

Urbana SD 116

Technology Integration Plan 2009

Submitted	2/26/2009
Plan Resubmitted	
Pending ISBE action	3/6/2009
ISBE Approved	3/27/2009

District Information

District Name:	URBANA SD 116	District Address:	PO BOX 3039
City/State/Zip:	URBANA,IL,61803	RCDT Number:	090101160220000
Superintendent:	DR PRESTON WILLIAMS	Superintendent Email:	pwilliams@usd116.org
District Phone:	2173843636	District Fax:	2173374973
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Original Submission — First submission of the technology plan by your district: **Yes**

Amended Submission — Any resubmission of the plan (returning for peer review, etc): **No**

Mid-course Correction

The plan was reviewed and evaluated on

Mid course correction was needed? **No**

Vision Statement

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

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

The vision statement for the district was created during the 2002-2003 school year. The vision statement is:

Our mission in the Urbana School District 116, through the active engagement of the community, is to provide a quality education by vigorously fostering high

expectations for individual growth within a nurturing environment, enabling each student to become a self-sufficient, productive, caring and responsible member of a changing world society.

The technology plan's vision mirrors the district vision statement, but highlights how technology is necessary to support the district vision.

Urbana School District #116 will incorporate telecommunications, instructional technology and information technology as a natural part of education to ensure that all students will have the opportunity to develop lifelong learning skills necessary to be productive citizens in an information-driven, global society. These skills will enable students to work ethically and collaboratively with diverse populations across school, state, national, and global boundaries.

By providing teachers and administrators access to technology resources and the means to become technologically literate, teachers and administrators will be able to combine and integrate technology with new models of teaching that acknowledge each student's individual learning style and help ensure that each student has an opportunity to become a lifelong learner.

Telecommunications:

- Urbana School District #116 will continue to maintain and implement current telecommunications technologies in order to facilitate student learning, and increase communication among all stakeholders. These telecommunication technologies include the use of mobile devices, optical fiber equipment, and Wide Area Network (WAN) and Local Area Network (LAN) services

Information Technology:

- Urbana School District #116 will continue to maintain and implement current informational technologies in order to allow all stakeholders to use informational technologies and practices to facilitate instructional decision-making.

Instructional Technology:

- Urbana School District #116 will continue to maintain and implement current instructional technologies in order to support innovative instructional programs that increase student learning.

**Section I A. Data & Analysis — Report Card Data
Item 1— 2008 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?	Yes	2007-08 Federal Improvement Status	district improvement year 1
Is this District making AYP in Mathematics?	No	2007-08 State Improvement Status	academic early warning year 1

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.8	Yes	99.8	Yes	71.9		Yes	75.3		Yes	93.8	Yes	92.0	Yes
White	99.6	Yes	99.6	Yes	82.0		Yes	84.8		Yes				
Black	99.9	Yes	99.9	Yes	58.9	57.1	Yes	59.5		Yes	93.6		82.4	
Hispanic	100.0	Yes	100.0	Yes	60.9		Yes	79.1		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	82.6		Yes	87.0		Yes				
Native American														
Multiracial /Ethnic	100.0	Yes	100.0	Yes	74.6		Yes	79.5		Yes				
LEP	100.0	Yes	100.0	Yes	65.0		Yes	80.3		Yes				
Students with Disabilities	99.7	Yes	99.7	Yes	37.9	39.8	Yes	45.8	49.2	No	93.8		87.0	
Economically	99.7	Yes	99.7	Yes	62.0		Yes	65.9		Yes				

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
Disadvantaged														

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.</p> <p>2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</p> <p>4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.</p> <p>* Includes only students enrolled as of 5/01/2007.</p> <p>** Safe Harbor Targets of 62.5% or above are not printed.</p> <p>*** 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 —2008 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	62.5	62.5	90	75		

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
296	178	60.1	213	208	97.7

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	65		Yes	80.3		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**

District Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	93.0	93.1	93.1	92.4	93.0	92.7	92.7	93.8
Truancy Rate (%)	1.5	4.2	2.8	4.3	5.6	5.9	6.3	2.2
Mobility Rate (%)	21.9	21.8	27.1	28.3	21.6	24.9	22.9	20.7
HS Graduation Rate, if applicable (%)	92.4	79.7	81.0	97.8	85.6	86.9	85.1	92.0
HS Dropout Rate, if applicable (%)	4.6	6.1	3.8	4.6	2.4	4.2	2.2	2.0
District Population (#)	4410	4424	4369	4309	4264	4128	4054	3752
Economically Disadvantaged (%)	40.1	40.4	43.7	47.2	51.6	55.3	58.9	60.3
Limited English Proficient (LEP) (%)	5.6	4.9	6.5	5.5	5.5	7.3	8.5	9.2
Students with Disabilities (%)								
White, non-Hispanic (%)	59.3	56.8	55.4	52.4	50.1	49.6	48.1	45.4
Black, non-Hispanic (%)	30.7	32.7	33.3	36.5	33.3	33.6	35.1	33.8
Hispanic (%)	2.5	3.0	3.2	4.3	4.3	4.5	5.6	6.3
Asian/Pacific Islander (%)	7.3	7.3	7.9	6.6	6.1	5.7	5.7	6.2
Native American or Alaskan Native(%)	0.3	0.2	0.2	0.2	0.2	0.3	0.3	0.4
Multiracial/Ethnic (%)	-	-	-	-	6.0	6.3	5.3	7.9

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
D I S T R I C T	1999	62.2	28.2	2.2	7.2	0.3	-
	2000	59.9	29.6	2.5	7.6	0.3	-
	2001	59.3	30.7	2.5	7.3	0.3	-
	2002	56.8	32.7	3.0	7.3	0.2	-
	2003	55.4	33.3	3.2	7.9	0.2	-
	2004	52.4	36.5	4.3	6.6	0.2	-
	2005	50.1	33.3	4.3	6.1	0.2	6.0
	2006	49.6	33.6	4.5	5.7	0.3	6.3
	2007	48.1	35.1	5.6	5.7	0.3	5.3
	2008	45.4	33.8	6.3	6.2	0.4	7.9
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
D I S T R I C T	1999	6.2	41.2	97.0	93.4	25.5	59	1.4	5.5	89.2
	2000	6.2	40.7	92.5	93.1	22.7	107	2.3	2.2	92.2
	2001	5.6	40.1	100.0	93.0	21.9	68	1.5	4.6	92.4
	2002	4.9	40.4	99.9	93.1	21.8	185	4.2	6.1	79.7
	2003	6.5	43.7	100.0	93.1	27.1	120	2.8	3.8	81.0
	2004	5.5	47.2	99.8	92.4	28.3	184	4.3	4.6	97.8
	2005	5.5	51.6	99.7	93.0	21.6	234	5.6	2.4	85.6
	2006	7.3	55.3	100.0	92.7	24.9	237	5.9	4.2	86.9
	2007	8.5	58.9	100.0	92.7	22.9	251	6.3	2.2	85.1
	2008	9.2	60.3	100.0	93.8	20.7	84	2.2	2.0	92.0
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
D I S T R I C T	1999	4371	-	-	-	-	-	-
	2000	4551	-	-	-	-	-	-
	2001	4410	348	335	368	379	339	327
	2002	4424	361	344	324	328	361	339
	2003	4369	343	351	340	344	321	317
	2004	4309	324	332	345	328	357	324
	2005	4264	313	319	322	328	341	286
	2006	4128	313	292	305	355	322	248
	2007	4054	322	313	293	315	330	274
	2008	3752	265	293	282	267	266	243
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	155356	153480	154719	162594	159038	150475
	2008	2074167	155578	152895	153347	160039	161310	149710

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

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

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	355	14	39591	37	63	16	16	-	-
	2000	359	15	40364	38	62	16	18	-	-
	2001	366	14	40868	40	60	15	18	-	-
	2002	359	15	44308	38	62	16	18	-	-
	2003	356	15	46348	39	62	16	18	0	-
	2004	330	16	49719	35	65	17	19	-	-
	2005	317	16	50858	38	63	17	20	1	-
	2006	329	16	51684	40	60	16	18	1	-
	2007	326	15	53545	42	58	15	18	3	-
	2008	337	14	52350	44	56	14	16	2	-
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	60.8	61.4	65.6	62.3	60.9	73.9	-	-	-	73.1	74.5	68.5	60.4	53.6	63.0	62.2	62.1	77.4
White	75.2	79.7	78.0	77.4	73.5	81.4	-	-	-	85.7	83.2	77.8	73.5	69.0	78.7	80.9	75.2	87.7
Black	35.4	36.9	44.5	37.2	43.1	57.5	-	-	-	52.1	62.6	57.0	35.0	27.7	45.2	34.7	41.2	67.0
Hispanic	-	-	-	60.0	-	69.2	-	-	-	-	-	69.5	-	72.8	-	80.0	-	60.9
Asian/Pacific Islander	95.3	100.0	90.0	-	90.9	87.5	-	-	-	-	-	66.7	88.2	83.3	81.3	91.7	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	48.0	72.0	77.3	70.0	81.5	-	-	-	80.9	81.9	71.4	-	37.5	50.0	60.0	65.2	82.6
LEP	97.1	94.2	-	-	-	67.7	-	-	-	-	-	69.0	78.2	82.6	-	-	-	58.4
Students with Disabilities	30.4	30.2	32.8	25.0	30.8	34.1	-	-	-	47.7	33.9	39.0	33.3	15.8	32.2	24.6	29.4	40.4
Economically Disadvantaged	47.7	43.6	49.4	45.5	48.4	64.3	-	-	-	57.0	63.3	62.3	42.7	35.4	48.2	46.4	44.6	68.1
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	69.0	63.6	69.2	-	-	-	61.1	68.2	73.0	60.3	70.0	63.5	67.6	76.0	74.8
White	-	-	-	83.1	79.2	83.6	-	-	-	69.5	80.5	91.4	71.4	81.5	78.7	79.1	82.5	80.2
Black	-	-	-	54.6	46.3	52.6	-	-	-	41.9	51.6	62.1	35.6	44.5	39.1	46.2	62.9	66.3
Hispanic	-	-	-	-	64.7	71.5	-	-	-	-	-	60.7	-	-	66.7	-	-	64.2
Asian/Pacific Islander	-	-	-	88.2	91.0	53.9	-	-	-	100.0	100.0	78.6	73.4	88.2	82.3	90.9	100.0	94.2
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	42.1	53.3	70.9	-	-	-	59.1	55.5	56.3	-	80.0	63.1	85.0	70.5	81.0
LEP	-	-	-	-	-	41.7	-	-	-	-	-	45.5	75.0	92.0	-	-	-	-
Students with Disabilities	-	-	-	25.0	18.5	22.8	-	-	-	24.0	24.5	42.0	16.7	27.3	23.8	33.3	30.6	31.4
Economically Disadvantaged	-	-	-	55.8	50.9	55.4	-	-	-	47.5	57.2	63.5	48.5	51.3	50.6	53.6	66.5	67.2

