

Submitted	02/22/2010
Plan Resubmitted	03/18/2010
Pending ISBE action	03/10/2010
ISBE Approved	03/30/2010

District Information

1. District Information

District Name:	Chadwick-Milledgeville CUSD 399	District Address:	15 School St
City/State/Zip:	Chadwick, IL 61014 9371	RCDT Number:	080083990260000
Superintendent:	Dan S Todd	Superintendent Email:	dtodd@dist399.net
District Phone:	8156845191	District Fax:	8156845241
TIP Contact Name:	Eric W Haan	TIP Contact Email:	ehaan@dist399.net
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2. Submission Type

- Original Submission – Check this line if this is the first submission of the technology plan by your district.
- Amended Submission – Check this line for any resubmission of the plan (returning for peer review, etc).

3. Mid-course Correction

The plan was reviewed and evaluated on

Mid-course correction was needed? Yes No

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 stakeholders of Chadwick-Milledgeville CUSD #399 must **continue to expand and support** the technical resources needed to have the greatest impact on student achievement. Experiences will be **maintained and expanded** focusing on what students **know and need to learn**. **Telecommunication, infrastructures and data delivery systems** will provide access to information that supports instruction and experiences that challenge students to achieve through effective **technology integration** now and far into the **future**.

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

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

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	85.2		Yes	87.7		Yes	96.4		96.0	
White	100.0	Yes	100.0	Yes	85.0		Yes	87.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities													
Low Income	100.0	Yes	100.0	Yes									

Four Conditions Are Required For Making Adequate Yearly Progress
<ol style="list-style-type: none"> 1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging. 2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. *** 3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision. 4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.
<p>* Includes only students enrolled as of 5/01/2008.</p> <p>** Safe Harbor Targets of 70% 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 – 2009 AMAO Report

This district is not accountable for AMAO data for 2009

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	96.2	96.6	96.4	96.1	96.7	96.5	96.6	96.4
Truancy Rate (%)	0.5	-	0.2	0.2	-	0.4	0.2	0.2
Mobility Rate (%)	7.2	9.3	15.2	13.4	8.0	7.2	8.1	9.8
HS Graduation Rate, if applicable (%)	95.7	94.6	89.1	96.6	90.0	94.3	100.0	96.0
HS Dropout Rate, if applicable (%)	3.4	2.4	1.0	-	1.7	1.8	-	2.0
District Population (#)	629	644	598	590	554	548	542	539
Low Income (%)	16.2	16.1	17.9	16.1	20.0	22.4	27.1	21.2
Limited English Proficient (LEP) (%)	-	-	-	-	-	-	-	0.2
Students with Disabilities (%)								
White, non-Hispanic (%)	99.0	98.1	98.0	97.5	96.8	97.1	97.4	96.3
Black, non-Hispanic (%)	0.5	0.6	0.7	0.5	0.7	0.4	-	-
Hispanic (%)	0.5	0.9	0.8	0.3	0.2	-	-	-
Asian/Pacific Islander (%)	-	0.3	0.5	0.5	0.7	0.7	0.7	0.9
Native American or Alaskan Native(%)	-	-	-	-	0.2	-	-	-
Multiracial/Ethnic (%)	-	-	-	1.2	1.4	1.8	1.8	2.8

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	98.8	0.6	0.3	0.3	-	-
	2001	98.9	0.5	0.3	0.3	-	-
	2002	99.0	0.5	0.5	-	-	-
	2003	98.1	0.6	0.9	0.3	-	-
	2004	98.0	0.7	0.8	0.5	-	-
	2005	97.5	0.5	0.3	0.5	-	1.2
	2006	96.8	0.7	0.2	0.7	0.2	1.4
	2007	97.1	0.4	-	0.7	-	1.8
	2008	97.4	-	-	0.7	-	1.8
	2009	96.3	-	-	0.9	-	2.8
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
DISTRICT	2000	-	13.9	94.3	96.3	4.5	-	-	1.9	89.8
	2001	-	15.2	96.3	96.4	7.6	1	0.2	2.4	93.8
	2002	-	16.2	96.8	96.2	7.2	3	0.5	3.4	95.7
	2003	-	16.1	96.7	96.6	9.3	-	-	2.4	94.6
	2004	-	17.9	96.7	96.4	15.2	1	0.2	1.0	89.1
	2005	-	16.1	99.1	96.1	13.4	1	0.2	-	96.6
	2006	-	20.0	100.0	96.7	8.0	-	-	1.7	90.0
	2007	-	22.4	98.5	96.5	7.2	2	0.4	1.8	94.3
	2008	-	27.1	100.0	96.6	8.1	1	0.2	-	100.0
	2009	0.2	21.2	100.0	96.4	9.8	1	0.2	2.0	96.0
STATE	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	677	-	-	-	-	-	-
	2001	665	38	59	48	48	61	51
	2002	629	34	36	55	44	51	52
	2003	644	35	34	36	46	45	45
	2004	598	33	38	33	57	46	57
	2005	590	28	34	36	34	61	47
	2006	554	38	28	32	40	39	39
	2007	548	36	41	30	32	39	38
	2008	542	42	34	41	30	32	51
2009	539	38	43	32	31	29	34	
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822	

