.0	93.3	18.6	31.0	0.6	4.4	85.4
	2003	1.5	33.0	100.0	93.5	18.1	108.0	1.9	7.3	80.9
	2004	1.6	33.5	100.0	93.5	17.6	64.0	1.1	4.4	81.8
	2005	1.4	42.3	100.0	93.2	17.2	97.0	1.6	5.3	83.4
	2006	1.9	41.6	100.0	93.5	16.6	47.0	0.8	2.9	82.6
	2007	2.4	42.8	95.4	94.2	14.0	69.0	1.1	3.6	85.9
<b>S T A T E</b>	1999	6.4	36.1	96.1	93.6	18.1	43332.0	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109.0	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056.0	2.5	3.5	85.9

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
<b>D I S T R I C T</b>	1999	5838.0						
	2000	5924.0						
	2001	5900.0	439.0	445.0	467.0	465.0	425.0	347.0
	2002	5996.0	410.0	437.0	439.0	508.0	476.0	458.0
	2003	6038.0	428.0	426.0	446.0	485.0	519.0	427.0
	2004	6078.0	415.0	435.0	430.0	478.0	474.0	448.0
	2005	6242.0	418.0	419.0	462.0	467.0	481.0	477.0
	2006	6342.0	407.0	413.0	431.0	467.0	470.0	529.0
	2007	6458.0	475.0	429.0	434.0	494.0	476.0	467.0

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
<b>S T A T E</b>	1999	1962026.0						
	2000	1983991.0						
	2001	2007170.0	164791.0	161546.0	162001.0	151270.0	148194.0	123816.0
	2002	2029821.0						
	2003	2044539.0						
	2004	2060048.0						
	2005	2062912.0						
	2006	2075277.0	136123.0	139619.0	146935.0	153566.0	154856.0	
2007	2077856.0							

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (High School)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
<b>D I S T R I C T</b>	1999	328.0	18.2	43621.0	45.1	54.9	20.7	22.5		
	2000	348.0	17.5	44065.0	47.4	52.6	20.3	20.2		
	2001	355.0	17.3	44529.0	44.9	55.1	19.9	19.8		
	2002	345.0	16.2	45326.0	45.3	54.7	20.4	22.6	0.4	0.0
	2003	347.0	15.5	46597.0	45.6	54.4	20.6	22.4	0.9	0.0
	2004	352.0	15.2	48619.0	46.5	53.4	20.4	23.6	0.3	0.0
	2005	358.0	14.6	49554.0	50.2	49.8	20.4	22.6	0.8	0.0
	2006	356.0	13.1	41816.0	52.3	47.7	21.1	23.2	0.6	0.0
2007	344.0	12.0	49388.0	54.5	44.2	22.7	23.9	1.7	0.4	
<b>S T A T E</b>	1999	119718.0	15.0	45337.0	53.1	46.7	19.6	18.1		
	2000	122671.0	14.8	45766.0	53.2	46.6	19.3	18.1		
	2001	125735.0	14.5	47929.0	53.8	46.0	19.1	18.0		
	2002	126544.0	14.2	49702.0	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129068.0	13.9	51672.0	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125702.0	13.8	54446.0	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128079.0	13.6	55558.0	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127010.0	13.0	56685.0	49.3	50.6	19.1	18.9	1.6	1.4
2007	127010.0	12.9	58275.0	47.6	52.3	18.8	18.8	1.5	3.2	

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

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007												
Groups	GR3 Reading				GR5 Reading				GR8 Reading			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	49.2	55.1	57.9	53.7	57.4	67.8	79.4	78.2			73.2	71.5
White	52.6	59	61	58.3	62.8	74.5	81.6	81.9			77	74.2
Black	5.3	24.3	37.5	23.3	28.8	32.2	68.1	61.1			55.4	51.9
Hispanic	25	41.3	40	26.7	25.9	61.4	69.7	70.5			66.7	66.7
Asian/Pacific Islander	0	0	0	0	0	0	0	0			0	0
Native American	0	0	0	0	0	0	0	0			0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0			0	0
LEP	0	0	0	0	0	0	0	0			0	0
Students with Disabilities	0	5.4	0	20	12.1	17.7	30.9	27			35.1	31.9
Economically Disadvantaged	22.4	32.1	39.4	32.7	36.8	51.3	68.3	65.5			64.8	63.2
ISAT - % Meets + Exceeds for Reading all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	57.9	53.7	69.4	67.7	79.4	78.2	63.9	69.6	70.6	66.9	73.2	71.5
White	61	58.3	72.4	70.2	81.6	81.9	66	71.6	73.5	69.9	77	74.2
Black	37.5	23.3	49	59.6	68.1	61.1	56.5	50	57.2	61.4	55.4	51.9
Hispanic	40	26.7	60.6	52.6	69.7	70.5	48.1	72.2	59.3	48.5	66.7	66.7
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	20	35.5	28.4	30.9	27	22.7	28	32.9	30.8	35.1	31.9
Economically Disadvantaged	39.4	32.7	57.6	58.1	68.3	65.5	53.9	57.5	63.2	61.6	64.8	63.2
PSAE - % Meets + Exceeds Reading grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All					64.5		67.5					
White					68.5		70					

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007				
Black			40.7	52.7
Hispanic			64.1	62.2
Asian/Pacific Islander			0	0
Native American			0	0
Multiracial/Ethnic			0	0
LEP			0	0
Students with Disabilities			26	31.5
Economically Disadvantaged			47.9	57.4

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

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
Groups	GR3 Mathematics				GR5 Mathematics				GR8 Mathematics			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	41.3	43.5	47.7	46.8	42	46	79.6	77.9			85.8	84.3
White	44.7	49.8	50.3	51.8	46.8	52.3	81.3	82.8			87	86.8
Black	5.3	2.7	31.3	10	13.3	18.6	61.7	44.5			75	64.2
Hispanic	11.8	27.5	32	23.3	22.2	31.1	81.9	79.5			89.8	86.1
Asian/Pacific Islander	0	0	0	0	0	0	0	0			0	0
Native American	0	0	0	0	0	0	0	0			0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0			0	0
LEP	0	0	0	0	0	0	0	0			0	0
Students with Disabilities	0	7.9	3.2	5	1.5	6.6	31.9	28.4			50.6	56.4
Economically Disadvantaged	20.7	24.8	24.2	21.5	21.7	28.9	68	64			78.4	79.8

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	47.7	46.8	81	83.6	79.6	77.9	84.3	88.1	86.8	84.8	85.8	84.3
White	50.3	51.8	82	87.7	81.3	82.8	86.6	91.5	89.5	86.9	87	86.8
Black	31.3	10	68.1	66.6	61.7	44.5	73.9	67.3	73.2	79.5	75	64.2
Hispanic	32	23.3	84.8	73.7	81.9	79.5	70.4	83.3	85.7	66.7	89.8	86.1
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	3.2	5	59.2	55.6	31.9	28.4	53.5	72	62	58.5	50.6	56.4
Economically Disadvantaged	24.2	21.5	74.3	77.2	68	64	77.2	79.4	80.6	78.4	78.4	79.8
PSAE - % Meets + Exceeds Mathematics grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All					74.7		80.4					
White					79.3		83.2					
Black					46.9		64.9					
Hispanic					76.9		77.8					
Asian/Pacific Islander					0		0					
Native American					0		0					
Multiracial/Ethnic					0		0					
LEP					0		0					
Students with Disabilities					31.1		51.4					
Economically Disadvantaged					62.3		72.6					

**Section I A. Data & Analysis — Report Card Data**

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

Summary

- The district's K-12 student population is 6,458.
- The percentage of economically disadvantaged students in the district is currently 42.8%.
- The district's minority student population is currently 23.6%.
- Operating expenditures per pupil is currently \$7,644.
- Instructional expenditures per pupil is currently \$4,462.
- Local property taxes generated for revenue are 48.3%.
- The percentage of district minority teachers and administrators is not in line with the percentage of minority students.
- The average district teacher's salary is \$49,388; the average administrator's salary is \$82,759.
- The district's elementary pupil-teacher ratio is 24:1; the high school pupil-teacher ratio is 24:1; average class size in grades K-6 is above the state average.
- In 2007, the district met the Annual Measurable Achievement Objectives.
- In 2007, nine of the twelve attendance centers made AYP but, overall, the district did not make AYP.
- The district is in **District Improvement** federal status and on the Illinois academic early warning status.
- In 2007, math and reading scores showed a significant decline between 8<sup>th</sup> grade and 11<sup>th</sup> grade. Reading scores at the eighth grade were 78.2% meeting or exceeding and 53.7% in the 11<sup>th</sup> grade. In 2007, math scores at the eighth grade were 77.9% meeting or exceeding and 46.8% in the 11<sup>th</sup> grade.

Analysis

The district's student population has increased over the past five years by 8%. At the same time, the free/reduced percentage has also increased from 34.7% to 42.8% and the minority student population grew from 15.7% to 23.6%. However, the district's attendance, mobility rate, graduation rate and drop-out rate have all improved.

The district's operating and instructional expenditures per pupil as well as local property taxes are well below state averages. Not unexpectedly, district salaries are also below state averages for both teachers and administrators.

Pupil-teacher ratios at both the elementary and secondary level are above the state average. Despite having increased performance on ISAT and PSAE tests, the district, as a whole, has not made AYP because the **Students with Disabilities** subgroup has not met in the area of reading. We anticipate this will continue to be a concern as the annual target increases.

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

Teachers need additional support (i.e., skills, resources, strategies) to reach students who are not meeting or exceeding state standards in the areas of reading and math.

**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.*

Overall, while we've seen some improvement in our performance on all state tests, we have continued to not make AYP as a district. Our district is in improvement status at the state and federal level. The district trend of increasing minority and low income students will continue to present a challenge in closing the achievement gap.

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### Section I B. Data & Analysis — Local Assessment Data

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

The data used in this section comes from an assessment administered at grade levels 3-8. The online ThinkLink Assessment is administered three times a year. This assessment was used for the first time during the 2007-2008 school year. Only the results of the first test are available for this initial data analysis. The first test, also referred to as the preliminary test, assesses student mastery at the previous grade level. ThinkLink, a division of Discovery Education, has been shown to be an accurate and reliable predictor of ISAT test results during an extensive study at the University of Illinois. Students were tested in both reading and mathematics.