PSAE - % Meets + Exceeds for Reading for Grade 11

Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	53.9	66.5	66.0	59.8	52.2	54.6
White	66.9	80.5	77.7	76.3	64.7	72.2
Black	28.3	39.0	31.9	17.7	22.2	25.4
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	40.0	57.9	55.6	75.0	60.0	57.9
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	53.6	-	-	-	-	-
Students with Disabilities	5.9	10.7	18.7	18.5	9.7	27.8
Economically Disadvantaged	27.3	38.6	41.6	35.0	31.3	34.1

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	72.5	72.9	76.1	80.5	73.7	81.8	-	-	-	80.2	85.3	82.8	63.8	64.7	65.9	69.7	75.3	82.5
White	86.7	89.2	91.7	91.2	79.7	88.5	-	-	-	91.3	90.1	86.8	79.2	77.2	76.4	85.0	90.8	90.3
Black	50.0	50.4	54.4	63.8	63.8	68.8	-	-	-	64.6	77.1	75.7	37.8	42.0	53.3	47.5	52.9	72.5
Hispanic	-	-	-	70.0	-	66.7	-	-	-	-	-	82.6	-	90.9	-	90.0	-	83.3
Asian/Pacific Islander	95.2	100.0	100.0	-	100.0	95.8	-	-	-	-	-	88.9	88.3	91.7	93.8	91.6	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	65.3	72.0	90.9	85.0	88.9	-	-	-	76.2	90.9	95.2	-	50.0	52.2	65.0	78.3	82.6
LEP	94.1	100.0	-	-	-	78.8	-	-	-	-	-	85.7	78.2	95.7	-	-	-	84.0
Students with Disabilities	51.4	55.4	58.2	57.3	53.8	52.2	-	-	-	65.7	67.3	63.8	34.8	28.4	33.9	42.1	50.7	53.8
Economically Disadvantaged	59.8	58.5	61.4	68.9	65.7	75.3	-	-	-	67.2	78.2	80.1	45.9	51.1	54.9	56.8	60.0	74.3
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	76.3	68.2	73.8	-	-	-	68.7	72.5	69.5	43.7	47.2	48.4	68.4	71.4	71.9
White	-	-	-	87.5	82.1	90.1	-	-	-	75.8	86.5	78.8	58.7	62.3	64.0	81.8	81.0	83.0
Black	-	-	-	62.5	51.0	53.5	-	-	-	55.9	56.2	56.1	13.6	17.6	21.0	50.0	55.3	56.4
Hispanic	-	-	-	-	76.4	81.0	-	-	-	-	-	78.6	-	-	44.4	-	-	85.7
Asian/Pacific Islander	-	-	-	94.1	100.0	77.0	-	-	-	90.9	93.3	92.8	73.3	82.4	88.9	81.8	90.0	94.1
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	65.0	60.0	66.7	-	-	-	54.6	57.9	68.8	-	20.0	38.9	70.0	58.8	61.9
LEP	-	-	-	-	-	66.7	-	-	-	-	-	72.7	64.3	60.0	-	-	-	-
Students with Disabilities	-	-	-	40.3	33.4	36.8	-	-	-	20.0	27.5	36.7	10.8	19.7	11.3	35.2	18.0	22.4
Economically Disadvantaged	-	-	-	66.0	55.7	60.4	-	-	-	60.0	61.7	60.4	25.4	26.9	28.0	55.0	59.7	61.1

PSAE - % Meets + Exceeds for Mathematics for Grade 11

Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	46.5	58.5	57.3	55.0	44.1	56.3
White	61.7	72.8	65.5	69.5	54.2	73.0
Black	11.7	23.4	21.3	17.7	15.9	22.4
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	46.6	78.9	83.3	75.0	80.0	73.6
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	57.2	-	-	-	-	-
Students with Disabilities	8.8	7.1	12.5	15.8	7.3	22.2
Economically Disadvantaged	20.0	27.2	30.0	31.3	25.3	30.8

Section I A. Data & Analysis — Report Card Data

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

District report card data reveals several trends in student performance as measured by ISAT/PSAE in math and reading. It also reveals several trends related to attendance and graduation rates that are also indicators of student performance.

Reading:

The percent of students meeting or exceeding on the ISAT has increased for all grades 3-8, except grades 4 and 8. The percent of students meeting or exceeding on the Reading ISAT dropped for grade 4 between 2007 and 2008, however the 2008 fourth graders showed growth in every subgroup when compared to the 3rd grade 2007 cohort scores. For example, the overall percentage in 2007 for 3rd grade was 60.9%, and the overall percentage in 2008 for 4th grade was 68.5%. Figure 1 shows subgroup comparisons for the 2007-2008 Gr 3-Gr 4 cohort.

Figure 1:

Reading Grade 3-4 Cohort	2007	2008
Black	43.1%	57.0%
Multiracial	70.0%	71.4%
Students with Disabilities	30.8%	39.0%
Economically Disadvantaged	48.4%	62.3%

At the 8th grade level, the percentage of students meeting or exceeding in Reading was very similar between 2007 and 2008. The only subgroup that showed marked improvement between 2007 and 2008 (non-cohort) was Multiracial. When viewed as a Gr 7-Gr 8 cohort between 2007 and 2008, there is substantial gain (see Figure 2). The only subgroup cohort that did not show substantial gains from Gr 7 (2007) to Gr 8 (2008) was White students, who went from 80.5% meets and exceeds in 2007 to 80.2% in 2008.

Figure 2:

Reading Grade 7-8 Cohort	2007	2008
Black	51.6%	66.3%
Multiracial	55.5%	81.0%
Students with Disabilities	24.5%	31.4%
Economically Disadvantaged	57.2%	67.2%

At the high school level, there were small increases in reading in all subgroups except Asian/Pacific Islander, which dropped from 60% meeting and exceeding on the PSAE Reading in 2007 to 57.9% meeting or exceeding in 2008.

Math:

The percentage of students meeting or exceeding on the Math ISAT in grades 3-5 increased or stayed relatively level for the past three years. Grades 3 and 5 showed increases for all subgroups, while grade 4 remained level for almost all subgroups. The achievement gap has narrowed for Black/White students and low income/non-low income students in grades 3-5 over the past three years. The gap has dropped from the 40 point range into the 20 point range for those comparison groups. The achievement gap between special education and non-special education students has remained high (ranging between 40 and 50 points). At the secondary level, the math scores have remained fairly constant, but they have increased for some subgroups. The Hispanic subgroup showed significant increases and had over 80% of students meeting or exceeding standards. The multiracial subgroup had slight increases over the past three years and the economically disadvantaged subgroup has continued to increase and now has close to 60% meeting or exceeding in grades 6-8. The special education subgroup has improved, however still has the widest achievement gap of any group. On the PSAE, all subgroups made AYP in math. However the special education, Black, and low socioeconomic subgroups made AYP through the "Safe Harbor" provision, which means that they had gains of more than 10% from 2007 to 2008.

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

External Factors:

- There are several population shifts that may have an impact on the results:
- The percent of low socioeconomic students increased from 40.4% (2002) to 60.3% (2008).
- The percent of LEP students increased from 4.9% (2002) to 9.2% (2008).
- The district enrollment dropped from 4424 (2002) to 3752 (2008).
- The mobility rate for the district has been between 20% and 28% between 2002 and 2008. However the mobility rate for individual buildings ranges between 61.1% (King, 2003) to 25% (King, 2008).

Other external factors:

- The reauthorization of IDEA (2004) that provided support for Response to Intervention (RtI).

Internal Factors:

- Adoption of new reading and math series at the elementary level.
- Ongoing professional development for math, literacy, and technology instruction.
- Restructuring of English and reading courses at the high school level.
- Restructured reading courses at the middle school.
- Implemented ThinkLink Assessments for reading and math grades 3-11.
- Implementation of Rtl at K-5 during the 06-07 and 07-08 school years.
- District lacks central database for student achievement data that can be used to correlate state mandated assessments to local data points (e.g. ThinkLink, DIBELS, attendance, discipline, grades).
- During the 2007-08 school year, the district has aligned the Specific Learning Disability (SLD) criteria to include data from Rtl problem solving.
- With the adoption of new LD criteria and Rtl problem solving, the number of SLD identified students at K-5 has dropped between 2005-2008.
- With the changing criteria, only the student who fail to respond to interventions and are achieving at or below the 10th percentile are being identified as LD; therefore, students who were high achieving LD students in the past, will no longer be eligible.
- Extended learning opportunities (after school, Saturday school, Summer school) academic programs in reading and math (funded by grants and local funds).
- Implementation of co-taught special education classes at the high school level.
- Students with disabilities IEP goals may not be aligned to the state assessments.
- Insufficient monitoring of progress toward curriculum goals in both core curriculum and support services for SpEd students.
- In some buildings the service delivery model is based on resource for regular classroom work rather than providing interventions that will help SpEd students become independently successful.
- Low bandwidth at all buildings limits the use of technology as an instructional tool.
- The Board of Education recently sold working cash bonds to improve technology hardware and infrastructure.