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
DISTRICT	2000	48	14	33,522	83	17	16	15	-	-
	2001	51	15	34,717	84	16	16	13	-	-
	2002	52	15	38,251	81	19	15	12	4	-
	2003	47	15	39,864	83	17	16	12	-	-
	2004	45	16	41,403	78	20	16	13	-	-
	2005	45	17	43,737	74	26	14	14	-	-
	2006	42	16	45,226	76	24	15	16	-	-
	2007	40	16	44,873	80	20	15	14	2	-
	2008	41	16	47,057	73	27	15	14	-	-
2009	41	15	48,231	68	32	15	13	-	-	
STATE	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	12	61,402	44	56	18	18	1	1	

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, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	81.8	96.3	86.5	91.9	84.4	89.5	-	-	89.3	87.8	97.1	93.0	58.6	87.9	83.3	80.6	83.4	90.9
White	81.8	96.1	88.5	91.2	83.3	89.2	-	-	88.8	89.7	96.9	92.5	58.6	87.9	82.8	80.0	85.0	90.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	76.9	-	-	-	-	-	-	-	-	-	70.0	-	76.9	-

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	84.8	86.2	89.3	86.0	-	-	66.6	90.7	80.6	78.2	79.2	85.0	86.8	75.7	87.5	85.7
White	-	-	84.8	86.2	88.8	87.8	-	-	66.6	90.7	80.6	77.5	78.7	84.8	86.8	75.7	87.5	85.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	90.0	-	-	60.0	-	90.0	-	-	83.3	-	75.0	-	-

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

PSAE - % Meets & Exceeds Reading grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	64.9	65.1	60.6	44.8	55.3	66.6
White	64.3	65.9	60.6	44.8	55.3	66.6
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	-	-	-	-	-

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	96.9	96.3	94.6	100.0	93.3	97.4	-	-	100.0	85.4	100.0	97.7	82.7	90.9	80.0	96.7	88.1	100.0
White	96.9	96.1	97.1	100.0	92.8	97.3	-	-	100.0	87.2	100.0	97.5	82.7	90.9	79.3	96.7	90.0	100.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	84.7	-	-	-	-	-	-	-	-	-	80.0	-	84.6	-

Groups	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	93.7	93.1	92.9	88.3	-	-	80.6	93.8	77.5	75.0	64.6	73.4	86.8	81.0	100.0	82.2
White	-	-	93.7	93.1	92.6	90.2	-	-	80.6	93.8	77.5	74.2	65.9	72.8	86.8	81.0	100.0	82.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	90.0	-	-	80.0	-	60.0	-	-	58.3	-	91.6	-	-

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	59.7	53.5	63.6	60.5	51.1	63.6
White	59.0	53.7	63.6	60.5	51.1	63.6
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	-	-	-	-	-

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

Section I A. Data & Analysis – Report Card Data

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

To **analyze** the data collected through the district report card, school report cards, surveys, teacher observations and local assessment tools, we aggregated the data to gain an understanding of the current academic strengths and weaknesses within our school district.

Chadwick-Milledgeville CUSD #399 has a student population of about 540 students, about 97% of which are white. The attendance rate of our students is over 96%, and the graduation rate is about 96%. Approximately 21% of our students come from families that are considered low-income and there are no limited English proficiency students. There are no significant truancy issues and the mobility rate is lower than the state average. In addition, the school district has a high level of community involvement with a 100% parental contact throughout the school year.