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

#### Summary

The ThinkLink results indicated that 82% of our students in grades 3-8 are meeting or exceeding state standards in language arts and 89% are meeting or exceeding in mathematics.

#### Analysis

According to our preliminary local assessment, this data is supporting the trends that we are seeing with our ISAT scores of increasing reading and mathematics scores in grades 3-8. One area of concern in evaluating this local assessment is that data is not broken down by subgroup. In addition, we do not currently have a local assessment for high school students that identify areas of concern before PSAE testing is administered.

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

No local assessment exists for grades 9-12. Local assessment data for grades 3-8 is not disaggregated to include subgroup information. This is a concern because our overall ISAT scores show continued improvement but our students with disabilities subgroup continues to not make AYP. We are also seeing an increase in other subgroup areas and need to monitor the achievement of these students.

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

Although local assessment data is being collected in grades 3-8 on a regular basis and support the same student achievement trends as ISAT, the district presently does not assess subgroups and high school students. The district needs to implement a local assessment at the high school level to better identify gaps in reading and mathematics before PSAE testing in grade 11. The district should work with ThinkLink Assessment to obtain more detailed reporting, including subgroup achievement.

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

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

Budget Analysis Tools: Technology Budget Analysis Document Provided by Area 5 Learning Technology Center; Collinsville Community Unit School District No. 10 Budgets (2005-06, 2006-07, 2007-08) and CUSD#10 Technology Department Budget Itemization Document.

Date Administered: January 8, 2008

Budget Analyzed by District Technology Director  
Curriculum Integration Tools: Collinsville CUSD10 Student and Staff Surveys (adapted from the NextSteps surveys); CUSD#10 K-12 Technology Scope and Sequence Plan.

Date surveys administered: December 2007 - January 2008

Date technology plan developed: 2005-2007

Number of surveys completed: 35% of students responded to survey (1,276 students in grades 5-12); 48% of staff responded (360 district staff)

Surveys analyzed by district technology and curriculum staff

Scope and Sequence Plan reviewed and analyzed by district technology and curriculum staff  
Community Demographic Tools: U.S. Census Data from <http://www.census.gov>

Date data was reviewed: January 9, 2008

Data reviewed by district technology and curriculum staff

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

#### Summary of Budget Tool

In 2005-2006, the district's technology budget was \$1,354,029 in 2007-2008, the budget was \$1,349,905. In 2005-2006, federal funds (Title II, Title II-D, Title V) were \$47,920. In 2007-2008, the amount of federal funds was \$30,870. According to the budget review, the district currently spends approximately \$223 per student per year. The greatest percent of technology budget dollars (47%) on technology staff personnel. 23% of the budget is spent on hardware, 13% on maintenance/support/supplies/telecommunications, 6% on software, 5% on infrastructure, 5% on staff development and 1% on assessment processes. 30% of technology personnel are assigned to district-level positions while 70% are building-specific. Salaries for technology personnel represent 2% of the overall district personnel budget.

#### Analysis of Budget Tool

Over the past three years, the district's technology budget has decreased slightly. Federal funds have decreased substantially. The district's technology budget represents 2% of the overall district budget. A small percentage of the district's budget is used for replacement of aging inventory (Technology Deployment).

#### Summary of Curriculum Integration

Key results from student survey:

77% of students rate themselves as proficient with the computer

Software areas that students feel proficient with: word processing (70%) and multimedia (66%), spreadsheet (63%), mindmapping (50%)

Areas that students need/want more instruction on: spreadsheet (27%), photo editing (37%), mindmapping (50%), Internet searching (32%), web authoring (49%), video editing (44%), audio/music creation (46%)

60% of students use computers at school 1 hour or less per week; 24% use computers 2-3 hours per week and 16% use computers more than 3 hours per week

69% of students say when using technology at school, they work alone; 10% say they work in a small group; 20% say they work with a partner; 2% say they do not use technology at school

69% of students say most of their computer time for completing projects is done in a computer lab; 8% say they complete projects with classroom computers; 7% use a portable lab; 11% use a set day/time weekly in a computer lab; 1% don't feel they can complete projects because technology is rarely available to them and 3% say their teachers do not assign projects requiring technology.

35% of students say they use the Internet daily at school; an additional 37% say they use it at least once per week

50% of students say they enjoy computer "free time" when finished with regular assignments

64% of students work with classmates to identify and solve problems on computers

45% of students say they teach what they know about computers to others

72% of students say they research and gather facts online for school work

63% of students complete online quizzes and tests at school

Only 51% of students say they have learned to evaluate information online more than a few times per year

96% of students have learned about Internet Safety in school

56% of students rate themselves as ethic and responsible ALL THE TIME when using computers; another 29% say they are ethical and responsible MOST OF THE TIME

Key results from staff survey:

70% of teachers believe their students are proficient with computers

67% of teachers believe there are proficient with designing and accessing lessons supported with technology resources

41% of teachers say they use technology with their students on a daily basis; 37% say they use technology with students on a weekly basis; 10% say monthly and 7% say seldom or never

88% of teachers say that the use of technology has increased student motivation and interest

42% of teachers say that the use of technology decreased lecturing and other whole class activities

44% of teachers say that the use of technology increased time to work with individuals or small groups

56% of teachers say that the use of technology increased time for students to work independently on topics of their choice

57% of teachers say that the use of technology expanded the time that students have to learn beyond the classroom

31% of teachers say that the use of technology increased time for students to work in groups

51% of teachers say that the use of technology provides more complex, challenging tasks

31% of teachers say that the use of technology allows them to participate as a learner in real time with students

47% of teachers say that the use of technology increased problem-solving skills

38% of teachers say that the use of technology allows them to share assessment results with individual students

97% of teachers believe that technology access and knowledge for Unit 10 students and staff is very important

Teachers rate the following services and software packages as important to their curriculum:

Inspiration and Kidspiration (56%)

Internet Service (97%)

Microsoft Office (98%)

Online Databases (77%)

Reading Counts (83%)

STAR Reading and Math Assessment (67%)

Study Island (72%)

ThinkLink Online Assessment (65%)

TurnItIn (53%)

WiggleWorks (72%)

United Streaming (78%)

Teachers believe the following are the greatest technology needs over the next three years:

Multimedia classrooms (65%)

Expanded budget for technology hardware and software resources (49%)

Updated classroom hardware (48%)

Professional development for staff in the area of software (45%)

Portable computer labs (24%)

Updated computer lab hardware (22%)

Professional development for staff in the area of hardware (17%)

Technology training for parents (14%)

Portable multimedia carts (13%)

Podcasting and video streaming of district activities (12%)

Online course management systems (10%)

#### Analysis of Curriculum Integration

According to our data, we feel that student use of technology has increased since the last technology plan was written. For example, 77% of students rate themselves as proficient with technology and teachers agree that nearly 70% of their students are proficient. Teacher use of innovate online resources and assessment products (such as ThinkLink Learning, Study Island, STAR, database products, etc.) has increased and they rate these services as important. The district's development and maintenance of a K-12 technology scope and sequence plan continues to provide direction for integration at all levels. Additionally, 96% of students say they have received instruction about online safety in the schools; this is a new state requirement and meets the needs of both ISBE and NETS. Nearly all teachers (97%) believe technology is important in the schools.

The data shows that the majority of computer instruction and integration happens in a computer lab setting. The data also reveals that 60% of students spend one hour or less using computers at school each week.

#### Summary of Community Demographics

The community of Collinsville extends 50 square miles over two Illinois counties: Madison and St. Clair with both rural and urban areas. The Collinsville geographic area includes towns and unincorporated areas of Collinsville, Caseyville, Maryville, Fairmont City, Hollywood Heights and portions of Edwardsville. Mailing addresses also include East St. Louis, Fairview Heights, O'Fallon, Troy, Glen Carbon and Granite City. Collinsville is a predominantly blue-collar community of

25,610 residents located 10 miles from St. Louis, Missouri. Collinsville is known as the hub of the metro east area with Interstate 55-70 running through on the way to Chicago.

Collinsville Community Unit School District No. 10 is comprised of 9 elementary K-4 schools (Caseyville, Hollywood Heights, Jefferson, Kreitner, Maryville, Renfro, Summit, Twin Echo and Webster), and one upper elementary school (Dorris Intermediate School), one middle school (Collinsville Middle School) and one high school (Collinsville High School) and one area vocational center (Collinsville Area Vocational Center).

**COMMUNITY FACTS:**

Population in 2000; 24,707 (Population in 2006 - 25,610)

Males; 11,925 (48.3%)

Females: 12,782 (51.7%)

**Ethnic Makeup**

White; 22,603 (91.5%)

Black/African American: 1,446 (5.9%)

American Indian/Alaskan Native: 66 (.3%)

Asian: 147 (.6%)

Native Hawaiian/Other Pacific Islander: 5 (.01%)

Other: 450 (1.8%)

Median Age: 36.6 years

**INCOME**

Median Family Income: \$54,956

Median Male Income: \$39,379

Median Female Income: \$27,409

**POVERTY**

Families Below Poverty Level (1999): 368

Families Below Poverty with Female Household Head: 285

**OCCUPATION**

Management, Professional and Related Occupations: 4,156 (32.9%)

Service Occupations: 1,748 (13.8%)

Sales and Office Occupations: 3,789 (30%)

Farming, Fishing, and Forestry Occupations: 1,165 (9.2%)

Production, Transportation and Material Moving Occupations: 1,736 (13.7%)

**CLASS OF WORKER**

Private Wage and Salary Workers: 10,368 (82%)

Government Workers: 1,633 (12.9%)

Self-Employed Workers: 619 (4.9%)

Unpaid Family Workers: 17 (.1%)

**MAJOR EMPLOYERS**

Collinsville Community Unit School District No. 10

Oliver C. Anderson Hospital

**SCHOOL DISTRICT DEMOGRAPHICS - STUDENTS**

Population (Grades Kindergarten through 12): 6,078 (2005) 6,458 (2007)