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.*

Schools and district need to provide opportunities for all students to learn core content that is aligned with the Illinois Learning Standards, national content standards (including NETS for Teachers, Administrators, and Students), and the Illinois Assessment Framework.

Schools and district need to utilize technology to analyze multiple sources of data (e.g. summative and formative assessment; attendance; discipline) in order to make decisions about instruction, student learning, and progress.

Schools and district need to ensure that core curriculum and interventions are supported through professional development and monitoring of implementation.

Models for integrating technology and instruction need to be refined in order to better meet the educational needs of our students.

Section I B. Data & Analysis — Local Assessment Data

Description - Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, 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.

Local Assessment Data:

The local assessment data used in this plan consist of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the ThinkLink (TL) online assessment in reading and math from Discovery Education Assessment, a locally developed Technology Survey for Teachers and Administrators, and a Facilities Community Survey that went to all parents. The DIBELS are given to every student in grades K-5, and use AIMSWeb prompts as a curriculum-based-measure for progress monitoring targeted students in grades 6-8. In grades K-5 the DIBELS are given to all students three times a year as universal screeners in literacy. The TL assessment is giving to all students in reading and math in grades 3-10. It is also administered three times per year. (Grades 9 and 10 of TL are considered alignment pilot tests by the company.) Beginning with the 08-09 school year, the high school administers the Explore to 9th graders and the Plan to 10th graders. The technology survey data is collected periodically to inform technology and professional development plans.

At the elementary and middle school level, Rtl problem solving teams use DIBELS and TL assessment data to help make instructional decisions and determine specific interventions at the Tier II and Tier III levels. At the high school level, department and leadership teams use Plan, Explore, and TL data to make curricular decisions as well as placement decisions.

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

Analysis of Local Data:

DIBELS. The local DIBELS assessment data for the Fall 2008 benchmark shows that students' Oral Reading Fluency in grades 2-5 is either emerging or established for between 70 % to 75% of students district wide.

ThinkLink Reading. In grades 3-5, the TL scores for reading were between 62% and 77% of the students overall meeting or exceeding benchmarks. In grades 6-8, the TL scores for reading were between 58% (6th grade) and 81% (8th grade) of students overall meeting or exceeding benchmarks.

ThinkLink Math. In grades 3-5, the TL scores for math were between 80% and 90% of the students across the district meeting or exceeding benchmarks. In grades 6-8, the TL scores for math were between 83% and 90% meeting and exceeding benchmarks.

Technology Survey:**Teacher Survey:**

In the expertise of teachers usage of technology 46.9% of teachers surveyed indicated they were advanced personal computer users. 56.9% of teachers surveyed indicated they were intermediate internet users. All of the teachers surveyed displayed some level of usage integrating technology into the curriculum; basic 27.1%, intermediate 44.2%, and advanced 28.7%.

Teachers responded to student use of technology for learning activities in the following areas; Gather information/data from a variety of sources 33.6 % everyday, a few times per month 29.6 %, and 27.2% answered a few times per year. Organize and store information 40.3 % everyday, a few times per month 17.7 %, and 23.4% answered a few times per year.

In the area of administrative and productivity use of technology by teachers 94.4% of teachers communicated with staff members and other colleagues via email. 44.8% of teachers communicated with parents/guardians of students daily, 32.8% monthly, and 12.8% yearly. 84.8% of teachers accessed school/district announcements or information via the school or district Web site or email. 77.6% of teachers maintained attendance and/or grades daily. When calculating grades and generating progress reports 22.1% responded daily, 22.1% a few times per month, and 38.5% answered a few times per year. 37.3% of teachers created instructional materials/visuals/presentations daily and 40.5% monthly. 42.1 % of teachers researched educational topics of interest via the web daily, 40.5% monthly, and 15.9% yearly.

In the area of network security 57% of teachers surveyed indicated that they had some type of ant-virus installed on their computers. 76.8% of teachers logged of or locked their computers during none use. 53.7% of teachers installed system updates monthly.

Weaknesses

Teachers responded to student use of technology for learning activities in the following areas: 60% of teachers that responded to the survey indicated that they did not perform measurements and collect data in investigations or lab experiments, 54% indicated that they did not Manipulate/analyze/interpret information or data to discover relationships, generate questions, and/or reach conclusions using electronic graphic organizers or spreadsheets and 27.4% did annually. 38.4% of teachers indicated that they created graphics or visuals yearly and 28.8% have never perform the task. 41.1% of teachers Plan, refine, or produce multimedia presentations a few times per year and 44.4% have never. 72.8% of teachers never generate original pieces of visual art and/or musical composition via technology and 21.6% have a few times per year. 71.8% of teachers never connect auditory language to the written word and/or graphic representations for the emerging reader. 44.8% of teachers never support individualized learning or tutoring, 24.8% perform the task a few times per year, 19.2% monthly, and 11.2% almost every day. 35.5% of teachers never remediate for basic skills using drill and practice or tutorial software, 19% perform the task a few times per year, 28.9% a few times a month, and 16.5% every day. 60.2% of teachers surveyed accommodate for a disability or limitation using assistive technology devices or software, 21.1% perform the task a few times per year, 8.1% a few times a month, and 10.6% every day.

Administrative and productivity use of technology by teachers 35.7% never Participating in online discussion groups or collaborative projects, 31.7% a few times per year, 23.8% a few times per month, and 8.7% every day or almost every day. 67.7% of teachers never utilize virtual field trips, and 25.8% do a few times per year.

Administrative Survey:

20 of 30 district administrators and coordinators completed the administrative survey. Administrators were very comfortable using technology for communicating with colleagues and parents. Administrators also reported that they worked with student data systems every day or almost every day. 75% of the respondents stated that they analyze student and school improvement data at least a few times per month, and 35% indicated accessing this type of data

daily. While every administrator reported they keep their machines updated with anti-virus software, only 25% indicated that they change their passwords at least once a year.

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

External Factors:

- There are several population shifts that may have an impact on the results:
- The percent of low socioeconomic students increased from 40.4% (2002) to 60.3% (2008).
- The percent of LEP students increased from 4.9% (2002) to 9.2% (2008).
- The district enrollment dropped from 4424 (2002) to 3752 (2008).
- The mobility rate for the district has been between 20% and 28% between 2002 and 2008. However the mobility rate for individual buildings ranges between 61.1% (King, 2003) to 25% (King, 2008).

Other external factors:

- The reauthorization of IDEA (2004) that provided support for Response to Intervention (RtI).

Internal Factors:

- Adoption of new reading and math series at the elementary level.
- Ongoing professional development for math, literacy, and technology instruction.
- Restructuring of English and reading courses at the high school level.
- Restructured reading courses at the middle school.
- Implemented ThinkLink Assessments for reading and math grades 3-11.
- Implementation of RtI at K-5 during the 06-07 and 07-08 school years.
- District lacks central database for student achievement data that can be used to correlate state mandated assessments to local data points (e.g. ThinkLink, DIBELS, attendance, discipline, grades).
- During the 2007-08 school year, the district has aligned the Specific Learning Disability (SLD) criteria to include data from RtI problem solving.
- With the adoption of new LD criteria and RtI problem solving, the number of SLD identified students at K-5 has dropped between 2005-2008.
- With the changing criteria, only the student who fail to respond to interventions and are achieving at or below the 10th percentile are being identified as LD; therefore, students who were high achieving LD students in the past, will no longer be eligible.
- Extended learning opportunities (after school, Saturday school, Summer school) academic programs in reading and math (funded by grants and local funds).
- Implementation of co-taught special education classes at the high school level.
- Students with disabilities IEP goals may not be aligned to the state assessments.

- Insufficient monitoring of progress toward curriculum goals in both core curriculum and support services for SpEd students.
- In some buildings the service delivery model is based on resource for regular classroom work rather than providing interventions that will help SpEd students become independently successful.
- Low bandwidth at all buildings limits the use of technology as an instructional tool.
- The Board of Education recently sold working cash bonds to improve technology hardware and infrastructure.
Key factors relating to technology may include:
 - inadequate access to appropriate software, hardware and professional development to support curriculum
 - a lack of access to technology for the subgroups mentioned: Students with Disabilities, African American, Economically Disadvantaged
 - inadequate access to or insufficient training with assessment data analysis tools for faculty

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 schools and district also need to provide on going professional development for using technology tools to support current curriculum and facilitate data analysis.

The schools and district need to identify methods to give Students with Disabilities, African American students and Economically Disadvantaged students greater access to a wider range of technology resources to enhance their learning experiences.

Section I C. Data & Analysis – Other Data Item 1 – Attributes and Challenges of the District

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.*

Other data that was collected and examined during the development of this plan includes:

- District Technology Scope & Sequence working document (Reviewed Fall, 2008)
- Informal Building Walk-throughs (January 2009)
- IIRC district and building profiles (2004-2008)
- ISBE 2004-2008 school and district report cards
- The 2008 District Improvement Plan

- The 2007 District Title I Plan
- Urbana School District Teacher and Administrator Technology Survey (January 2009)
- District teacher surveys on curriculum, instruction, and assessment (Spring 2007)
- The 2007/2008 building School Improvement Plans
- Urbana School District Community Curriculum and Facilities Survey (Fall 2008)

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

Student Demographic Information:

The Urbana School District demographic profile is: 48.1% White, 53.1% Black, 5.6% Hispanic, 5.7% Asian, 5.3% Multiracial, and .3% Native American. 58.9% of the students are Economically Disadvantaged, 8.5% of the students are L.E.P, and there is a 22.9% mobility rate.