The district has a total of 44 teachers/administrators with an average of approximately 15 years of experience. The pupil-to-certified staff ratio of 11.7 to 1 and the average class

size is approximately 18 students. Our staff is 100% white with 68.5% holding only a bachelor's degree and 31.5% with a master's degree or above. All teachers are highly qualified and there are no teachers with emergency or provisional credentials.

In **summary** we have found that Chadwick-Milledgeville CUSD #399 continues to exceed the state average on the **ISAT** tests. In the year 2008-2009, our students surpassed the overall state by 10%. Our students also exceeded the state average on the **PSAE** by 11.6%. Our **local assessment** also shows a strong performing elementary population, however, in higher grade levels the level of performance drops significantly.

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.

While all Chadwick - Milledgeville schools are currently making Adequate Yearly Progress, trend data shows that the percentage of students meeting state standards decreases at the secondary level (grades 9-12). A **key factor** contributing to this achievement drop is a lack of student motivation. Student motivation will improve as **engaged learning strategies** are employed.

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.

In order to increase student achievement, we have **concluded** that we must develop a method to motivate and engage upper level students in the classroom. We plan to do this through the use of **engaging technologies** such as **SmartBoards in the high school English, Science, Social Science and Math classrooms** as well as introducing **self-paced instructional programs**.

Section I B. Data & Analysis – Local Assessment Data

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

The school district has used results from the following local assessment tools:

- Think Link Learning - ISAT and PSAE equivalents given three times a year.
- Learning Express Advantage - ACT equivalent given during the spring of each year

- Star Reading - Gauges a student's reading level and given three times a year.
- Star Math - Gauges a student's math level and given three times a year.
- Accelerated Reading - Tests students' reading abilities used throughout the entire school year.
- Accelerated Math - Test students' math abilities and used throughout the entire school year.
- Student Transcripts - To evaluate student opportunities and course selections.
- Graduation Requirements - To determine if the requirements are sufficient to meet high student achievement levels.

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

After analyzing the local assessment data it is clear that as students progress through the district their achievement scores steadily decline. We are weakest in the areas of upper grade level **reading comprehension** and upper grade level **algebraic concepts**. It is also evident that at the HS level many of our students are not taking enough of the **core courses** that would increase achievement 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.

Due to the district's small size and limited staffing, we are unable to create a schedule that affords all students with the opportunity to take the necessary classes that would help to improve the student's achievement levels in their weak areas.

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

The district will leverage our **computer labs** and **high speed internet access** to provide **distance learning opportunities** to enhance the core curriculum available to our HS students.

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

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

Data was collected using the Budget Analysis Tool, previous tech plan, technology survey administered in 01/2010, school report cards, and community demographic information from the United States Census Bureau.

- Budget Analysis Tool included in this document.
- Previous tech plan available at http://www.dist399.net/District_Files/08_10_techplan.pdf
- Technology Survey available at http://www.dist399.net/District_Files/10techsurvey.pdf
- School Report Cards available at <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>
- NETS available at <http://cnets.iste.org/>

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

After analyzing the **Budget Analysis Tool** the committee has determined that funding for technology is decreasing and technology initiatives are less well funded than in the past. The committee has also found that the majority of the technology decisions are made at the district level without much input from building personnel.

According to 97.5% of the staff that completed the technology survey, **curriculum integration** has been progressing at an acceptable rate. 98% of the responding staff believes that **integrating technology into the curriculum** should remain a priority for district funds. 78% of the respondents feel that there should be more **staff development** in order to maximize the benefits of **integrating technology** into the **curriculum**, also, a majority of the staff feels there should be a more extensive integration of the **National Education Technology Standards** into the district's curriculum.

According to the school report cards and census data Chadwick - Milledgeville CUSD #399 exists in a small rural community in Carroll County, Illinois. Carroll County has one of the highest unemployment rates in the state of Illinois. Over 90% of the community has only a high school diploma or lower. The district is not racially diverse and has an aged

population.

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.

Insufficient integration of technology into the curriculum and alignment with **NETS** due to a lack of staff development on the subject and a decrease in funding have **contributed** to the absence of engaged learning in some classrooms.