**Racial/Ethnic Background and Other Information**

White: 81.5% (2005) 76.4% (2007)

Black: 9.3% (2005) 11% (2007)

Hispanic: 8.1% (2005) 10.4% (2007)

Asian/Pacific Islander: .9% (2005) .8% (2007)

Native American: .2% (2005) .4% (2007)

Multiracial: N/A (2005) .9% (2007)

Low Income Rate: 33.5% (2005) 42.8% (2007)

Limited English Proficient Rate: 1.6% (2005) 2.4% (2007)  
 High School Drop-out Rate: 4.4% (2005) 3.6% (2007)  
 Chronic Truancy Rate: 1.1% (2005 and 2007)  
 Mobility Rate: 17.6% (2005) 14% (2007)  
 Attendance Rate: 93.5% (2005) 94.2% (2007)

#### SCHOOL DISTRICT DEMOGRAPHICS - INSTRUCTIONAL SETTING

Parental Contact - 100% (2005) 95% (2007)  
 Average Class Size: Kindergarten: 21.7 (22.2% - 2007), Grade 1: 20.7 (21.6 - 2007), Grade 3: 21.4 (23.2 - 2007),  
 Grade 6: 22.8 (25.6 - 2007), Grade 8: 27 (20.7 - 2007), High School 20.5 (16.7 - 2007)  
 Staff-to-Student Ratio  
 Pupil-Teacher Elementary: 20.4 (2005) 22.7 (2007)  
 Pupil-Teacher Secondary: 23.6 (2005) 23.9 (2007)  
 Pupil-Certified Staff: 14.9 (2005) 15.8 (2007)  
 Pupil-Administrator: 209.6 (2005) 222.7 (2007)  
 Teacher Information:  
 Males: 19.3% (2005) 19.8% (2007)  
 Females: 80.7% (2005) 80.2% (2007)  
 Average Teaching Experience: 15.2 years (2005) 12 (2007)  
 Percent with Bachelor's Degree: 46.5 (2005) 54.5 (2007)  
 Percent with Master's or Above: 53.4 (2005) 44.2 (2007)  
 Percent with Emergency or Provisional Credentials: .3% (2005) 1.7 (2007)  
 Percent of Classes Not Taught by Highly Qualified Teachers: 0 (2005) .4 (2007)  
 Teacher Ethnic Makeup:  
 White 97.7% (2005) 97.4% (2007)  
 Black 1.1% (2005) 2% (2007)  
 Hispanic: 1.1% (2005) .3% (2007)  
 Asian/Pacific Islander: N/A (2005) .3 (2007)

#### Analysis of Community Demographics

The student population of the district has increased by approximately .6%. The ethnicity of students is shifting. White students decreased from 81.5% to 76.4%. Black students increased from 9.3% to 11% and Hispanic students increased from 8.1% to 10.4%. In addition, low income families in the district increased from 33% to 42.8%. The population of ELL (English Language Learners) students has increased from 1.6% to 2.4%, mainly due to the increased Hispanic student body. The district's high school drop-out rate decreased from 4.4% to 3.6%. The mobility rate also decreased from 17.6% to 14%.

The district's communities have an inadequate tax structure, weak economic base and a mobile population with many special needs students. Local property taxes are the primary source of revenue for the district and account for nearly 48% of the total revenue, although this percentage is 10% lower than the state average. The district's budget has improved over the past three years and is no longer in deficit.

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

Budgeted monies to replace aging inventory are insufficient.

Student use is primarily in computer labs, not in classrooms which limits the types of technology experiences and learning that occurs.

The district's general population is increasing, along with a shift in racial backgrounds, an increase in low-income students as well as an increase in non-English speaking students.

Needs/Gaps

The district needs to provide additional, sustainable funding for hardware, software and training.

Hardware needs to be provided to allow for consistent integration at higher levels in the classroom.

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

Collinsville Community Unit School District No. 10 needs to continue emphasizing technology integration into the curriculum to insure students are involved in higher-level problem-solving and development of technology skills and artifacts that support the state and federal standards. District money for technology must be a priority to insure that these important educational resources don't disappear or become unusable and leave students without the necessary skills to live and work in the 21<sup>st</sup> Century.

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

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

Educator Qualifications and Professional Growth and Development Data comes from the 2005 NextSteps survey as well as the 2008 Collinsville Community Unit School District No. 10 Technology Survey for STAFF.

Date Administered: December 2007 - January 2008

Data Analyzed by District Technology Director and Curriculum Planning Committee

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

**Summary**

Based on 2008 teacher surveys:

The frequency of technology use in district classrooms is: Daily (41%), Weekly (37%), Monthly (10%), 2-4 Times per Year (5%), or Seldom/Never (7%)

Teachers rated their ability to design and assess lessons with technology as: Beginner (33%), Proficient (50%) or Advanced/Able to Teach Others (17%).

Teachers rated their proficiency level with technology for personal or professional use: Beginner (17%), Proficient (59%), Advanced/Able to Teach Others (24%).

The frequency with which teachers use technology for their own professional use was reported as: Daily (92%), Weekly (6%), Monthly (1%), 2-4 Times per Year (0%), Seldom or Never (1%).

Teachers reported receiving professional development related to technology in a number of different ways. These include: Attendance at district-provided workshops (68%), conferences (27%), one-to-one mentoring (40%), self-paced instruction (32%), study teams (68%), action research (6%), university or college coursework (49%), and online courses (8%).

Teachers reported that the use of technology has benefitted their instruction in the following ways: Increased student motivation and interest (88%), decreased lecturing and other whole-class activities (42%), increased time to work with individuals and small groups (44%), increased time students are allowed to work independently on topics of their choice (56%), expand the time students have to learn beyond the classroom (57%), increased the time for students to work in groups (31%), provide more complex, challenging tasks (51%), participate as a learner in real time with students (31%), increase problem-solving skills (47%), share assessment results with individual students (38%).

More than 50% of teachers reported that they would like training on the following technology topics: Web page design (66%), video editing (64%), imaging software (60%), podcasting (59%), desktop publishing (58%), use of scanners (58%), computer security (54%), use of music devices (such as iPods - 53%), use of video cameras (52%), and mapping software (50%). More than 50% of teachers reported they were proficient using the Internet (86%), word processing (83%), presentation software (59%), use of digital cameras (55%) and Internet safety (53%).

### Analysis

The daily use of technology has shown a significant increase from 10% in 2005 to 41% in 2008. Those teachers reporting that they never use technology has decreased from 14% to 7% in the same period of time. In addition, those reporting only monthly or 2-4 Times per Year use has also significantly been reduced. Overall, more teachers are using computers on a daily basis and even those that were reluctant users in the past are now using computers at least weekly with their students.

Teachers' ability to design and assess lessons with technology has increased from 53% to 67%.

Teachers' view of their own technology proficiency increased. In 2005, 38% rated themselves as proficient compared to 59% in 2008. Those rating themselves as beginners have decreased from 33% to 17%.

There is a significant increase (65% in 2005 as compared to 92% in 2007) in the daily use of technology for teachers' professional use.

There has been an increase in staff taking advantage of district-provided workshops from 44% in 2005 to 68% in 2008.

Teaching learning from each other has increased from 34% to 68%. More teachers have taken technology-related university or college courses (27% in 2005, 49% in 2008).

There has been a significant increase in how teachers view the benefits of technology in the classroom: Increased student motivation and interest (53% vs. 88% in 2008), decreased lecturing and other whole-class activities (13% vs. 42%), increased time to work with individuals and small groups (18% vs 44%), increased time students are allowed to work independently on topics of their choice (22% vs. 56%), expand the time students have to learn beyond the classroom (20% vs. 57%), increased the time for students to work in groups (13% vs. 31%), provide more complex, challenging tasks (21% vs. 51%), participate as a learner in real time with students (15% vs. 31%), increase problem-solving skills (16% vs. 47%), share assessment results with individual students (13% vs. 38%).

According to surveys, teachers have indicated a desire for technical and instructional technology training that would support the use of technology in the classroom. There is still a need to provide professional development in nearly all areas of technology for district teachers. Despite the high rate of proficiency in some areas such as word processing, teachers would still benefit from additional instruction.

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

### Key Factors

The amount of staff development and training in technology during the past three years has been limited.

Money available to provide technology staff development workshops and opportunities has declined significantly due to loss of grant funds and no local funds earmarked for such services.

The district has a fairly significant turnover of teachers, with many seasoned veterans recently retiring. In general, we have seen new hires come to the district with basic technology skills but limited vision for implementing those skills into the academic curriculum.

In general, the staff is more competent and confident when it comes to using technology with students as is seen by the increase in the amount of time provided for these resources in the classroom.

Teachers indicate they have a desire for more training.

#### Needs/Gaps

The district needs to provide increased staff development opportunities in the area of technology and technology integration for staff members to help increase student achievement.

The district needs to support the staff need for additional training by providing financial resources to allow workshops and professional development to take place.

**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.*

Over the past three years, there has been a significant increase in teachers integrating technology into their instruction as well as those using computers for professional needs. Sixty-five percent of teachers now report using technology on a daily basis with students. Even though use has increased and teachers belief in the value of technology as a learning tool has increased, the majority still have a desire to develop additional technology skills, particularly newer skills such as podcasting and blogging, which may further increase student interest and achievement in the content areas.

### Section I C. Data & Analysis – Other Data

#### Item 3 – Parent/Community Involvement Data

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

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

Parent/Community Involvement Data comes from the 2005 NextSteps survey as well as the 2008 Collinsville Community Unit School District No. 10 Technology Survey for PARENTS.

Date Administered: December 2007 - January 2008

Data Analyzed by District Technology Director and Curriculum Planning Committee

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

#### Summary

Based on 2008 parent surveys:

99% of parents responding to the survey indicated they had a computer at home.

97% of parents reporting that they have a home computer say it is attached to the Internet.

98% of parents reported that they allow their child(ren) to use the home computer.

92% of parents Internet access on their home computers allow their child(ren) access to the Internet. 47% of parents say they require their child(ren) to get their permission to access the Internet. 68% have Internet filtering software installed on their home computer. 86% of parents say they check to see what sites their children have visited.