Teacher Survey:

Teachers currently integrate technology and telecommunications into core curriculum within the classroom as well as laboratory settings. Technology and telecommunications is used to support curriculum through research, reporting, data analysis, presentation, publication, artistic creation, experimentation and distance learning. Examples of tools used include the Internet, polycom, digital video, science probeware, Microsoft Office tools, interactive chat and conferencing software, virtual classrooms (Moodle), podcast creating and publishing hardware and software. However, as indicated by the teacher survey, integration is sporadic and largely based on teacher comfort levels as opposed to student needs.

Community:

Less than 50% of the students in schools with high economically disadvantaged populations are estimated to have internet access at home. This technology gap at home corresponds to an academic disadvantage in terms of utilizing technology effectively in the school setting. The community surrounding the district provides strong support for school activities and contains a number of culturally rich opportunities for its members. The community is home to a number of well-known high-tech companies and institutions including the University of Illinois, the National Center for Supercomputing Applications, and Beckman Institute.

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

The probably causes and contributing factors to the identified needs include:

- Not all teachers have the same level of technological skills and therefore the student access to technology is limited by teacher abilities.
- Not all classrooms have the same access to the same tools, therefore some students get exposure to newer technologies than others.

- No classrooms have a bandwidth that allows the instructional use of audio or video webstreaming, and several teacher/administrative tools, like Destiny - the library catalog software, are limited in their productivity and impact on instruction.
- When new technologies are introduced, it is often done sporadically because of financial constraints and therefore educators do not see a need to keep up with the newest technology.
- Community resources are not being leveraged to maximize technology and minority/economically disadvantaged students.

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

The schools and district also need to provide on going professional development for using technology tools to support current curriculum and facilitate data analysis.

The schools and district need to identify methods to give Students with Disabilities, African American students and Economically Disadvantaged students greater access to a wider range of technology resources to enhance their learning experiences.

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

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.

Other data that was collected and examined during the development of this plan includes: 2008 Teacher Service Record, IIRC district profiles, ISBE 2004-2008 school and district report cards, the 2008 District Improvement Plan, the 2007 District Title I Plan, Urbana School District Teacher and Administrator Technology Survey (January 2009), Urbana School District Community Curriculum and Facilities Survey (Fall 2008), Urbana School District teacher surveys on curriculum, instruction, and assessment from 2007, the 2008 building School Improvement Plans. We also used the Staff Development Workshop Catalog for the 2007-2008 and 2008-2009 school years, and evaluations from those workshops.

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

According to the teacher surveys, teachers lack confidence and experiences using of technology to collect and analyze data and interpret results to improve instructional results. There is also wide variation in teachers integrating technologies into their planning and instruction. Student and teacher use of technology is reported to be highest at the middle school level, and lowest at the elementary level. Current professional development includes high-quality teacher-led instruction in telecommunication, instructional and informational technologies. These training are presented during summer week-long institutes, after-school

workshops, brown-bag lunches, and during building and district inservice activities. Specific topics have included software tools, hardware tools, curriculum integration, and communication tools. The software tools have included Skyward GradeBook, IEP Filemaker, Dreamweaver, Wiki and Moodle, system software, ThinkLink, podcasting, and digital video editing. Hardware topics have included, digital cameras, scanners, digital video cameras, smartboards, and science probeware. Communication tool trainings include sessions on email, the staff intranet, parent access to Skyward, and using podcasting and Wikis as a classroom communication tools.

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

The probably causes and contributing factors to the identified needs include:

- Not all teachers have the same level of technological skills and therefore the student access to technology is limited by teacher abilities.

Not all classrooms have the same access to the same tools, therefore some students get exposure to newer technologies than others.

No classrooms have a bandwidth that allows the instructional use of audio or video webstreaming, and several teacher/administrative tools, like Destiny - the library catalog software, are limited in their productivity and impact on instruction.

When new technologies are introduced, it is often done sporadically because of financial constraints and therefore educators do not see a need to keep up with the newest technology.

Community resources are not being leveraged to maximize technology and minority/economically disadvantaged 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 educator qualifications and professional growth and development.*

The schools and district also need to provide on going professional development for using technology tools to support current curriculum and facilitate data analysis.

The schools and district need to identify methods to give Students with Disabilities, African American students and Economically Disadvantaged students greater access to a wider range of technology resources to enhance their learning experiences.

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

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.

Other data that was collected and examined during the development of this plan includes:

- Urbana School District Community Curriculum and Facilities Survey (Fall 2008)
- District Title I Plan (with input from Title I Parent Committee)
- Individual Meetings with Building PTA Presidents (Winter 08-09)

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

During the individual interviews with PTA Presidents, they expressed concern with building web-sites not being up to date; their own limited technology skills; need to see how technology is being used with students. They also provided ideas for parent training and highlighting student use of technology through Parent/Student Technology Nights. They also expressed a need for continued financial support for after school enrichment activities (that includes technology offerings) for middle school students.

Of the parents and community members who completed the Community Curriculum and Facilities Survey, 53% stated that students' access to technology at school was average to inadequate. 77% of the respondents stated a high need for after-school enrichment programs at all levels.

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

The probably causes and contributing factors to the identified needs include:

- Not all teachers have the same level of technological skills and therefore the student access to technology is limited by teacher abilities.

Not all classrooms have the same access to the same tools, therefore some students get exposure to newer technologies than others.

No classrooms have a bandwidth that allows the instructional use of audio or video webstreaming, and several teacher/administrative tools, like Destiny - the library catalog software, are limited in their productivity and impact on instruction.

When new technologies are introduced, it is often done sporadically because of financial constraints and therefore educators do not see a need to keep up with the newest technology.

Community resources are not being leveraged to maximize technology and minority/economically disadvantaged students.

Parents are not always aware of the technology that is being used by their students.

There has been little training for parents about new technologies for communication with school personnel and tracking student progress.

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

The school district needs to provide parents and the community with up-to-date information about ways they can use technology to: support their students; communicate with teachers and administrators; and support the schools.

Section I D. Data & Analysis — Technology Deployment Data

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

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

The data collected for the Technology Inventory Section include:

- District Technology Inventory Spreadsheet that is updated on a regular basis by shipping and receiving clerks and reviewed yearly by the Technology Department and building Technology Cadre Members.
- ERate Information for telecommunications that is updated on a regular basis by the Finance Office.

- Lists of classroom phones.

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

Approximately one-third of the computers in use by teachers and students within classrooms is 5 years old or older. A majority of classroom computers within elementary schools run outdated operating systems (Mac OS 9). New (Fall 2008) elementary level labs are running Mac OS 10.5. The buildings and district are currently reviewing curriculum software options for the new elementary Mac Labs. Administrative staff are equipped with modern computer hardware running modern operating systems. District tech personnel support 5 versions of Mac OS (9.2, 10.2, 10.3, 10.4, 10.5) and 3 versions of Windows (2000, XP, and Vista) as well as a large number of computer models. The Board of Education committed to selling working cash bonds for capital improvements in 2007, and starting in 2008, 25% of the bond funds were earmarked for a computer refresh program.

Classroom phone systems only exist at the middle school and one elementary school (Leal). The phone systems are not integrated district-wide. The administrative cell phones have limited coverage within school buildings.

Building internet connectivity is currently limited to 1.5MB T1 connections. Access is through the Illinois Century Network. Each building is directly connected to ICN. During the 2008-2009 school year, the district partnered with the City of Urbana to purchase its own dark fiber connection to ICN. The Fiber Project is a three phase (three year) project (depending on funding), which will connect two or three buildings each phase to the City of Urbana's fiber network. The school district will own 8 strands of fiber connecting almost all buildings when the project is completed in 2011. The installation of the first phase of the fiber is in progress, and is tentatively scheduled for activation in March 2009.

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

The key factors include:

- The human resources of the technology department are stretched due to the wide variety of operating systems and hardware.
- Prior to 2007-2008, there was an insufficient budget for purchase and replacement of computer hardware and software on a regular basis.
- There is a lack of on-site technology support staff at the elementary level, both in terms technical support and instructional integration.
- The wide variety of operating systems make staff development and training difficult.
- The influx of new computers in the last year has enhanced both student and teacher access to technology that is up to date and meets district minimum requirements for computing.

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

The district needs to reorganize acquisition and deployment policies to reflect planned deployment cycles that are driven by curricular and administrative needs.

The district needs to allocate continuous funding sources for computer replacement, telecommunications, and network connectivity.