An aged, uneducated populace with few employment opportunities makes it difficult for the school district to attract young families. This has led to a decline in student enrollment.

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.

In order to **enhance the access and use of technology** by our students we will increase the amount of staff development focused on the integration of technology aligned with **National Education Technology Standards** into the district curriculum.

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

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

The school district has used results from the following:

- LPDC compilations of teacher professional development records.
- District Staff Education Level Chart
- District Report Card

- District Budget
- Notes from the technology committee meetings.

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

A review of the available data has shown that very few teachers have participated in professional development that focuses on the integration of technology into the curriculum. However, since our last technology plan we have seen a dramatic increase in the number of staff members furthering their education to the Master's level. At the time of our previous technology plan only 27% of our staff held a Master's or above and at the time of writing this plan 32% of our teachers hold a Master's or above. According to staff surveys many of the new Master's programs have courses dedicated to the integration of technology into the curriculum.

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.

There has been a lack of opportunities provided by the school district to the staff for **technology integration** training. Also, the prioritizing of professional development funds has moved away from technology integration.

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 district will provide funding and personnel to deliver in-house staff development sessions focusing on the **integration of technology into the curriculum and improvement of instruction through the use of technology**.

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

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

Description - Provide a description of data concerning parent/community involvement collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available

to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

The school district has used results from the following:

- District Technology Survey
- Data on usage of the Parent Connect website
- Notes from the technology committee meetings.

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

After reviewing the data we have found that 98% of our parents and community members have at least one computer in their home with 90% of those possessing a high speed internet connection. 99% of the parents and community members that responded to the survey access the information provided electronically by the district. These systems include email communications, the district website, and Parent Connect (student grade, attendance, and discipline information).

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.

In order to increase the likelihood of student success it is **imperative** that **parents** are involved in the education process.

Though the majority of our parents are utilizing the **data delivery systems** provided by the school district there is still a percentage of the populace that do not take advantage of the systems.

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 district will continue providing the **data delivery systems** it does now. To improve **parental and community** usage of the systems the district will hold training sessions on use of the systems during the evening hours.

The training sessions will be advertised in the district newsletter that is sent to every parent in the district.

Section I D. Data & Analysis – Technology Deployment Data

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

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

The school district has used results from the following:

- District Technology Inventory - Included with this document.
- Building Walk Throughs
- Maintenance Logs
- Last three years of E-Rate submissions
- AUP
- Tech Coordinator job description
- District Budgets for the past five years

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

An analysis of the data has shown that the district has a large investment in the **technology infrastructure**.

There is a **high speed data network** throughout the district with **wireless connectivity** available in the two school buildings in the district as well. There is a high speed WAN connection between the two buildings in the district. All computers in the district have **high speed internet connectivity**. The district has approximately 286 computers available for student usage which is about a **1.9-to-1 student to computer ratio**. The district has a **recycling program** in place to dispose of obsolete technology and a **four year replacement** schedule for computers in the district. Our **acceptable use policy** has been approved by the school board and is **CIPA** compliant. There is a district technology coordinator to resolve all **tech support** issues.

The school district has an agreement with AeroComputers to handle any **tech support** issue that the district technology coordinator cannot resolve. The amount of funding for technology has declined over the past five years.

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.

To increase the **level of technology integration** into the classroom it is important to maintain the technology in place and obtain **new and innovative technologies**. Because of the decrease in technology funds it has become more difficult over the past few years to purchase **new and innovative technology**

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 be proactive to find alternative funding sources for our technology needs.

District Technology Inventory - District Information

Number	
540	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
0	Number of K-12 special education self-contained classroom students
41	Number of Teachers (FTE - this does not include teacher aides)
2	Number of Administrators
0	Total number of instructional school buildings

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

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	45
	Dedicated Cable	0
	DSL	0
	Wireless	45
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	4
	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	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	2
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0