The majority of parents report using desktop computers with Windows XP as their operating system.

Parents report that their children use the home computer in the following ways: completing schoolwork (76%), sending/receiving email (48%), instant messaging (39%), blogging (8%), downloading music (50%), watching videos (35%), and playing games (80%).

Parents report that each week their children use computers: 1 hour or less (21%), 2-3 hours (35%), 4-6 hours (29%), and 7+ hours (15 hours).

With regard to knowledge of how to use a computer, parents report that they: know more than their children (63%), about the same as their children (18%), less (17%) and know nothing (1%).

Parents report that 58% of their children have email accounts.

85% of parents say their child is developing technology skills at school.

93% of parents believe that technology is critical to the learning experience of their child(ren).

94% of parents support the use of technology in the school district.

95% of parents believe Internet safety should be included in the schools' curriculum.

92% of parents believe funding for school technology is important.

89% of parents have visited the district's website in the past two months. 90% of parents have visited the individual district's school websites in the past two months. 95% of parents believe the websites are informative.

100% of parents say they are familiar with the district's automated telephone communication system (SchoolReach); 98% feel it is an important communication resource.

With regard to Internet safety, parents report:

- 89% report their child has a social networking site such as MySpace, Facebook, etc.
- 47% report that they know that their child's social networking site is marked private.
- 45% report that they monitor their child's online social networking site.
- 4% report that their child has been bullied online; 7% say they aren't sure.
- 61% report that their child uses an instant messaging service.

Many parents report that they wish more teachers updated the online grading system and posted homework assignments.

### Analysis

The district has seen a dramatic improvement in electronic communication with parents over the past three years. Parents in grades 5-12 can now check their child's grades, attendance, transcript, schedule, health data, and homework assignments using either Edline (grades 7-12) or Schoolmaster PASS (grades 5-6). The district has seen a significant increase in email contact between parents and teachers. The district redesigned its main district website to provide meaningful, up-to-date news and events. The district has launched an electronic newsletter to interested parents. The district has employed the use of an instant telephone communication system (SchoolReach) to provide up-to-the-minute information to parents.

The district had a need to provide Internet Safety instruction to parents, the community, staff and students. Over the past three years, the district has designated April as Internet Safety Awareness Month and integrated Internet safety into the K-12 curriculum. In addition, three workshops have been provided for district parents to educate them about the dangers of the Internet and provide them with suggestions for helping keep their children safe online. In 2005, no instruction was provided on this topic; in 2007, 96% of students reported they had learned about Internet Safety in the classroom.

In 2005, the district self-reported that it needed to increase parent understanding of technology. Over the past three years, the district has provided many opportunities to parents to learn more about the technology resources used by their children in the schools and at home. This has been accomplished through school Open Houses, orientation programs and special programmed events.

The vast majority of parents report that they believe technology is important in Unit 10 schools and that their children are receiving adequate instruction in technology. Further, they believe funding for technology continues to be an important investment for the district.

The district continues to maintain partnerships with a number of community organizations, including the Collinsville Memorial Public Library, Southwestern Illinois College, the Collinsville Area Recreation Department and the local parochial schools.

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

#### Key Factors

Home-school communication has increased dramatically over the past three years.

Parents report that electronic communications systems are important.

Individual district school websites are difficult to navigate and not uniform in design or aesthetics.

The district has added Internet Safety instruction into its curriculum.

The district maintains a good relationship with community partners.

#### Needs/Gaps

The district should improve its individual school websites to add uniformity and a more professional appearance and easier navigation for visitors.

The district should continue to use the electronic communications systems put in place such as Edline, PASS and SchoolReach.

The district should continue to offer instruction on Internet Safety to students, staff and parents.

The district should increase awareness of the electronic newsletter available to interested parents.

Teachers need to regularly post grades and homework assignments as there is no current requirement or consistency in this process.

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

The district has invested a good deal of money over the past three years to improve communication between the home and the schools. Community members and parents have reported positive feedback on these improvements. The district needs to continue to focus on these essential resources to help keep parents informed and actively participating in their child's academic achievement. In addition, the district should continue to make use of the important partnerships that it has nurtured over the years.

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### Section I D. Data & Analysis — Technology Deployment Data

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

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

District Infrastructure Design documents (updated December 2007)

Completed by Technology Staff

District Software Inventory (updated January 2008)

Completed by Technology Staff

District Hardware Inventory (updated January 2008)

Completed by Technology Staff

District Telecommunications Equipment and Services Report (updated January 2008)

Completed by Technology Staff

District Internet Access Report (updated January 2008)

Completed by Technology Staff

District staff survey (collected and summarized January 2008)

Completed by District staff

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

### **Infrastructure**

#### Summary

- Each internal building's (14) LAN backbone and switches are running at 1 gb.
- The district's network topology is a STAR design with a single 100 mb leased fiber connection (outside the firewall) to the Illinois Century Network POP.
- 100% of all instructional and administrative computers (2,132) are connected to the Internet via the building LANS and district WAN.
- A single district IPS/Firewall provides security and Internet filtering to all instructional and administrative computers.
- Wireless network access is available in the following locations: Webster Elementary School Special Education offices, District Administrative Annex, Jefferson Elementary School, Summit Elementary School, Mobile computer labs at CHS (2), CMS (1), CIS (1), CMS Commons and Teacher Workrooms (2).

#### Analysis

- District's infrastructure has been replaced and/or updated in the past two years.
- Wireless access has been added to a limited number of locations; however less than 17% of buildings have wireless access.
- The district's LAN backbones and switches process at 1 gb speeds; however, the 12 WAN connection speeds are 100 mb; moving to 1 gb speeds between buildings would further enhance video streaming and Internet connection speeds.

### **Hardware**

#### Summary

- 2 servers are less than 2 years old; 20 servers are between 2-5 years old; 3 are over 5 years old. 18 servers are running Novell Netware 6.5; 4 are running Windows 2000; 2 are running Windows 2003 and 1 is running Linux
- 2,132 computers in the district (178 laptops, 1954 desktops); 1,388 (65%) are between 2 and 5 years of age; 744 (35%) are over 5 years old.
- Various peripherals are available on a check-out basis for teachers in all buildings (digital cameras, video cameras, multimedia carts, graphing calculators, GPS devices and Science probes).
- Electronic whiteboards with projectors and audio systems are available in 33 district classrooms.
- The district provides printers for all classrooms, computer labs and administrative offices. There are 279 networked printers and 327 stand-alone printers.
- The district has 35 flatbed scanners available in all computer labs and in select administrative offices.
- Every classroom without an electronic whiteboard has a 27" or 32" SVGA mounted monitor (27" monitors are over 5 years of age; 32" monitors are over 3 years of age).
- There are 10 PDAs checked out to high school administrators.

#### Analysis

- Over 35% of district computers are over 5 years of age and need to be updated due to unsupported operating system, drivers and unsupported parts.

- The district currently owns no MP3 players such as iPods
- Three servers are over 5 years of age and need to be replaced.
- The district needs to expand the installation of projectors and electronic whiteboards into district classrooms; this will provide for the replacement of smaller, aging SVGA monitors.

### **Software**

#### Summary

- Appropriate grade-level specific software is available to all grade levels
- Keyboarding software is available for grades 4-12
- Schoolmaster Student Information System is used for all student data
- SDS is used for financial data
- Edline is used for providing online parent access to grades
- United Streaming video services is available to 11 district schools
- ThinkLink assessment is available to grades 3-8
- Microsoft Office Professional is used on all district computers
- Groupwise email is used by all instructional and administrative staff
- AVG antivirus software is used on all desktop and laptop computers; Sophos antivirus software is used on servers
- FrontPage software is used for authoring district and school websites as well as over 70 teacher websites
- DeepFreeze software is used to maintain control for all instructional computers
- Adobe CS3 is available for 36 stations at Collinsville High School
- Inspiration software is available on all instructional computers
- WiggleWorks software is available in 5 of the district's 7 elementary schools
- Reading Counts/SRI software is available in grades K-8
- STAR Reading and STAR Math is available in grades K-6
- Study Island is available in grades 2-6
- Additional area-specific software is available to music, PE, athletic, school psychologists, social workers, etc.
- SchoolReach parent communication system is in place to send instant telephone/email communications to the home

#### Analysis

United Streaming needs to be added to the remaining elementary school in the district.

Online local assessment is needed for grades 9-12

Online grade access for parents with students in grades K-6 is needed.

WiggleWorks software needs to be purchased to insure all elementary schools have access to this resource

The district needs to maintain and update licenses for products owned, including annual service to maintain the level of software support to all instructional and administrative staff

### **Telecommunications**

#### Summary

- The district has 48 mobile phones in service (39 standard cell phones with local and long distance service; 1 standard cell phone with local, long distance and Internet access; and 8 Blackberries with phone service and wireless Internet and email capability)
- 69 district classrooms have telephones

-2 PRI phone lines provide local and long distance phone service to Collinsville Middle School and Collinsville High School

-113 standard POTS lines provide local and long distance service to 10 schools and 2 administrative centers

#### Analysis

-The district needs to install telephones in all classrooms (currently only 69 classrooms out of 333)

-The district needs to continue to maintain local and long distance services to all schools and administrative centers by continuing to use PRI and POTS lines.

-The district needs to continue to provide and expand cellular phone services to key administrative and support personnel

-The district needs to expand Blackberry services to key administrators.

-The district needs to continue to use a telephone-based parent communication system such as SchoolReach.

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#### **Internet access**

##### Summary

-A leased 100 mb fiber line connects the district WAN from Collinsville High School to the Illinois Century network

-Leased 100 mb fiber lines connect all district schools (11) and administrative centers (2) to Collinsville High School

#### Analysis

-The district's connectivity between schools needs to be increased to 1 gb to more effectively utilize video streaming and Internet access.

-The district's allowable bandwidth from the ICN (currently 25 mb) needs to be increased to provide faster downloads and increase video streaming and the potential for distance learning.

#### **Technology Support**

##### Summary

-Nine non-certified computer support specialists are employed for 180 days per year to support 11 schools.