District Technology Inventory - District Information

Number	Item
3991	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).
17	Number of K-12 special education self-contained classroom students
326	Number of Teachers (FTE - this does not include teacher aides)
22	Number of Administrators
12	Number of instructional school buildings with high speed internet access
1	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
13	Subtotal
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
2	Subtotal
13	Total number of instructional school buildings
2	Total number of non-instructional school buildings

District Technology Inventory - Internet Access
--

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	244
	Dedicated Cable	0
	DSL	0
	Wireless	9
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	23
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	10
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

Location	Type	Number of Rooms
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	5
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	9
	100+ mg Ethernet	72
	Dedicated Cable	0
	DSL	0
	Wireless	3
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	1
	100+ mg Ethernet	63
	Dedicated Cable	0
	DSL	0
	Wireless	25
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	10

Location	Type	Number of Rooms
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Desktop Computers													
Location	Computer Age	Total Desktop Computers			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	48	43	91	48	43	91	0	0	0	0	0	0
	2-5 years	56	116	172	56	116	172	0	0	0	0	0	0
	5+ years	13	302	315	13	302	315	0	0	0	0	0	0
	SubTotal	117	461	578	117	461	578	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	32	358	390	32	358	390	0	0	0	0	0	0
	2-5 years	59	254	313	59	254	313	0	0	0	0	0	0
	5+ years	0	24	24	0	24	24	0	0	0	0	0	0
	SubTotal	91	636	727	91	636	727	0	0	0	0	0	0
Media Center/Library	Under 2 years	9	2	11	9	2	11	0	0	0	0	0	0
	2-5 years	8	8	16	8	8	16	0	0	0	0	0	0
	5+ years	12	16	28	12	16	28	0	0	0	0	0	0
	SubTotal	29	26	55	29	26	55	0	0	0	0	0	0

Desktop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	32	10	42	32	10	42	0	0	0	0	0	0
	2-5 years	48	14	62	48	14	62	0	0	0	0	0	0
	5+ years	5	0	5	5	0	5	0	0	0	0	0	0
	SubTotal	85	24	109	85	24	109	0	0	0	0	0	0
Teacher Offices	Under 2 years	4	5	9	4	5	9	0	0	0	0	0	0
	2-5 years	23	11	34	23	11	34	0	0	0	0	0	0
	5+ years	4	22	26	4	22	26	0	0	0	0	0	0
	SubTotal	31	38	69	31	38	69	0	0	0	0	0	0
Other Locations	Under 2 years	5	4	9	5	4	9	0	0	0	0	0	0
	2-5 years	11	7	18	11	7	18	0	0	0	0	0	0
	5+ years	8	24	32	8	24	32	0	0	0	0	0	0
	SubTotal	24	35	59	24	35	59	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Laptop Computers)

Laptop Computers													
Location	Computer Age	Total Desktop Computers			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	10	0	10	10	0	10	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	10	0	10	10	0	10	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	12	12	0	12	12	0	0	0	0	0	0
	2-5 years	0	77	77	0	77	77	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	89	89	0	89	89	0	0	0	0	0	0
Administrative Offices	Under 2 years	10	17	27	10	17	27	0	0	0	0	0	0
	2-5 years	16	21	37	16	21	37	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Laptop Computers													
		Total Desktop Computers			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
	SubTotal	26	38	64	26	38	64	0	0	0	0	0	0
Teacher Offices	Under 2 years	23	19	42	23	19	42	0	0	0	0	0	0
	2-5 years	4	13	17	4	13	17	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	27	32	59	27	32	59	0	0	0	0	0	0
Other Locations	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	1	0	1	0	0	0	0	0	0

District Technology Inventory - Computer Inventory (Tablet Computers)

Tablet Computers													
		Total Desktop Computers			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
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

Tablet Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		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
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	1	0	1	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

Tablet Computers													
		Total Desktop Computers			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
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

Servers													
		Total Desktop Computers			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
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

Servers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	13	2	15	13	2	15	0	0	0	0	0	0
	2-5 years	5	0	5	5	0	5	0	0	0	0	0	0
	5+ years	7	4	11	7	4	11	0	0	0	0	0	0
	SubTotal	25	6	31	25	6	31	0	0	0	0	0	0

District Technology Inventory - Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	1

	Windows XP (any version)	85
	Windows 2000 (any version)	3
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	89
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	91
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	91
Media Center/Library	Windows Vista	0
	Windows XP (any version)	30
	Windows 2000 (any version)	5
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	35
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	32
	Windows 2000 (any version)	0
	Windows 98	0

	Windows 95	0
	Other PC	0
	Subtotal	32
Administrative Offices	Windows Vista	1
	Windows XP (any version)	108
	Windows 2000 (any version)	2
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	111
Teacher Offices	Windows Vista	0
	Windows XP (any version)	35
	Windows 2000 (any version)	5
	Windows 98	0
	Windows 95	0
	Other PC	1
	Subtotal	41
Other Locations	Windows Vista	0
	Windows XP (any version)	29
	Windows 2000 (any version)	13
	Windows 98	0
	Windows 95	0
	Other PC	4
	Subtotal	46

Macintosh		
Location	Operating System	Number
Instructional Classroom	MAC System 10.x	162
	MAC System 9.x	323
	MAC System 8.x	1
	MAC System 7.x	0
	Other MAC	0
	Subtotal	486
Dedicated Computer Lab	MAC System 10.x	539
	MAC System 9.x	24
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	563
Media Center/Library	MAC System 10.x	10
	MAC System 9.x	16
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	26
Mobile Computer Lab	MAC System 10.x	65
	MAC System 9.x	24
	MAC System 8.x	0
	MAC System 7.x	0

	Other MAC	0
	Subtotal	89
Administrative Offices	MAC System 10.x	27
	MAC System 9.x	36
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	63
Teacher Offices	MAC System 10.x	24
	MAC System 9.x	24
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	48
Other Locations	MAC System 10.x	11
	MAC System 9.x	24
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	35
Other Operating Systems (including Linux)		
Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0

Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices	Linux	2
Other Locations	Linux AS400	4

District Technology Inventory - Network Equipment

Location	Equipment	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0

Location	Equipment	Number
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0

Location	Equipment	Number
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	11
	Switches	76
	Wireless Access Points	6
	Firewall	1
	Spam Filter	0
	Content Filter	1
	Intrusion Detector	0

District Technology Inventory - Licensing Software

	Software Type
Yes	Networking

	Software Type
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
Yes	Other

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	65	38	103
Stand-alone Printers	88	13	101
Scanners	21	8	29
Digital Cameras	27	4	31
Camcorders/Movie Cameras	17	2	19
Satellite Dishes	0	0	0
Televisions	0	65	65
Video Microscopes	14	0	14
LCD Panels/Projection Devices	45	0	45

Technology Type	Instructional	Administrative	Total
Fax Machines	0	15	15
Graphing Calculators	0	0	0
PDA's	0	21	21
Assistive/Adaptive Devices	3	0	3
GPS Devices	0	0	0
Science Probeware	48	48	96
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	2	2
Electronic Whiteboards	7	0	7
Whiteboard Capture Devices	10	0	10
Document Cameras	5	0	5
MP3 Players	1	0	1

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	178	152	330
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	45	45
Classrooms with Telephones			
	Number		
Classrooms with telephones	0		

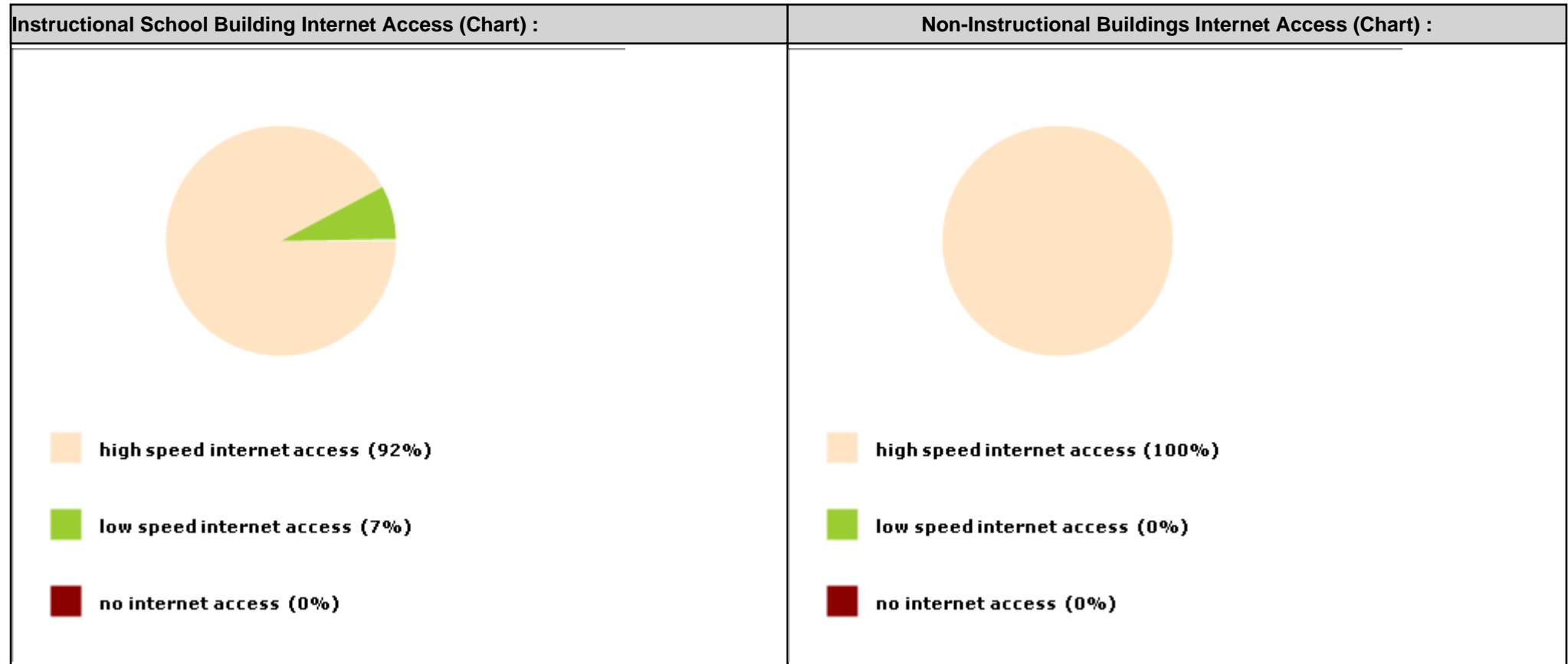
District Technology Inventory - Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	10
Internet Services for Distance Learning	96
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
3991	17	326	22

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	1	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	117	461	91	636	29	26	0	0	85	24	31	38	24	35
Laptops	10	0	0	0	0	0	0	89	26	38	27	32	1	0
Tablets	0	0	0	0	0	0	0	0	1	0	0	0	0	0

Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Servers	0	0	0	0	0	0	0	0	0	0	0	0	25	6
	127	461	91	636	29	26	0	89	112	62	58	70	50	41
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	
	588		727		55		89		174		128		91	
Students per Computer													2.16	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	117	461	91	636	29	26	0	0	85	24	31	38	24	35
Laptops	10	0	0	0	0	0	0	89	26	38	27	32	1	0
Tablets	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	25	6
	127	461	91	636	29	26	0	89	112	62	58	70	50	41
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	
	588		727		55		89		174		128		91	
Students per Computer													2.16	

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
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
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	

Computers with No Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
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
552	92	0	615	131	1	430	0	0

Internet Access	
Number of Rooms	Type
10	10 mg Ethernet
422	100+ mg Ethernet
0	Dedicated Cable
0	DSL
42	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems	
Number of Rooms	Type
2	Windows Vista

Operating Systems	
Number of Rooms	Type
410	Windows XP (any version)
28	Windows 2000 (any version)
0	Windows 98
0	Windows 95
5	Other PC
838	MAC System 10.x
471	MAC System 9.x
1	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
103	Number of Networked Printers
101	Number of Stand-alone Printers
29	Number of Scanners
31	Number of Digital Cameras
19	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
65	Number of Televisions
14	Number of Video Microscopes
45	Number of LCD Panels/Projection Devices

Other Technologies

Total	Type
15	Number of Fax Machines
0	Number of Graphing Calculators
21	Number of PDAs
3	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
48	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
2	Number of Modems (28.8 kbps or above)
7	Number of Electronic Whiteboards
10	Number of Whiteboard Capture Devices
5	Number of Document Cameras
1	Number of MP3 Players

Distance Learning

Number of Access Points	Distance Learning
0	Satellite
10	Cable/Broadcast
96	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.