	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	16	0	16	0	0	0	0	0	0	16	0	16
	2-5 years	63	0	63	0	0	0	0	0	0	63	0	63
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	79	0	79	0	0	0	0	0	0	79	0	79
Dedicated Computer Lab	Under 2 years	48	0	48	0	0	0	0	0	0	48	0	48
	2-5 years	48	0	48	0	0	0	0	0	0	48	0	48
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	96	0	96	0	0	0	0	0	0	96	0	96
Media Center/Library	Under 2 years	23	0	23	0	0	0	0	0	0	23	0	23
	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	23	0	23	0	0	0	0	0	0	23	0	23
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	12	0	12	0	0	0	0	0	0	12	0	12
	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	12	0	12	0	0	0	0	0	0	12	0	12
Teacher Offices	Under 2 years	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2
Other Locations	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	30	0	30	0	0	0	0	0	0	30	0	30
	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	30	0	30	0	0	0	0	0	0	30	0	30
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	10	0	10	0	0	0	0	0	0	10	0	10
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	10	0	10	0	0	0	0	0	0	10	0	10
Mobile Computer Lab	Under 2 years	22	0	22	0	0	0	0	0	0	22	0	22
	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	22	0	22	0	0	0	0	0	0	22	0	22
Administrative Offices	Under 2 years	3	0	3	0	0	0	0	0	0	3	0	3
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3
Teacher Offices	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory (Tablet Computers)

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

	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Other Locations	Under 2 years	3	0	3	0	0	0	0	0	0	3	0	3
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	5	0	5	0	0	0	0	0	0	5	0	5

District Technology Inventory - Operating Systems

PCs		
Location	Type	Number
Instructional Classroom	Windows Vista	1
	Windows XP (any version)	109
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	110
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	96
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	96
Media Center/Library	Windows Vista	0
	Windows XP (any version)	33
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	33
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	22
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0

	Other PC	0
	Subtotal	22
Administrative Offices	Windows Vista	0
	Windows XP (any version)	14
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	14
Teacher Offices	Windows Vista	0
	Windows XP (any version)	2
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	2
Other Locations	Windows Vista	0
	Windows XP (any version)	2
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
	Subtotal	2
Macintosh		
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0

	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0

	Other MAC	0
	Subtotal	0
Other Operating Systems (including Linux)		
Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations	Server 2003	5

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	50
	Wireless Access Points	30
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
	Dedicated Computer Lab	Hubs
Routers		0
Switches		6
Wireless Access Points		3
Firewall		0
Content Filter		0

	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	5
	Wireless Access Points	3
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	4
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	2
	Wireless Access Points	2
	Firewall	0
	Spam Filter	0
	Content Filter	0

	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	1
	Switches	6
	Wireless Access Points	8
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	1

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	51	11	62
Stand-alone Printers	0	0	0
Scanners	2	0	2
Digital Cameras	10	0	10
Camcorders/Movie Cameras	2	0	2
Satellite Dishes	0	0	0
Televisions	14	0	14
Video Microscopes	1	0	1
LCD Panels/Projection Devices	24	2	26
Fax Machines	2	0	2
Graphing Calculators	50	0	50
PDAs	22	0	22
Assistive/Adaptive Devices	0	0	0
GPS Devices	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	18	0	18
Whiteboard Capture Devices	0	0	0
Document Cameras	2	0	2
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)	10	0	10
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	19	19
	Number		
Classrooms with telephones	45		

District Technology Inventory - Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	0
Internet Services for Distance Learning	13
Phone line/v-tel systems	0
Other	0

Section I D Data & Analysis – District Technology Inventory Report

District Information:

District Information:							
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students		Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators	
540		0		41		2	
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access		
2	0	0	0	0	0		
Instructional School Building Internet Access (Chart) :			Non-Instructional Buildings Internet Access (Chart) :				



There is no data

Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
<i>Computers</i>	79	0	96	0	23	0	0	0	12	0	2	0	2	0
<i>Desktops</i>	79	0	96	0	23	0	0	0	12	0	2	0	2	0
<i>Laptops</i>	30	0	0	0	10	0	22	0	3	0	1	0	0	0
<i>Tablets</i>	1	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	0	0	0	0	0	0	0	0	0	0	0	0	5	0
	110	0	96	0	33	0	22	0	15	0	3	0	7	0

Total Computers in Each Location	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac
	110	96	33	22	15	3	7
Students per Computer						1.89	

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers														
<i>Desktops</i>	79	0	96	0	23	0	0	0	12	0	2	0	2	0
<i>Laptops</i>	30	0	0	0	10	0	22	0	3	0	1	0	0	0
<i>Tablets</i>	1	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Servers</i>	0	0	0	0	0	0	0	0	0	0	0	0	5	0
	110	0	96	0	33	0	22	0	15	0	3	0	7	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	110		96		33		22		15		3		7	
Students per Computer with High Speed Access											1.89			