-The following Technology Department personnel are employed full-time to support instructional and administrative use of technology: Director of Technology, Network Manager, Assistant Network Manager, District Technician, Collinsville High School Technician, Administrative Computer Support Specialist, Student Information Systems Supervisor and Part-Time District Technician.

-The district contracts with outside networking specialists as needed for assistance with server and networking issues.

-The district maintains an excellent working relationship with infrastructure manufacturers for support and updates.

#### Analysis

-The district provides excellent technical support to the staff, including instructional and technical assistance. An outstanding online repair system allows technical requests to be responded to in under 48 hours.

-District technicians maintain Dell certification to expedite repairs and parts ordering.

-Due to the quality and experience of district technical staff, very little funds are spent on outside vendors for support.

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

**Key Factors** -

- Budgetary constraints
- Aging hardware (computers, SVGA monitors and servers)
- Inadequate hardware replacement plan
- Inadequate telephones in classrooms

**Needs/Gaps**

- 35% aging inventory needs to be replaced
- A hardware replacement plan needs to be adopted and implemented
  
- Adequate funds must be made available to implement a replacement/upgrade plan
- Telephones must be added to remaining 80% of classrooms
- Speeds between buildings and bandwidth allocation between the district and the ICN need to be increased to support increased use of video streaming and the potential for distance learning.
- Continued to provide, maintain and support telecommunication services (local, long distance, PRI, cellular, and leased fiber).

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

The information below 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 systems/equipment, support, tools and policies.

The district needs to provide learners of all ages and administrative staff with vital technology resources and reliable infrastructure in a scheduled and timely manner. The district needs to increase bandwidth among the local LANs and increase bandwidth to the ICN to improve Internet access, video streaming and other online instructional services. The district needs to continue to provide telecommunication services to all schools and administrative centers.

**District Information**

Number	Item
5896	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).
223	Number of K-12 special education self-contained classroom students
373	Number of Teachers (FTE - this does not include teacher aides)
27	Number of Administrators
12	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
2	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access

**Internet Access**

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	333
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	29
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	12
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	3

Location	Type	Number of Rooms
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	64
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	85
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

**Computer Inventory**

Desktop computers													
Location	Computer Age	Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	660	0	660	660	0	660	0	0	0	0	0	0
	5+ years	540	0	540	540	0	540	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	648	0	648	648	0	648	0	0	0	0	0	0
	5+ years	1	0	1	1	0	1	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	58	0	58	58	0	58	0	0	0	0	0	0
	5+ years	21	0	21	21	0	21	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	18	0	18	18	0	18	0	0	0	0	0	0

Desktop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	5+ years	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	22	0	22	22	0	22	0	0	0	0	0	0
	5+ years	4	0	4	4	0	4	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

**Computer Inventory**

Laptop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	8	0	8	8	0	8	0	0	0	0	0	0
	2-5 years	44	0	44	44	0	44	0	0	0	0	0	0
	5+ years	8	0	8	8	0	8	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	75	0	75	75	0	75	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	104	0	104	104	0	104	0	0	0	0	0	0
	5+ years	8	0	8	8	0	8	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	14	0	14	14	0	14	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

**Computer Inventory**

Tablet computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

**Computer Inventory**

Servers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

Servers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	2	0	2	2	0	2	0	0	0	0	0	0
	2-5 years	20	0	20	20	0	20	0	0	0	0	0	0
	5+ years	3	0	3	3	0	3	0	0	0	0	0	0

**Operating Systems**

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	704
	Windows 2000 (any version)	5
	Windows 98	311
	Windows 95	243
	Other PC	0
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	648
	Windows 2000 (any version)	0
	Windows 98	1
	Windows 95	0
	Other PC	0
Media Center/Library	Windows Vista	0
	Windows XP (any version)	58
	Windows 2000 (any version)	0
	Windows 98	16
	Windows 95	5
	Other PC	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	60
	Windows 2000 (any version)	0
	Windows 98	15
	Windows 95	0
	Other PC	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	171

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**Technology Integration Plan**

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	Windows 2000 (any version)	3
	Windows 98	10
	Windows 95	5
	Other PC	0
Teacher Offices	Windows Vista	0
	Windows XP (any version)	36
	Windows 2000 (any version)	0
	Windows 98	4
	Windows 95	0
	Other PC	0
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
<b>Macintosh</b>		
<b>Location</b>	<b>Operating System</b>	<b>Number</b>
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Teacher Offices	MAC System 10.x	0

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

**Network Equipment**

Location	Equipment	Number
Instructional Classroom	Hubs	5
	Routers	0
	Switches	69
	Wireless Access Points	24
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	7
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	5
	Firewall	0
	Spam Filter	0

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Location	Equipment	Number
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	3
	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	6
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	2
	Switches	92
	Wireless Access Points	31
	Firewall	1
	Spam Filter	2
	Content Filter	1
	Intrusion Detector	1

**Licensed Software**

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

**Inventory of Other Technologies**

Technology Type	Instructional	Administrative	Total
Networked Printers	263	16	279
Stand-alone Printers	204	123	327
Scanners	29	6	35
Digital Cameras	117	24	141
Camcorders/Movie Cameras	14	2	16
Satellite Dishes	0	0	0
Televisions	321	29	350
Video Microscopes	0	0	0
LCD Panels/Projection Devices	78	0	78
Fax Machines	0	21	21
Graphing Calculators	20	1	21
PDA's	0	10	10
Assistive/Adaptive Devices	4	0	4
GPS Devices	10	0	10
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	33	0	33
Whiteboard Capture Devices	0	0	0
Document Cameras	2	0	2
MP3 Players	1	0	1

**Telecommunications**

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	2	113	115
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	48	48
<b>Classrooms with Telephones</b>			
	<b>Number</b>		
<b>Classrooms with telephones</b>	69		

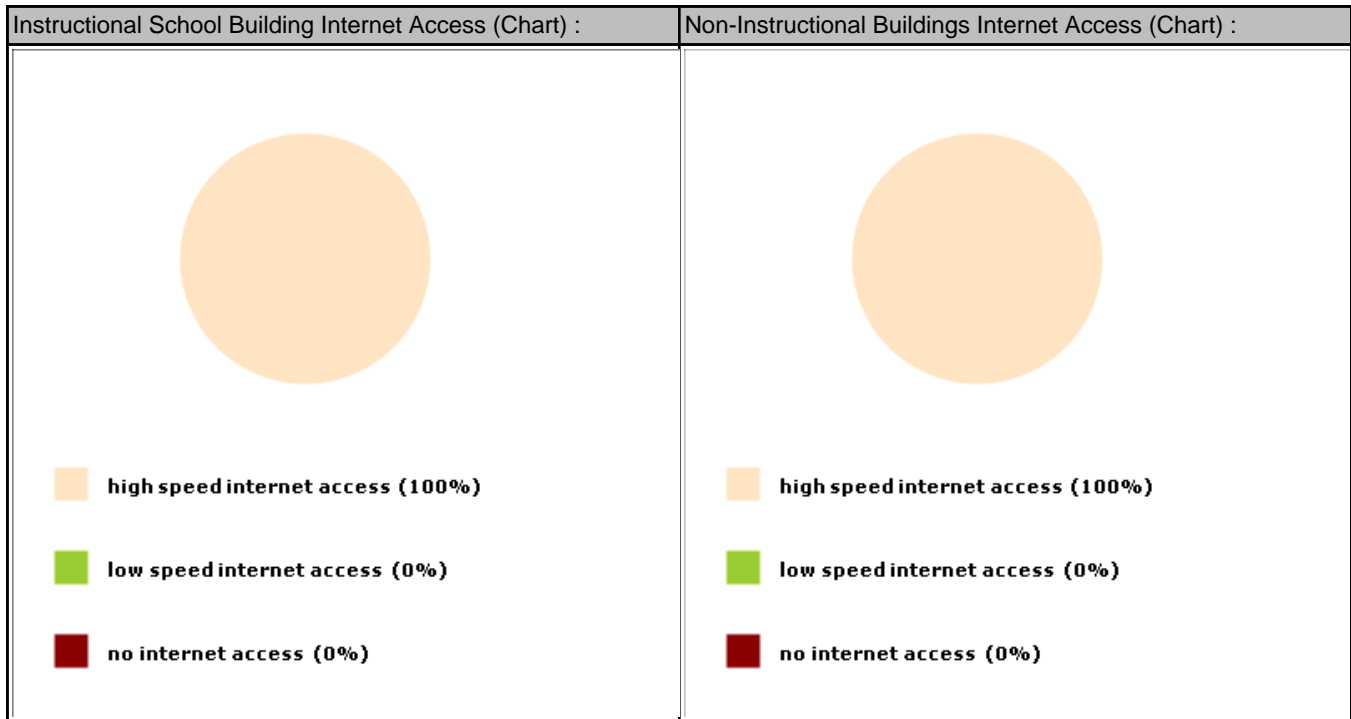
**Distance Learning**

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

**Section I D Data & Analysis — District Technology Inventory Report**

District Information			
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).	Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)	Number of Administrators
5896	223	373	27

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
12	0	0	2	0	0



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/ Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	1200	0	649	0	79	0	0	0	19	0	26	0	0	0
Laptops	60	0	0	0	0	0	75	0	112	0	14	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	25	0
	1260	0	649	0	79	0	75	0	131	0	40	0	25	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	
	1260		649		79		75		131		40		25	
Students per Computer													2.71	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/ Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	1200	0	649	0	79	0	0	0	19	0	26	0	0	0
Laptops	60	0	0	0	0	0	75	0	112	0	14	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	25	0
	1260	0	649	0	79	0	75	0	131	0	40	0	25	0

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Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
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	
	1260		649		79		75		131		40		25	
Students per Computer													2.71	

Computers with Low Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer													0	

Computers with No Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer													0	

Computer Ages								
Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
1	8	0	1406	237	0	566	16	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
523	100+ mg Ethernet
0	Dedicated Cable
0	DSL
3	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Number of Rooms	Type
0	Windows Vista
1677	Windows XP (any version)
8	Windows 2000 (any version)
357	Windows 98
253	Windows 95
0	Other PC
0	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
279	Number of Networked Printers
327	Number of Stand-alone Printers
35	Number of Scanners
141	Number of Digital Cameras
16	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
350	Number of Televisions
0	Number of Video Microscopes
78	Number of LCD Panels/Projection Devices
21	Number of Fax Machines
21	Number of Graphing Calculators
10	Number of PDAs
4	Number of Assistive/Adaptive Devices
10	Number of GPS Devices
0	Number of Science Probeware

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

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

**Section I E. Data & Analysis — Meta Analysis**

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

The number of students in the Collinsville School District meeting or exceeding the state performance standards in reading and math on the ISAT and PSAE tests will increase by 7-16% by 2011. The District 2007 levels were reading 69.5% and math, 78.2%.