Increase the percentage of students who meet or exceed standards in reading and math as measured by ISAT and PSAE to make AYP.

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

Goal 1 Description for Phase I :2009-2010

Increase access and opportunity for students in the areas of highest need (based on local Benchmark scores(ThinkLink & DIBELS), gaps in curriculum and individual and group state standardized test scores) to appropriate instructional technology.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1													
Utilize technology to strengthen curriculum and instruction in content areas and with students who are identified as having the greatest need.													
	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Using student achievement data, identify the student subgroups/content combinations that have the greatest needs.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
2	Identify technological resources to support curriculum and instruction in identified sub groups and curriculum areas.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
3	Deploy and support technology that will strengthen curriculum and instruction for identified areas and student subgroups.	7/1/2009	6/30/2010	5000	5000			0	0	0	0	0	0

4	Students will use electronic graphic organizers for note taking, concept mapping, and comprehension to develop stronger reading and high order thinking skills. (Purchase graphic organizing software.)	7/1/2009	6/30/2010	5000	5000			0	0	0	0	0	0
5	Students in grades 3-11 will use online assessment resources (e.g. ThinkLink and Study Island) to increase state test results. (Purchase software license.)	7/1/2009	6/30/2010	28700	28700			0	0	0	0	0	0
6	Students in grades K-5 will use math game software to improve math skills. (e.g. Millie's Math House software.)	7/1/2009	6/30/2010	2000	2000			0	0	0	0	0	0
7	Students in grades K-5 will use reading software to improve literacy. (e.g. Bailey's Book House software.)	7/1/2009	6/30/2010	2000	2000			0	0	0	0	0	0

Strategy 2

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1				0	0			0	0	0	0	0	0

Strategy 3

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1				0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

Support teachers in implementing technology to strengthen curriculum and instruction in content areas and with students who are identified as having the greatest academic need based on benchmark and other assessments.

	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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1	Provide instructional staff training to evaluate technology to use in reading and math instruction.	7/1/2009	6/30/2010	500	0			0	500	0	0	0	0
2	Provide in classroom support during implementation of technology through coaching and co-teaching. (Providing sub time for in-house teacher tech coaches.)	7/1/2009	6/30/2010	5000	0			0	5000	0	0	0	0
3	Provide professional development about using technology to meet ILS and NETS*T	7/1/2009	6/30/2010	500	0			0	500	0	0	0	0
4	Provide professional development about using technology to meet the needs of struggling learners.	7/1/2009	6/30/2010	1000	0			500	0	0	0	0	500

Strategy 2

Provide a variety of effective professional development options for instructional staff, including workshops, coaching and online instruction.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Increase proficiency among district staff in using essential resources/systems (ie: Skyward, email, Moodle, network services).	7/1/2009	6/30/2010	2000	1000			0	1000	0	0	0	0
2	Make available professional development opportunities for teachers within the school day. (Sub time and release time.)	7/1/2009	6/30/2010	1000	0			0	1000	0	0	0	0
3	Increase professional development opportunities for teachers that extend beyond the traditional school environment. (Online learning, Moodle.)	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
4	Design professional development opportunities with department chairs/team leaders that focus on content and collaboration.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
5	Provide instructional leaders (administrators, department chairs, tech cadre members) learning opportunities that identify effective instructional and tech integration practices.	7/1/2009	6/30/2010	1000	500			0	500	0	0	0	0

Strategy 3

Implement promising practices that support a rich learning environment.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Identify and align resources and tools with state and district curricula.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
2 Identify and evaluate innovative and promising practices using exemplars collected during instruction and professional development.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
3 Support participation in online courses to address student and faculty needs.	7/1/2009	6/30/2010	1000	500			0	500	0	0	0	0
4 Provide district and school based programs of digital citizenship and Internet safety.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
5 Provide attendance and membership to the Illinois Computing Educators (ICE) conference for 5 teachers/administrators.	7/1/2009	6/30/2010	2000	0			0	2000	0	0	0	0

Section II D. Action Plan — Parental/Community Involvement
 <h5>(such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Engage the larger community to support students who are identified as having the greatest academic need and their families through the engagement in and use of technology.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Build partnerships with academic and community organizations to strengthen access to and use of technology	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
2 Provide adult education opportunities for community members through Urbana Adult Education	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
3 Provide training on Skyward Family Access, that allows for monitoring of student progress, attendance, and methods of communication with teachers and administrators, at the District's Centralized Registration.	8/3/2009	8/21/2009	0	0			0	0	0	0	0	0

Strategy 2													
Support community understanding of technology resources, practices and their impact on student learning and achievement.													
	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Provide learning opportunities for community members about technology resources.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
2	Increase awareness of the use of technology by spotlighting student and teacher work samples on district website and at Technology Open Houses.	7/1/2009	6/30/2010	1000	1000			0	0	0	0	0	0
3	Provide opportunities for students, teachers and community to provide feedback regarding technology resources via surveys, PTA meetings and School Board meetings.	7/1/2009	6/30/2010	0	0			0	0	0	0	0	0
4	Provide training on Skyward Family Access, that allows for monitoring of student progress, attendance, and methods of communication with teachers and administrators, at the District's Centralized Registration.	8/3/2009	8/21/2009	0	0			0	0	0	0	0	0

Strategy 3													
	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1				0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy 1													
Provide necessary hardware including laptops, workstation, presentation systems, interactive tools and software to schools and classrooms in order to strengthen curriculum and instruction in content areas and for students who are identified as having the greatest need.													
	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other

1	Develop and implement a hardware/software replacement plan that utilizes district-wide standards.	7/1/2009	6/30/2010	75000	75000	0	D	0	0	0	0	0	0
2	Increase internal and external bandwidth for all schools. Phase I of City or Urbana Fiber Project and internal network upgrade.	7/1/2009	6/30/2010	53000	50000	3000	R	0	0	0	0	0	0
3	Define minimum hardware/software minimum requirements for student and faculty workstations.	7/1/2009	6/30/2010	0	0	0	D	0	0	0	0	0	0

Strategy 2

Evaluate how technology is employed appropriately to support rich learning environments.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Monitor and assess student, teacher, and administrator mastery of NETS*S, T, A.	7/1/2009	6/30/2010	200	0	0	D	0	0	0	0	0	200
2	Monitor and assess the integration of technology into instruction across all grade levels, through surveys, curriculum development, and classroom walkthroughs.	7/1/2009	6/30/2010	200	0	0	D	0	0	0	0	0	200
3	Maintain data on usage of all technology tools and resources.	7/1/2009	6/30/2010	0	0	0	D	0	0	0	0	0	0

Strategy 3

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1				0	0	0	D	0	0	0	0	0	0

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

Goal 1 Description for Phase II :2010-2011

Increase access and opportunity for students in the areas of highest need (based on local Benchmark scores(ThinkLink & DIBELS), gaps in curriculum and

individual and group state standardized test scores) to appropriate instructional technology.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1													
Utilize technology to strengthen curriculum and instruction in content areas and with students who are identified as having the greatest need.													
	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Using student achievement data, identify the student subgroups/content combinations that have the greatest needs.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	Identify technological resources to support curriculum and instruction in identified sub groups and curriculum areas.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	Deploy and support technology that will strengthen curriculum and instruction for identified areas and student subgroups.	7/1/2010	6/30/2011	5000	5000			0	0	0	0	0	0
4	Students will use electronic graphic organizers for note taking, concept mapping, and comprehension to develop stronger reading and high order thinking skills.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
5	Students in grades 3-11 will use online assessment resources (e.g. ThinkLink and Study Island) to increase state test results. (Annual subscription)	7/1/2010	6/30/2011	28700	28700			0	0	0	0	0	0
6	Students in grades K-5 will use math game software to improve math skills.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
7	Students in grades K-5 will use reading software to improve literacy.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0

Strategy 2													
	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1				0	0			0	0	0	0	0	0

Strategy 3													
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

Section II C. Action Plan — Professional Development

Strategy 1													
Support teachers in implementing technology to strengthen curriculum and instruction in content areas and with students who are identified as having the greatest academic need based on benchmark and other assessments.													
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Provide instructional staff training to evaluate technology to use in reading and math instruction.	7/1/2010	6/30/2011	500	0			0	500	0	0	0	0	
2 Provide in classroom support during implementation of technology through coaching and co-teaching. (Providing sub time for in-house teacher tech coaches.)	7/1/2010	6/30/2011	5000	0			0	5000	0	0	0	0	
3 Provide professional development about using technology to meet ILS and NETS*T (refreshers and training for new hires)	7/1/2010	6/30/2011	500	0			0	500	0	0	0	0	
4 Provide professional development about using technology to meet the needs of struggling learners.	7/1/2010	6/30/2011	1000	0			1000	0	0	0	0	0	