Computers with Low Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers														
<i>Desktops</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	
<i>Laptops</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	
<i>Tablets</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	
<i>Servers</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Computers in Each Location	Combined		Combined		Combined		Combined		Combined		Combined		Combined	

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

Computers with No Internet Access:

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

Computer Ages:

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
102	56	1	112	10	0	0	0	0

Internet Access:

Number of Rooms	Type
0	10 mg Ethernet

56	100+ mg Ethernet
0	Dedicated Cable
0	DSL
46	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems:

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

Other Technologies:

Total	Type	Total	Type
62	Number of Networked Printers	22	Number of PDAs
0	Number of Stand-alone Printers	0	Number of Assistive/Adaptive Devices
2	Number of Scanners	0	Number of GPS Devices
10	Number of Digital Cameras	0	Number of Science Probeware
2	Number of Camcorders/Movie Cameras	0	Number of Modems (below 28.8 kbps)

0	Number of Satellite Dishes	0	Number of Modems (28.8 kbps or above)
14	Number of Televisions	18	Number of Electronic Whiteboards
1	Number of Video Microscopes	0	Number of Whiteboard Capture Devices
26	Number of LCD Panels/Projection Devices	2	Number of Document Cameras
2	Number of Fax Machines	1	Number of MP3 Players
50	Number of Graphing Calculators		

Distance Learning

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

Section I E. Data & Analysis – Meta Analysis

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

The district will meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.

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

Phase I Goal 1 Title:
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.
Phase I Goal 1 Description:
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.

Strategy 1
Students will participate in technology based curriculum.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Place interactive whiteboards in lower level reading classrooms to increase engaged learning. --One fifth grade classroom and one first grade classroom at \$3500 each.	07/01/2010		7,000	7,000			0	0	0	0	0	0

Strategy 2
Increase student reading comprehension through technology based reading programs.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Increase the number of Accelerated Reader titles and tests available for grades K-8. --325 new reading titles at \$10 each and 325 new AR test at \$2.99 each.	07/01/2010		4,223	4,223			0	0	0	0	0	0

Strategy 3												
Students' reading levels will be accurately gauged so that reading programs may be tailored to the individual student.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Purchase yearly license for ThinkLink Learning assessment testing to find students' comprehension levels.	07/01/2010		1,500	1,500			0	0	0	0	0	0
2Purchase yearly subscription to AIMSWeb to identify at risk students and place them into an RtI program.	07/01/2010		1,500	1,500			0	0	0	0	0	0
3Utilize the WorKeys program to help high school students identify and correct their weak comprehension areas.	09/01/2010		0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:												
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.												
Strategy 1												
Reading and Language Arts staff will be trained to effectively use interactive whiteboards to enhance reading instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Train K - 3 Reading and Language Arts staff on the use of integrating interactive whiteboards into their Reading curriculum. -- Seven teachers x 1 day of training at \$500 per day. Seven substitutes to cover the seven classrooms for the day.	09/01/2010		1,025	1,025			0	0	0	0	0	0

Strategy 2												
100% of Chadwick - Milledgeville staff will use technology resources to gather and interpret student data to drive the District's instructional goals.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Train all staff in the use of our SDS student management and grading software, IIRC, ThinkLink Learning Assessment, AIMSWeb, and STAR Reading Assessment. -- Handled in-house by district staff.	09/01/2010		0	0			0	0	0	0	0	0

Strategy 3												
100% of Chadwick-Milledgeville staff will have access to a variety of high quality professional development opportunities that support technology integration, best practice, and ongoing use of technology for instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Facilitators will continue to support best practice of technology integration into instruction to increase student achievement in all schools. --Handled in-house by administration.	09/01/2010		0	0			0	0	0	0	0	0
2 All staff will have access to high quality technology integration courses and opportunities during the school year and the summer. Staff are encouraged to take graduate level courses as our district offers reimbursement for this. --100 per credit hour. Two professional days per year.	09/01/2010		17,000	7,000			0	0	0	0	0	10,000
3 Technology resources and their use will be included in Curriculum training. --Handled in-house by technology staff.	09/01/2010		0	0			0	0	0	0	0	0
4 Skills-based professional development will be introduced as new technologies become adopted by the district.	09/01/2010		1,000	1,000			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