Goal 1 for Phase I : 2008-2009												
The number of students in the Collinsville School District meeting or exceeding the state performance standards in reading and math on the ISAT and PSAE tests will increase by 7-16% by 2011. The District 2007 levels were reading 69.5% and math, 78.2%.												
Section II B. Action Plan — Curriculum and Instruction												
Strategy1												
Academic achievement will increase through the use of appropriate interventions which incorporate research-based materials and strategies proven to increase reading and mathematics.												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other

Students in grades 3-8 will be assessed using ThinkLink Predictive Assessment Series to identify current state skill mastery in math and reading and determine areas for improvement. Immediate online results supply teachers with data and resources to support state skills and subskills.	08/18/2008	05/29/2009	20000	20000			0	0	0	0	0	0
Students in grades K-6 will continue to use Study Island, a research-based online resource to support and reinforce state standards in math and reading.	08/18/2008	05/29/2009	10000	10000			0	0	0	0	0	0
Students in grades K-8 will participate in the Reading Counts program and SRI assessment program as a supplement to the reading curriculum.	08/18/2008	05/29/2009	4400	4400			0	0	0	0	0	0
Students will receive instruction using United Streaming online video streaming services.	08/18/2008	05/29/2009	9000	9000			0	0	0	0	0	0
Students in grades 9-11 will be assessed using Learning Express online resources for math, writing and reading improvement.	08/18/2008	05/29/2009	11000	11000			0	0	0	0	0	0

**Strategy2**

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

**Strategy3**

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

**Section II C. Action Plan — Professional Development**

**Strategy1**

The district will provide professional development that focuses on researched based instructional practices that support the teaching of math and reading.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Teachers will receive training on the interpretation of ThinkLink, Study Island and Learning Express assessment data as well as strategies to address the achievement gaps in the areas of math and reading.	09/01/2008	05/29/2009	1500	0			0	0	0	0	0	1500

Teachers and technology staff members will attend professional development workshops and conferences to acquire knowledge to help them effectively integrate technology into the school and classroom to support increased achievement in math and reading.	09/01/2008	05/29/2009	8500	0			0	8500	0	0	0	0
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**Strategy2**

The district will provide professional development that assists teachers in increasing their professional technology proficiencies.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Teachers will increase their basic technology skills to allow them to pass Level One (personal proficiency) and Level Two (instructional proficiency) aligned to the NETS standards for teachers.	07/01/2008	06/30/2009	7000	0			0	0	0	0	0	7000

**Strategy3**

Realign District Technology K-12 Scope and Sequence Plan to the new NETS Standards released in 2007.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Develop a focus group to review the existing K-12 Technology Scope and Sequence Plan and realign the plan to the new NETS standards' language.	07/01/2008	06/30/2009	5000	0			0	0	0	0	0	5000

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

**Strategy1**

The District will use innovative informational technology and telecommunications services to communicate, collaborate and support parents and the community members to address learning needs and maintain a safe learning environment for all.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The District will provide up-to-date web sites to communicate important information about academic resources with the students, staff and community.	07/07/2008	05/29/2009	35000	35000			0	0	0	0	0	0
The District will provide online parent access to grades and attendance information.	07/07/2008	05/29/2009	24000	24000			0	0	0	0	0	0
The District will maintain an instant telephone communication system to contact parents in the even of weather-related snow closings, emergencies, attendance and general information.	07/07/2008	05/29/2009	10000	10000			0	0	0	0	0	0

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The District will provide Internet Safety instruction for parents and the community.	03/02/2009	03/31/2009	500	0			0	0	0	0	0	500
The District will maintain and support an email system for staff members to allow for communication between parents/community and the school district.	07/07/2008	05/29/2009	15000	15000			0	0	0	0	0	0

**Strategy2**

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

**Strategy3**

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

**Section II E. Action Plan — Technology Deployment**

**Strategy1**

District will purchase and maintain necessary innovative technologies, software, telecommunications services need to support instruction, safety, and communication for all stakeholders.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will provide and maintain telecommunications service for all stakeholders (PRI, local and long distance service, cellular phone service).	07/07/2008	06/30/2009	112616	41668	70948	R	0	0	0	0	0	0
The district will provide and maintain Internet service (leased fiber connections for 12 schools, 2 administrative centers and an ethernet connection to the Illinois Century Network).	07/07/2008	06/30/2009	123021	45519	77502	D	0	0	0	0	0	0
The district will provide and maintain wireless Internet access (schools, administrative centers and wireless portable devices - Blackberries).	07/07/2008	06/30/2009	17099	6327	10772	R	0	0	0	0	0	0
The district will purchase and maintain software and online resource subscriptions.	07/07/2008	06/30/2009	208000	200000	0	D	0	0	0	0	8000	0

The district will replace outdated computer equipment (400 new computers; 20 projectors/electronic whiteboards, three servers and misc. peripherals). Add three (CHS-2, CMS-1) additional 30-station portable computer labs; replace three existing network servers (District mail, HH, CMS), replace four building core switches (Webster, CMS, DIS, Renfro), install additional battery backup units, install wireless access points in four schools to provide full building coverage (Jefferson, Summit, HH, TE).	07/07/2008	06/30/2009	600000	600000	0	D	0	0	0	0	0	0
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<b>Strategy2</b>												

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

<b>Strategy3</b>												

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

**Goal 1 for Phase II : 2009-2010**

The number of students in the Collinsville School District meeting or exceeding the state performance standards in reading and math on the ISAT and PSAT tests will increase by 7-16% by 2011. The District 2007 levels were reading 69.5% and math, 78.2%.

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

**Strategy1**

Academic achievement will increase through the use of appropriate interventions which incorporate research-based materials and strategies proven to increase reading and mathematics.

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

Students in grades 3-8 will be assessed using ThinkLink Predictive Assessment Series to identify current state skill mastery in math and reading and determine areas for improvement. Immediate online results supply teachers with data and resources to support state skills and sub skills.	08/24/2009	05/28/2010	20000	20000			0	0	0	0	0	0
Students in grades K-6 will continue to use Study Island, a research-based online resource to support and reinforce state standards in math and reading.	08/24/2009	05/28/2010	10000	10000			0	0	0	0	0	0
Students in grades K-8 will participate in the Reading Counts program and SRI assessment program as a supplement to the reading curriculum.	08/24/2009	05/28/2010	4400	4400			0	0	0	0	0	0
Students will receive instruction using United Streaming online video streaming services.	08/24/2009	05/28/2010	9000	9000			0	0	0	0	0	0
Students in grades 9-11 will be assessed using Learning Express online resources for math, writing and reading improvement.	08/24/2009	05/28/2010	11000	11000			0	0	0	0	0	0

**Strategy2**

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

**Strategy3**

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

**Section II C. Action Plan — Professional Development**

**Strategy1**

The district will provide professional development that focuses on researched based instructional practices that support the teaching of math and reading.

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

Teachers and technology staff members will attend professional development workshops and conferences to acquire knowledge to help them effectively integrate technology into the school and classrooms to support increased achievement in reading and math.	07/06/2009	06/30/2010	12500	0			0	8500	0	0	0	4000
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**Strategy2**

The district will provide professional development that assists teachers in increasing their professional technology proficiencies.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Teachers will receive training on research-based instructional design strategies to develop their technology integration skills.	07/01/2009	06/30/2010	5000	0			0	0	0	0	0	5000
A technology mentor program will be implemented to pair veteran teacher adopters with new teachers or those veteran teachers that have been relevant adopters.	07/01/2009	06/30/2010	0	0			0	0	0	0	0	0

**Strategy3**

Continue to utilize the district's K-12 Technology Scope and Sequence Plan to insure adoption and integration of technology skills into the curriculum.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Teachers will receive new and/or refresher training on the districts Technology Scope & Sequence Plan.	07/01/2009	06/30/2010	3000	0			0	0	0	0	0	3000

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

**Strategy1**

The District will use innovative informational technology and telecommunications services to communicate, collaborate and support parents and the community members to address learning needs and maintain a safe learning environment for all.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The District will provide up-to-date websites to communicate important information about academic resources with the students, staff and community.	07/06/2009	05/28/2010	35000	35000			0	0	0	0	0	0
The District will provide online parent access to grades and attendance information.	07/06/2009	05/28/2010	24000	24000			0	0	0	0	0	0
The District will maintain an instant telephone communication system to contact parents in the event of weather-related snow closings, emergencies, attendance and general information.	07/06/2009	06/30/2010	10000	10000			0	0	0	0	0	0

The District will provide Internet Safety instruction for parents and the community.	07/06/2009	06/30/2010	500	0			0	0	0	0	0	500
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**Strategy2**

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

**Strategy3**

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

**Section II E. Action Plan — Technology Deployment**

**Strategy1**

District will purchase and maintain necessary innovative technologies, software, telecommunications services need to support instruction, safety, and communication for all stakeholders.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will replace outdated computer equipment (400 new computers; 20 projectors/electronic whiteboards, five servers and misc. peripherals). Add two (Renfro-1, Maryville-1) additional 30-station portable computer labs; replace five existing network servers (District web server, Webster, Kreitner, DIS, Caseyville), replace four building core switches (Maryville, Kreitner, Caseyville, Administration), install additional battery backup units, install wireless access points in two schools to provide full building coverage (CMS, Renfro).	07/06/2009	06/30/2010	600000	600000	0	D	0	0	0	0	0	0
The district will provide and maintain telecommunications service for all stakeholders (PRI, local and long distance service, cellular phone service).	07/06/2009	06/30/2010	112616	41668	70948	R	0	0	0	0	0	0
The district will provide and maintain Internet service (leased fiber connections for 12 schools, 2 administrative centers and an ethernet connection to the Illinois Century Network).	07/06/2009	06/30/2010	123021	45519	77502	D	0	0	0	0	0	0

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The district will provide and maintain wireless Internet access (schools, administrative centers and wireless portable devices - Blackberries).	07/06/2009	06/30/2010	17099	6327	10772	R	0	0	0	0	0	0
The district will purchase and maintain software and online resource subscriptions.	07/06/2009	06/30/2010	208000	200000	0	D	0	0	0	0	8000	0

**Strategy2**

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

**Strategy3**

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

**Goal 1 for Phase III : 2010-2011**

The number of students in the Collinsville School District meeting or exceeding the state performance standards in reading and math on the ISAT and PSAE tests will increase by 7-16% by 2011. The District 2007 levels were reading 69.5% and math, 78.2%.