Strategy 2													
Provide a variety of effective professional development options for instructional staff, including workshops, coaching and online instruction.													
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Continue to Increase proficiency among district staff in using essential resources/systems (ie: Skyward, email, Moodle, network services).	7/1/2010	6/30/2011	2000	1000			0	1000	0	0	0	0	

2	Make available professional development opportunities for teachers within the school day. (Sub time and release time.)	7/1/2010	6/30/2011	1000	0			0	1000	0	0	0	0
3	Increase professional development opportunities for teachers that extend beyond the traditional school environment. (Online learning, Moodle.)	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
4	Continue to support professional development opportunities with department chairs/team leaders that focus on content and collaboration.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
5	Provide instructional leaders (administrators, department chairs, tech cadre members) learning opportunities that identify effective instructional and tech integration practices.	7/1/2010	6/30/2011	1000	500			0	500	0	0	0	0

Strategy 3

Implement promising practices that support a rich learning environment.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Identify and evaluate innovative and promising practices using exemplars collected during instruction and professional development.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	Support participation in online courses to address student and faculty needs.	7/1/2010	6/30/2011	1000	500			0	500	0	0	0	0
3	Provide district and school based programs of digital citizenship and Internet safety.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
4	Provide attendance and membership to the Illinois Computing Educators (ICE) conference for 5 teachers/administrators.	7/1/2010	6/30/2011	2000	0			0	2000	0	0	0	0

Section II D. Action Plan — Parental/Community Involvement
 <h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Engage the larger community to support students who are identified as having the greatest academic need and their families through the

engagement in and use of technology.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Build partnerships with academic and community organizations to strengthen access to and use of technology	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	Provide adult education opportunities for community members through Urbana Adult Education	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
3	Provide training on Skyward Family Access, that allows for monitoring of student progress, attendance, and methods of communication with teachers and administrators, at the District's Centralized Registration.	8/2/2010	8/20/2010	0	0			0	0	0	0	0	0

Strategy 2

Support community understanding of technology resources, practices and their impact on student learning and achievement.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Provide learning opportunities for community members about technology resources.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
2	Increase awareness of the use of technology by spotlighting student and teacher work samples on district website and at Technology Open Houses.	7/1/2010	6/30/2011	1000	1000			0	0	0	0	0	0
3	Provide opportunities for students, teachers and community to provide feedback regarding technology resources via surveys, PTA meetings and School Board meetings.	7/1/2010	6/30/2011	0	0			0	0	0	0	0	0
4	Provide training on Skyward Family Access, that allows for monitoring of student progress, attendance, and methods of communication with teachers and administrators, at the District's Centralized Registration.	8/2/2010	8/20/2010	0	0			0	0	0	0	0	0

Strategy 3

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy 1

Provide necessary hardware including laptops, workstation, presentation systems, interactive tools and software to schools and classrooms in order to strengthen curriculum and instruction in content areas and for students who are identified as having the greatest need.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Implement the hardware/software replacement plan that utilizes district-wide standards.	7/1/2010	6/30/2011	75000	75000	0	D	0	0	0	0	0	0
2 Increase internal and external bandwidth for all schools. Phase II of City or Urbana Fiber Project and internal network upgrade.	7/1/2010	6/30/2011	53000	50000	3000	R	0	0	0	0	0	0
3 Update minimum hardware/software minimum requirements for student and faculty workstations	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0

Strategy 2

Evaluate how technology is employed appropriately to support rich learning environments.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Monitor and assess student, teacher, and administrator mastery of NETS*S, T, A	7/1/2010	6/30/2011	200	0	0	D	0	0	0	0	0	200
2 Monitor and assess the integration of technology into instruction across all grade levels, through surveys, curriculum development, and classroom walkthroughs.	7/1/2010	6/30/2011	200	0	0	D	0	0	0	0	0	200
3 Maintain data on usage of all technology tools and resources.	7/1/2010	6/30/2011	0	0	0	D	0	0	0	0	0	0

Strategy 3

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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
1			0	0	0	D	0	0	0	0	0	0

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

Goal 1 Description for Phase III :2011-2012

Increase access and opportunity for students in the areas of highest need (based on local Benchmark scores(ThinkLink & DIBELS), gaps in curriculum and individual and group state standardized test scores) to appropriate instructional technology.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Utilize technology to strengthen curriculum and instruction in content areas and with students who are identified as having the greatest need.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Using student achievement data, identify the student subgroups/content combinations that have the greatest needs.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
2 Identify technological resources to support curriculum and instruction in identified sub groups and curriculum areas.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
3 Deploy and support technology that will strengthen curriculum and instruction for identified areas and student subgroups.	7/1/2011	6/30/2012	5000	5000			0	0	0	0	0	0
4 Students will use electronic graphic organizers for note taking, concept mapping, and comprehension to develop stronger reading and high order thinking skills.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
5 Students in grades 3-11 will use online assessment resources (e.g. ThinkLink and Study Island) to increase state test results.(Annual subscription)	7/1/2011	6/30/2012	8700	8700			0	0	0	0	0	0

6	Students in grades K-5 will use math game software to improve math skills.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
7	Students in grades K-5 will use reading software to improve literacy.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

Strategy 2

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1				0	0			0	0	0	0	0	0

Strategy 3

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1				0	0			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

Support teachers in implementing technology to strengthen curriculum and instruction in content areas and with students who are identified as having the greatest academic need based on benchmark and other assessments.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Provide instructional staff training to evaluate technology to use in reading and math instruction.	7/1/2011	6/30/2012	500	0			0	500	0	0	0	0
2	Provide in classroom support during implementation of technology through coaching and co-teaching. (Providing sub time for in-house teacher tech coaches.)	7/1/2011	6/30/2012	5000	0			0	5000	0	0	0	0
3	Provide professional development about using technology to meet ILS and NETS*T	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0

4	Provide professional development about using technology to meet the needs of struggling learners.	7/1/2011	6/30/2012	1000	0			500	0	0	0	0	500
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Strategy 2

Provide a variety of effective professional development options for instructional staff, including workshops, coaching and online instruction.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Increase proficiency among district staff in using essential resources/systems (ie: Skyward, email, Moodle, network services).	7/1/2011	6/30/2012	2000	1000			0	1000	0	0	0	0
2	Make available professional development opportunities for teachers within the school day. (Sub time and release time.)	7/1/2011	6/30/2012	1000	0			0	1000	0	0	0	0
3	Increase professional development opportunities for teachers that extend beyond the traditional school environment. (Online learning, Moodle.)	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
4	Design professional development opportunities with department chairs/team leaders that focus on content and collaboration.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
5	Provide instructional leaders (administrators, department chairs, tech cadre members) learning opportunities that identify effective instructional and tech integration practices.	7/1/2011	6/30/2012	500	0			0	500	0	0	0	0

Strategy 3

Implement promising practices that support a rich learning environment.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Identify and evaluate innovative and promising practices using exemplars collected during instruction and professional development.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
2	Support participation in online courses to address student and faculty needs.	7/1/2011	6/30/2012	1000	500			0	500	0	0	0	0

3	Provide district and school based programs of digital citizenship and Internet safety.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
4	Provide attendance and membership to the Illinois Computing Educators (ICE) conference for 5 teachers/administrators.	7/1/2011	6/30/2012	2000	0			0	2000	0	0	0	0

Section II D. Action Plan — Parental/Community Involvement
<h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Engage the larger community to support students who are identified as having the greatest academic need and their families through the engagement in and use of technology.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Build partnerships with academic and community organizations to strengthen access to and use of technology.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
2	Provide adult education opportunities for community members through Urbana Adult Education.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
3	Provide training on Skyward Family Access, that allows for monitoring of student progress, attendance, and methods of communication with teachers and administrators, at the District's Centralized Registration.	8/1/2011	8/26/2011	0	0			0	0	0	0	0	0

Strategy 2

Support community understanding of technology resources, practices and their impact on student learning and achievement.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Provide learning opportunities for community members about technology resources.	7/1/2011	6/1/2012	0	0			0	0	0	0	0	0

2	Increase awareness of the use of technology by spotlighting student and teacher work samples on district website and at Technology Open Houses.	7/1/2011	6/30/2012	1000	1000			0	0	0	0	0	0
3	Provide opportunities for students, teachers and community to provide feedback regarding technology resources via surveys, PTA meetings and School Board meetings.	7/1/2011	6/30/2012	0	0			0	0	0	0	0	0
4	Provide training on Skyward Family Access, that allows for monitoring of student progress, attendance, and methods of communication with teachers and administrators, at the District's Centralized Registration.	8/1/2011	8/26/2011	0	0			0	0	0	0	0	0

Strategy 3

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1				0	0			0	0	0	0	0	0

Section II E. Action Plan — Technology Deployment

Strategy 1

Provide necessary hardware including laptops, workstation, presentation systems, interactive tools and software to schools and classrooms in order to strengthen curriculum and instruction in content areas and for students who are identified as having the greatest need.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Implement the hardware/software replacement plan that utilizes district-wide standards.	7/1/2011	6/30/2012	75000	75000	0	D	0	0	0	0	0	0
2	Increase internal and external bandwidth for all schools. Phase III City of Urbana Fiber Project and internal upgrade.	7/1/2011	6/30/2012	53000	50000	3000	R	0	0	0	0	0	0
3	Update minimum hardware/software minimum requirements for student and faculty workstations.	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0

Strategy 2

Evaluate how technology is employed appropriately to support rich learning environments.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Monitor and assess student, teacher, and administrator mastery of NETS*S, T, A.	7/1/2011	6/30/2012	200	0	0	D	0	0	0	0	0	200
2	Monitor and assess the integration of technology into instruction across all grade levels, through surveys, curriculum development, and classroom walkthroughs.	7/1/2011	6/30/2012	200	0	0	D	0	0	0	0	0	200
3	Maintain data on usage of all technology tools and resources.	7/1/2011	6/30/2012	0	0	0	D	0	0	0	0	0	0

Strategy 3

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1				0	0	0	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process Phase I

The Urbana School District Technology Integration Plan requires teachers to integrate technology and communication tools into their instructional practices in order to meet the needs of all of their students. The Technology Integration Plan contains professional development strategies and activities that will increase teachers understanding, skills, and abilities to integrate technology into their teaching methodology.