Phase I Goal 1 Title:												
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.												
Strategy 1												
90% of parents will be contacted through the school year by using the school district's data delivery systems.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Staff will utilize the district's data delivery systems, including phone, email, and Parent Connect to contact their students' parents.	08/17/2010		0	0			0	0	0	0	0	0

Strategy 2												
Parents will be trained to utilize the district's data delivery systems.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training on the use of the Parent Connect portion of the student management system will be held twice a year.	09/01/2010		100	100			0	0	0	0	0	0
2 A demonstration of the information available on the district website will be held twice a year.	09/01/2010		100	100			0	0	0	0	0	0
3 Training on using email to contact staff members will be held twice a year.	09/01/2010		100	100			0	0	0	0	0	0

Strategy 3												
Adult community members will use the district's technology to take distance learning courses.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1The district computer labs will be open to the communities two nights a week.	09/01/2010		3,000	3,000			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.												
Strategy 1												
The district's technology infrastructure will be maintained to ensure maximum up time.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Employ a part-time district technology coordinator to repair and maintain the district's hardware and infrastructure.	07/01/2010	06/30/2011	30,000	30,000	0	D	0	0	0	0	0	0
2Continue our relationship with our outside contractor, Aero Computer Group, to help maintain infrastructure reliability and connectivity.	07/01/2010	06/30/2011	10,000	10,000	0	D	0	0	0	0	0	0

Strategy 2												
Utilize the HS lab computers to offer distance learning courses to compliment our reading curriculum.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Replace the HS lab to ensure that the computers in place will meet the requirements for the distance learning courses. --24 machines at \$500 each	07/01/2010	08/01/2010	12,000	12,000	0	D	0	0	0	0	0	0

Strategy 3												
The district will maintain its data delivery systems including internet, email, phone and cellular phone service.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide an internet connection so that parents have access to the Parent Connect system, students have access to distance learning, staff have access to online professional development, and the community has access to the district's website.	07/01/2010	06/30/2011	3,000	1,200	1,800	D	0	0	0	0	0	0
2 Continue to maintain our district email system so parents and staff may develop a back and forth dialogue. --Annual licensing fee for SPAM, Content, Virus filter, and archiving.	07/01/2010	06/30/2010	5,995	5,995	0	D	0	0	0	0	0	0
3 Utilize the district's phone system, including long distance, to contact parents, distance learning instructors, and tech support.	07/01/2010	06/30/2011	6,500	2,600	3,900	D	0	0	0	0	0	0
4 Provide cellular phone service for district staff use to ensure communication with parents, distance learning instructors, and technical support.	07/01/2010	06/30/2011	6,600	2,640	3,960	D	0	0	0	0	0	0

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

Phase II Goal 1 Title:
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.
Phase II Goal 1 Description:
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.

Strategy 1
Students will participate in technology based reading curriculum.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Place interactive whiteboards in lower level classrooms to increase engaged learning. --Four elementary classrooms at a cost of \$3500 per classroom.	07/01/2011		14,000	14,000			0	0	0	0	0	0

Strategy 2
Improve student reading comprehension through technology based reading programs.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Increase the number of Accelerated Reader titles and tests available for grades K-8. --325 new reading titles at \$10 each and 325 new AR test at \$2.99 each.	08/18/2011		4,223	4,223			0	0	0	0	0	0

Strategy 3												
Students' reading levels will be accurately gauged so that reading programs may be tailored to the individual student.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Purchase yearly license for ThinkLink Learning assessment testing to find students' comprehension levels.	07/01/2011		1,500	1,500			0	0	0	0	0	0
2Purchase yearly subscription to AIMSWeb to identify at risk students and place them into an RtI program.	07/01/2011		1,500	1,500			0	0	0	0	0	0
3Utilize the WorKeys program to help high school students identify and correct their weak comprehension areas.	09/01/2011		0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:												
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.												
Strategy 1												
Reading and Language Arts staff will be trained to effectively use interactive whiteboards to enhance reading instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Train 4 - 8 Reading and Language Arts staff on the use of integrating interactive whiteboards into their Reading curriculum. -- Eight teachers x 1 day of training at \$500 per day. Eight substitutes to cover the eight classrooms for the day.	09/01/2011		1,100	1,100			0	0	0	0	0	0
2Train all new K-8 Reading and Language Arts staff on the use of interactive whiteboards in the classroom.	09/01/2011		500	500			0	0	0	0	0	0