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

**Strategy1**

Academic achievement will increase through the use of appropriate interventions which incorporate research-based materials and strategies proven to increase reading and mathematics.

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

Students in grades 3-8 will continue to be assessed using ThinkLink Predictive Assessment Series to provide teachers with local, standards based, norm referenced achievement data to allow teachers to align instruction and develop individualized instruction to improve math and reading. Additionally, the district will pilot the ThinkLink formative assessment tools for K-2 students to help these primary teachers insure students are on target with state standards.	08/23/2010	05/27/2011	10500	10500			0	0	0	0	0	0
Teachers will use a variety of technology resources, aligned with the district's technology scope and sequence plan (based on the NETS standards) to reinforce and improve reading and mathematics instruction (Scholastic Wiggleworks, Reading Counts, Inspiration, Kidspiration, Microsoft Word, Microsoft PowerPoint, KidPix, Graph Club, Microsoft Excel, Study Island, United Streaming).	08/23/2010	05/27/2011	75000	75000			0	0	0	0	0	0

**Strategy2**

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

**Strategy3**

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

**Section II C. Action Plan — Professional Development**

**Strategy1**

The district will provide professional development that focuses on researched based instructional practices that support the teaching of math and reading.

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

Teachers and technology staff members will attend professional development workshops and conferences to acquire knowledge to help them effectively integrate technology into the school and classrooms to support increased achievement in reading and math.	07/01/2010	06/30/2011	7000	0			0	0	0	0	0	0	7000
Administrators will receive professional development that helps them better understand and support research-based technology instructional design methods to allow them to facilitate, assess and support such use in the classroom.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0	0

**Strategy2**

The district will provide professional development that assists teachers in increasing their professional technology proficiencies.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Teachers will continue to increase their personal technology skills to allow them to meet Level Two (instructional) proficiencies aligned to the NETS standards for teachers.	07/01/2010	06/30/2011	3000	0			0	0	0	0	0	3000
Teachers will receive training on research-based instructional design strategies to help them further develop their technology integration skills.	07/01/2010	06/30/2011	3000	0			0	0	0	0	0	3000
The technology teacher mentor program will be extended to provide a model of instructional design and support for new teachers in the district.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

**Strategy3**

Continue to utilize the district's K-12 Technology Scope and Sequence Plan to insure adoption and integration of technology skills into the curriculum.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Teachers will receive new and/or refresher training on the district's Technology Scope & Sequence Plan.	07/01/2010	06/30/2011	0	0			0	0	0	0	0	0

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

**Strategy1**

The District will use innovative informational technology and telecommunications services to communicate, collaborate and support parents and the community members to address learning needs and maintain a safe learning environment for all.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
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The district will continue to support and provide up-to-date school and district information for parents, staff, students and the community via robust, active websites.	08/23/2010	05/27/2011	15000	15000			0	0	0	0	0	0
The district will continue to provide online portal access to important information about students to help with early intervention of students' academic success, including grades, attendance, formalized testing results, and other anecdotal evidence available in district databases.	08/23/2010	05/27/2011	15000	15000			0	0	0	0	0	0
The district will continue to maintain an instant telephone communication system to contact parents in the event of weather-related school closings, emergencies, attendance and general information.	08/23/2010	05/27/2011	10000	10000			0	0	0	0	0	0
The district will continue to provide Internet Instruction for parents and the community by holding workshops and maintaining online resource websites.	08/23/2010	05/27/2011	500	0			0	0	0	0	0	500
The district will continue to maintain and support an email system for staff members to facilitate communication between parents/community and district staff.	08/23/2010	05/27/2011	15000	15000			0	0	0	0	0	0
The district will continue to provide online access to instructional materials for parents and students to access from home that correlate to state standards and classroom instruction.	08/23/2010	05/23/2011	10000	10000			0	0	0	0	0	0

**Strategy2**

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

**Strategy3**

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

**Section II E. Action Plan — Technology Deployment**

**Strategy1**

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District will purchase and maintain necessary innovative technologies, software, telecommunications services need to support instruction, safety, and communication for all stakeholders.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will replace outdated computer equipment (400 new computers; 20 projectors/electronic whiteboards, seven servers and misc. peripherals). Replace laptops for two portable computer labs (CHS library, CMS); replace seven existing network servers (Jefferson, CHS-4, Summit, TE), install wireless access points in one school to provide full building coverage (CHS).	07/05/2010	06/30/2011	600000	600000	0	D	0	0	0	0	0	0
The district will provide and maintain telecommunications service for all stakeholders (PRI, local and long distance service, cellular phone service).	07/05/2010	06/30/2011	112616	41668	70948	R	0	0	0	0	0	0
The district will provide and maintain Internet service (leased fiber connections for 12 schools, 2 administrative centers and an ethernet connection to the Illinois Century Network).	07/05/2010	06/30/2011	123021	45519	77502	D	0	0	0	0	0	0
The district will provide and maintain wireless Internet access (schools, administrative centers and wireless portable devices - Blackberries).	07/05/2010	06/30/2011	17099	6327	10772	R	0	0	0	0	0	0
The district will purchase and maintain software and online resource subscriptions.	07/05/2010	06/30/2011	208000	200000	0	D	0	0	0	0	8000	0

**Strategy2**

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

**Strategy3**

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

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

The Collinsville Community Unit School District #10 administration and technology committee will continue reviewing, analyzing, and planning for the effective use of technology in our classrooms. Trends in funding, student population, and building construction, as well as changes in bandwidth and equipment needs, along with the development of new and innovative technologies will be tracked. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ThinkLink Reports ISAT scores PSAE scores PLAN scores EXPLORE scores Study Island scores United Streaming reports	Increase in ThinkLink scores Increase in ISAT scores Increase in PSAE reading and math scores Increase in PLAN and EXPLORE math and reading scores Increase in level of use of Study Island and United Streaming	3X per year Annually Annually Annually Annually Weekly Monthly	Susan Homes, Director of Technology Julie Brown, Asst. Superintendent Jean Dayton, Principal Dave Stroot, Principal Joanna Luehmann, Principal Julie Haake, Principal Tom Tucker, Principal John Griffith, Principal Allen Ellington, Principal Eric Flohr, Principal Candice Swift, Principal Jeannie Nicolussi, Principal
PD Strategy	Attendance records Staff and student surveys	Increased attendance at in-service instructional strategy and technology workshops Increased integration of technology resources to increase math and reading skills	Annually Annually	Susan Homes, Director of Technology Julie Brown, Asst. Superintendent Jean Dayton, Principal Dave Stroot, Principal Joanna Luehmann, Principal Julie Haake, Principal Tom Tucker, Principal John Griffith, Principal Allen Ellington, Principal Eric Flohr, Principal Candice Swift, Principal Jeannie Nicolussi, Principal

Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible	
P/C Strategy	Edline and Pass activation records  SchoolReach usage records  Parent surveys	Increased use of online student information by parents (grades, attendance, assignments, etc.)  Increased communication between the school and home.	Monthly  Monthly  Annually	Susan Homes, Director of Technology Julie Brown, Asst. Superintendent Jean Dayton, Principal Dave Stroot, Principal Joanna Luehmann, Principal Julie Haake, Principal Tom Tucker, Principal John Griffith, Principal Allen Ellington, Principal Eric Flohr, Principal Candice Swift, Principal Jeannie Nicolussi, Principal
Tech D Strategy	Analysis of software, online resources, hardware inventory, Internet connection speeds, telephone usage and inventory records	Subscriptions, software, hardware, technology tools, online resources, Internet access, telecommunications capabilities will be available to meet the educational and academic needs of the students and staff.	Annually	Susan Homes, Director of Technology

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

The Collinsville Community Unit School District #10 administration and technology committee will continue reviewing, analyzing, and planning for the effective use of technology in our classrooms. Trends in funding, student population, and building construction, as well as changes in bandwidth and equipment needs, along with the development of new and innovative technologies will be tracked. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible	
C & I Strategy	ThinkLink Reports  ISAT scores  PSAE scores  PLAN scores EXPLORE scores  Study Island scores  United Streaming reports	Increase in ThinkLink scores  Increase in ISAT scores  Increase in PSAE reading and math scores  Increase in PLAN and EXPLORE math and reading scores  Increase in level of use of Study Island and United Streaming	3X per year  Annually  Annually  Annually Annually  Weekly  Monthly	Susan Homes, Director of Technology Julie Brown, Asst. Superintendent Jean Dayton, Principal Dave Stroot, Principal Joanna Luehmann, Principal Julie Haake, Principal Tom Tucker, Principal John Griffith, Principal Allen Ellington, Principal Eric Flohr, Principal Candice Swift, Principal Jeannie Nicolussi, Principal