The plan also addresses the need to review and strengthen curriculum to incorporate NETS for students, teachers, and administrators. The district is committed to providing a curriculum that challenges all students and is aligned to state and national standards for all content areas, including technology.

The plan will be monitored as part of the District Monitoring process for all school and district improvement plans. The monitoring system for the tech plan is part of a larger monitoring process at the district level that involves curriculum, special education, technology, professional development, community and university partners, as well as parent groups.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Analysis and comparison of Benchmarks, ISAT scores, and PSAE scores	Using Study Island completed activities students will show if they are meeting or exceeding state standards Using Millie's Math House K-2 students will show an improvement in math skills Using Bailey's Book House students will show an improvement in literacy skills. Using ThinkLink and DIBELS student will demonstrate progress towards state standards and national norms in reading and math.	Three (3) times a year	Building Principals, Director of Curriculum and Instruction
PD Strategy	Technology Surveys Teacher PD Workshop sign-in and evaluation sheets Moodle usage data	100% of new teachers will participate in technology training. Increase the number of teachers participating in voluntary technology training by 50%. Increase the number of teachers using Moodle by 25%.	Annually	Director of Staff Development, Director of Instructional Technology, Building Principals
P/C Strategy	Parent Surveys Student Surveys Parent sign-in sheets Skyward usage data	Establish Technology Open House nights at each school building. Increase parent usage of district communication resources by 50%. Increase parent and student survey submissions by 50%.	Annually	Assistant Superintendent of Curriculum and Instruction, Director of Instructional Technology, Building Principals
Tech D Strategy	Informal technology class observations Student Technology Survey Teacher Technology Survey Administrator Technology Survey District Technology Inventory School Technology Inventory	Computer equipment (hardware & software) are available, compliant, and functioning in instructional and administrative areas. Survey data will indicate usage of technology resources.	Annually	Director of Instructional Technology

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

The Urbana School District Technology Integration Plan requires teachers to integrate technology and communication tools into their instructional practices in order to meet the needs of all of their students. The Technology Integration Plan contains professional development strategies and activities that will increase teachers understanding, skills, and abilities to integrate technology into their teaching methodology.

The plan also addresses the need to review and strengthen curriculum to incorporate NETS for students, teachers, and administrators. The district is committed to providing a curriculum that challenges all students and is aligned to state and national standards for all content areas, including technology.

The plan will be monitored as part of the District Monitoring process for all school and district improvement plans. The monitoring system for the tech plan is

part of a larger monitoring process at the district level that involves curriculum, special education, technology, professional development, community and university partners, as well as parent groups.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Analysis and comparison of Benchmarks, ISAT scores, and PSAE scores	Using Study Island completed activities students will show if they are meeting or exceeding state standards Using Millie's Math House K-2 students will show an improvement in math skills Using Bailey's Book House students will show an improvement in literacy skills. Using ThinkLink and DIBELS student will demonstrate progress towards state standards and national norms in reading and math.	Three (3) times a year	Building Principals, Director of Curriculum and Instruction
PD Strategy	Technology Surveys Teacher PD Workshop sign-in and evaluation sheets Moodle usage data	100% of new teachers will participate in technology training. Increase the number of teachers participating in voluntary technology training by 50%. Increase the number of teachers using Moodle by 25%.	Annually	Director of Staff Development, Director of Instructional Technology, Building Principals
P/C Strategy	Parent Surveys and sign-in sheets Student Surveys Skyward usage data	Establish Technology Open House nights at each school building. Increase parent usage of district communication resources by 50%. Increase parent and student survey submissions by 50%.	Annually	Assistant Superintendent of Curriculum and Instruction, Director of Instructional Technology, Building Principals
Tech D Strategy	Informal technology class observations Student Technology Surveys Teacher Technology Surveys Administrator Technology Surveys District Technology Inventory School Technology Inventory	Computer equipment (hardware & software) are available, compliant, and functioning in instructional and administrative areas. Survey data will indicate usage of technology resources.	Annually	Director of Instructional Technology

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

The Urbana School District Technology Integration Plan requires teachers to integrate technology and communication tools into their instructional practices in order to meet the needs of all of their students. The Technology Integration Plan contains professional development strategies and activities that will increase teachers understanding, skills, and abilities to integrate technology into their teaching methodology.

The plan also addresses the need to review and strengthen curriculum to incorporate NETS for students, teachers, and administrators. The district is committed

to providing a curriculum that challenges all students and is aligned to state and national standards for all content areas, including technology.

The plan will be monitored as part of the District Monitoring process for all school and district improvement plans. The monitoring system for the tech plan is part of a larger monitoring process at the district level that involves curriculum, special education, technology, professional development, community and university partners, as well as parent groups.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Analysis and comparison of Benchmarks, ISAT scores, and PSAE scores	Using Study Island completed activities students will show if they are meeting or exceeding state standards Using Millie's Math House K-2 students will show an improvement in math skills Using Bailey's Book House students will show an improvement in literacy skills. Using ThinkLink and DIBELS student will demonstrate progress towards state standards and national norms in reading and math.	Three (3) times a year	Building Principals, Director of Curriculum and Instruction
PD Strategy	Technology Surveys Teacher PD Workshop sign-in and evaluation sheets Moodle usage data	100% of new teachers will participate in technology training. Increase the number of teachers participating in voluntary technology training by 50%. Increase the number of teachers using Moodle by 25%.	Annually	Director of Staff Development, Director of Instructional Technology, Building Principals
P/C Strategy	Parent Surveys Student Surveys Parent sign-in sheets Skyward usage data	Establish Technology Open House nights at each school building. Increase parent usage of district communication resources by 50%. Increase parent and student survey submissions by 50%.	Annually	Assistant Superintendent of Curriculum and Instruction, Director of Instructional Technology, Building Principals
Tech D Strategy	Informal technology class observations Student Technology Survey Teacher Technology Survey Administrator Technology Survey District Technology Inventory School Technology Inventory	Computer equipment (hardware & software) are available, compliant, and functioning in instructional and administrative areas. Survey data will indicate usage of technology resources.	Annually	Director of Instructional Technology

Section II G. Action Plan — Budget Summary

Phase I-II-III -Budget Summary

Phase I 2009 -2010	Budget & Funding Sources
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Phase I-II-III -Budget Summary									
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Increase access and opportunity for students in the areas of highest need (based on local Benchmark scores(ThinkLink & DIBELS), gaps in curriculum and individual and group state standardized test scores) to appropriate instructional technology.	186100	170700	3000	500	11000	0	0	0	900
Total Budget for Phase I - 2009-2010	186100	170700	3000	500	11000	0	0	0	900
Phase II 2010 -2011	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Increase access and opportunity for students in the areas of highest need (based on local Benchmark scores(ThinkLink & DIBELS), gaps in curriculum and individual and group state standardized test scores) to appropriate instructional technology.	177100	161700	3000	1000	11000	0	0	0	400
Total Budget for Phase II - 2010-2011	177100	161700	3000	1000	11000	0	0	0	400
Phase III 2011 -2012	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
Increase access and opportunity for students in the areas of highest need (based on local Benchmark scores(ThinkLink & DIBELS),	156100	141200	3000	500	10500	0	0	0	900

Phase I-II-III -Budget Summary									
gaps in curriculum and individual and group state standardized test scores) to appropriate instructional technology.									
Total Budget for Phase III - 2011-2012	156100	141200	3000	500	10500	0	0	0	900
Total Budget for Phases I, II, and III - 2009 - 2012	519300	473600	9000	2000	32500	0	0	0	2200

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

Stakeholder Involvement - Using a narrative, describe specifically how stakeholders (including parents, school staff and others) have been consulted in the development or revision of the plan. Also describe how the adult literacy service providers and public libraries were consulted when preparing this plan. If no adult literacy service provider or library exists, please explain within your narrative your attempts at locating these entities.

The writing of the Urbana School District #116 2009-2012 Technology Plan involved various members of the Urbana District #116 staff, PTA, Business and Community Partners. Technology Cadre members, who each represent individual school buildings, were contacted for input relating to software usage and computer needs as well as other valuable information pertaining to other district plans. Meetings with parents were held to gage their understanding of how Urbana School District #116 teachers and students use technology to improve student achievement and monitor attendance. Periodic conversations were held with the University of Illinois Champaign-Urbana's College of Educaiton to address how Pre-Service teachers can effectively use technology in their teaching methodology and the available resources through the univeristy that can improve exisiting teacher pedagogy. The Urbana Free Library remains as a main resource for access to information in the Urbana area. Business relationships with the Urbana Free Library have remained strong and their support continues to be very valuable.

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

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

Technology Protection Measure (Filter)

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

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

Internet Safety Policy Schools subject to CIPA are required to adopt a policy that addresses:

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

6.414: Internet Safety Policy For Urbana School District #116

Introduction

It is the policy of Urbana School District #116 to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

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

Access to Inappropriate Material

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

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

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

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Urbana School District #116 online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Urbana School District #116 staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

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

Adoption

The Board of Urbana School District #116 adopted this Internet Safety Policy at a public meeting, following normal public notice, on June 17, 2008.

CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are: 1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code; 2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or 3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

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

POLICY ADOPTED ON: June 17, 2008