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	Attendance records Staff and student surveys	Increased attendance at in-service instructional strategy and technology workshops  Increased integration of technology resources to increase math and reading skills	Annually  Annually	Susan Homes, Director of Technology Julie Brown, Asst. Superintendent Jean Dayton, Principal Dave Stroot, Principal Joanna Luehmann, Principal Julie Haake, Principal Tom Tucker, Principal John Griffith, Principal Allen Ellington, Principal Eric Flohr, Principal Candice Swift, Principal Jeannie Nicolussi, Principal
P/C Strategy	Edline and Pass activation records  SchoolReach usage records  Parent surveys	Increased use of online student information by parents (grades, attendance, assignments, etc.)  Increased communication between the school and home.	Monthly	Susan Homes, Director of Technology Julie Brown, Asst. Superintendent Jean Dayton, Principal Dave Stroot, Principal Joanna Luehmann, Principal Julie Haake, Principal Tom Tucker, Principal John Griffith, Principal Allen Ellington, Principal Eric Flohr, Principal Candice Swift, Principal Jeannie Nicolussi, Principal
Tech D Strategy	Analysis of software, online resources, hardware inventory, Internet connection speeds, telephone usage and inventory records	Subscriptions, software, hardware, technology tools, online resources, Internet access, telecommunications capabilities will be available to meet the educational and academic needs of the students and staff.	Annually	Susan Homes, Director of Technology

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

The Collinsville Community Unit School District #10 administration and technology committee will continue reviewing, analyzing, and planning for the effective use of technology in our classrooms. Trends in funding, student population, and building construction, as well as changes in bandwidth and equipment needs, along with the development of new and innovative technologies will be tracked. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ThinkLink Reports ISAT scores PSAE scores PLAN scores EXPLORE scores Study Island scores United Streaming reports	Increase in ThinkLink scores Increase in ISAT scores Increase in PSAE reading and math scores Increase in PLAN and EXPLORE math and reading scores Increase in level of use of Study Island and United Streaming	3X per year Annually Annually Annually Annually Weekly Monthly	Susan Homes, Director of Technology Julie Brown, Asst. Superintendent Jean Dayton, Principal Dave Stroot, Principal Joanna Luehmann, Principal Julie Haake, Principal Tom Tucker, Principal John Griffith, Principal Allen Ellington, Principal Eric Flohr, Principal Candice Swift, Principal Jeannie Nicolussi, Principal
PD Strategy	Attendance records Staff and student surveys	Increased attendance at in-service instructional strategy and technology workshops Increased integration of technology resources to increase math and reading skills	Annually Annually	Susan Homes, Director of Technology Julie Brown, Asst. Superintendent Jean Dayton, Principal Dave Stroot, Principal Joanna Luehmann, Principal Julie Haake, Principal Tom Tucker, Principal John Griffith, Principal Allen Ellington, Principal Eric Flohr, Principal Candice Swift, Principal Jeannie Nicolussi, Principal

Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
<p>P/C Strategy</p> <p>Edline and Pass activation records</p> <p>SchoolReach usage records</p> <p>Parent surveys</p>	<p>Increased use of online student information by parents (grades, attendance, assignments, etc.)</p> <p>Increased communication between the school and home</p>	<p>Monthly</p>	<p>Susan Homes, Director of Technology</p> <p>Julie Brown, Asst. Superintendent</p> <p>Jean Dayton, Principal</p> <p>Dave Stroot, Principal</p> <p>Joanna Luehmann, Principal</p> <p>Julie Haake, Principal</p> <p>Tom Tucker, Principal</p> <p>John Griffith, Principal</p> <p>Allen Ellington, Principal</p> <p>Eric Flohr, Principal</p> <p>Candice Swift, Principal</p> <p>Jeannie Nicolussi, Principal</p>
<p>Tech D Strategy</p> <p>Analysis of software, online resources, hardware inventory, Internet connection speeds, telephone usage and inventory records</p>	<p>Subscriptions, software, hardware, technology tools, online resources, Internet access, telecommunications capabilities will be available to meet the educational and academic needs of the students and staff</p>	<p>Annually</p>	<p>Susan Homes, Director of Technology</p>

**Section II G. Action Plan — Budget Summary**

Phase I-II-III -Budget Summary									
Phase I 2008 -2009	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<p>The number of students in the Collinsville School District meeting or exceeding the state performance standards in reading and math on the ISAT and PSAE tests will increase by 7-16% by 2011. The District 2007 levels were reading 69.5% and math, 78.2%.</p>	1221636	1031914	159222	0	8500	0	0	8000	14000

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Total Budget for Phase I - 2008-2009	1221636	1031914	159222	0	8500	0	0	8000	14000
Phase II 2009 -2010	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
The number of students in the Collinsville School District meeting or exceeding the state performance standards in reading and math on the ISAT and PSAE tests will increase by 7-16% by 2011. The District 2007 levels were reading 69.5% and math, 78.2%.	1205136	1016914	159222	0	8500	0	0	8000	12500
Total Budget for Phase II - 2009-2010	1205136	1016914	159222	0	8500	0	0	8000	12500
Phase III 2010 -2011	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
The number of students in the Collinsville School District meeting or exceeding the state performance standards in reading and math on the ISAT and PSAE tests will increase by 7-16% by 2011. The District 2007 levels were reading 69.5% and math, 78.2%.	1224736	1044014	159222	0	0	0	0	8000	13500
Total Budget for Phase III - 2010-2011	1224736	1044014	159222	0	0	0	0	8000	13500
Total Budget for Phases I, II, and III - 2008-2011	3651508	3092842	477666	0	17000	0	0	24000	40000

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### Section III Plan Development, Review and Implementation A. Stakeholder Involvement

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**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.*

Collinsville School District community members have played and continue to play a vital role in helping to provide vision for the district. A committee of citizens, representing a variety of professional backgrounds, as well as district teachers, administrators and support staff has helped develop and direct the school improvement process, lending support, expertise and vision for the infusion of technology into the district's instructional process. The 2008-2011 technology plan was authored with assistance from this committee as well as important survey feedback from staff, students and the community, including parents. The district's Director of Information Systems regularly provides feedback to the Board of Education regarding the technology plan, including the development, implementation and annual evaluation. The district provides an open and ongoing dialogue with the local parochial schools, the public libraries found within the district's boundaries (Maryville, Caseyville, and Collinsville) as well as the Collinsville Area Recreation District and Southwestern Illinois College. These entities provide additional guidance and direction and instructional decisions regarding technology are undertaken. It is the expectation of the district that these stakeholders will continue to evaluate and provide future direction and vision for both the School Improvement Plan and the district Technology Plan.

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### Section III Plan Development, Review and Implementation B. District Internet Safety Policy

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**Please provide the district's policy pursuant to the Children's Internet Protection Act of 2000(CIPA) and the number of your board-adopted policy in the text box below. The CIPA information must include the following:**

**Technology Protection Measure (Filter)**

*Schools must certify that they are in CIPA compliance by having an Internet Safety Policy adopted and implemented at the start of the given funding year. This policy must include a Technology Protection Measure that blocks or filters internet access to visual depictions that:*

- (a) are obscene,*
- (b) are child pornography, or*
- (c) are harmful to minors.*

**Internet Safety Policy**

*Schools subject to CIPA are required to adopt a policy that addresses:*

- 1. Access by minors to inappropriate matter on the internet*
- 2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications*
- 3. Unauthorized access including "hacking" and other unlawful activities by minors online*
- 4. Unauthorized disclosure, use, and dissemination of personal information regarding minors*
- 5. Restricting minors' access to materials harmful to minors.*

The Collinsville Community Unit School District has adopted and implemented a Board of Education policy for the purposes of compliance with the Children's Internet Protection Act (CIPA). This policy includes three documents: 6:235 (Access to Electronic Networks), 6:235-R (Administrative Procedure: Computer and Internet Use Rules and Expectations) and 6:235-E (Administrative Procedure: Computer and Internet Use Rules and Expectations Acknowledgment). The original Acceptable Use Policy was adopted by the Board of Education on April 20, 1999. The Board adopted a revised, enhanced policy on July 15, 2002. The policies are available on the district's website at

<http://www.kahoks.org> (click on About CUSD10, Board of Education, Policy Manual, Instruction, 6:235). In addition, the following related documents are on file with the district: Board of Education Meeting Agenda (when policy was adopted and revised), minutes of these meetings and acknowledgement forms signed by staff, students and parents (as appropriate for each category).

**Peer Review Feedback Form**

District Name: COLLINSVILLE CUSD 10	RCDT #: 410570100260000
Original Submission: Yes	Approval Date: 04/14/2008
School Years Covered by Plan:	Plan Expiration Date: 06/30/2011
2008-2009:Yes 2009-2010:Yes 2010-2011:Yes	
Section Used for Mid-Course Correction Only	
Mid-Course Correction(MCC): No	Date Peer Reviewed: 04/03/2008
Date of Annual Review Leading to MCC:	Approval Date of MCC:
<b>Preliminary Information</b>	<b>Requirements</b>
All Required Identifying District Information is Complete. Vision Statement is Included and Meets Requirements.	Meets
<b>Comments:</b>	
<b>Section I: Data and Analysis</b>	<b>Requirements</b>
Data Collection & Information Part A. Illinois School Report Card Data Part B. Local Assessment Data (as available) Part C. Other Data -- Item 1,2 & 3 Part D. Technology Deployment Part E. Data & Analysis - (Meta-Analysis)	Meets
<b>Comments:</b>	
<b>Section II: Action Plan</b>	<b>Requirements</b>
Part A. Overall Review of Action Plan A.1 Goals A.2 Strategies and Activities A.3 Budget	Meets
<b>Comments:</b>	
	<b>Requirements</b>
Part B. Curriculum Integration Strategies and Activities	Meets
<b>Comments:</b>	
	<b>Requirements</b>
Part C. Professional Development Strategies and Activities	Meets
<b>Comments:</b>	
	<b>Requirements</b>
Part D. Parent/Community Involvement	Meets
<b>Comments:</b>	

	<b>Requirements</b>
Part E. Technology Deployment	Meets
<b>Comments:</b>	
	<b>Requirements</b>
Part F. Monitoring	Meets
<b>Comments:</b>	
<b>Section III: Plan Development, Review, and Implementation</b>	<b>Requirements</b>
Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
<b>Comments:</b>	
<b>ISBE Review</b>	
<b>Approved</b>	
<b>Comments:</b>	
4/14/08 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.	