Strategy 2												
100% of Chadwick - Milledgeville staff will use technology resources to gather and interpret student data to drive the District's instructional goals.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Train all staff in the use of our SDS student management and grading software, IIRC, ThinkLink Learning Assessment, AIMSWeb, and STAR Reading Assessment. -- Handled in-house by district staff.	09/01/2011		0	0			0	0	0	0	0	0

Strategy 3												
100% of Chadwick-Milledgeville staff will have access to a variety of high quality professional development opportunities that support technology integration, best practice, and ongoing use of technology for instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Facilitators will continue to support best practice of technology integration into instruction to increase student achievement in all schools. --Handled in-house by administration.	09/01/2011		0	0			0	0	0	0	0	0
2 All staff will have access to high quality technology integration courses and opportunities during the school year and the summer. Staff are encouraged to take graduate level courses as our district offers reimbursement for this. --100 per credit hour. Two professional days per year.	07/01/2011		17,000	7,000			0	0	0	0	0	10,000
3 Technology resources and their use will be included in Curriculum training. --Handled in-house by technology staff.	09/01/2011		0	0			0	0	0	0	0	0
4 Skills-based professional development will be introduced as new technologies become adopted by the district.	09/01/2011		1,000	1,000			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

Phase II Goal 1 Title:												
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.												
Strategy 1												
90% of parents will be contacted through the school year by using the school district's data delivery systems.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Staff will utilize the district's data delivery systems, including phone, email, and Parent Connect to contact their students' parents.	08/18/2011		0	0			0	0	0	0	0	0

Strategy 2												
Parents will be trained to utilize the district's data delivery systems.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training on the use of the Parent Connect portion of the student management system will be held twice a year.	09/01/2011		100	100			0	0	0	0	0	0
2 A demonstration of the information available on the district website will be held twice a year.	09/01/2011		100	100			0	0	0	0	0	0
3 Training on using email to contact staff members will be held twice a year.	09/01/2011		100	100			0	0	0	0	0	0

Strategy 3												
Adult community members will use the district's technology to take distance learning courses.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1The district computer labs will be open to the communities two nights a week.	09/01/2011		3,000	3,000			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:												
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.												
Strategy 1												
The district's technology infrastructure will be maintained to ensure maximum up time.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Employ a part-time technology coordinator to repair and maintain the district's hardware and infrastructure.	07/01/2011	06/30/2012	30,000	30,000	0	D	0	0	0	0	0	0
2Continue our relationship with our outside contractor Aero Computer Group to help maintain infrastructure reliability and connectivity.	07/01/2011	06/30/2012	10,000	10,000	0	D	0	0	0	0	0	0

Strategy 2													
Utilize the HS lab computers to offer distance learning courses to compliment our curriculum.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Continue to maintain and upgrade the HS lab to meet the distance learning requirements.	07/01/2011	06/30/2012	1,000	1,000	0	D	0	0	0	0	0	0	

Strategy 3													
The district will maintain its data delivery systems including internet, email, phone, and cellular service.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Provide an internet connection so that parents have access to the Parent Connect system, students have access to distance learning, staff have access to professional development, and the community has access to thte district's website.	07/01/2011	06/30/2012	3,000	1,200	1,800	D	0	0	0	0	0	0	
2 Continue to maintain our district email system so parents and staff may develop a back and forth dialogue. --Annual licensing fee for SPAM, Content Filtering, Virus Filter, and Archiving.	07/01/2011	06/30/2012	5,995	5,995	0	D	0	0	0	0	0	0	
3 Utilize the district's phone system, including long distance, to contact parents, distance learning instructors, and technical support.	07/01/2011	06/30/2012	6,500	2,600	3,900	D	0	0	0	0	0	0	
4 Provide cellular phone service for district staff use to ensure communication with parents, distance learning instructors, and technical support.	07/01/2011	06/30/2012	6,600	2,640	3,960	D	0	0	0	0	0	0	

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

Phase III Goal 1 Title:
The district will continue to meet AYP ad defined by the ISAT and PSAE from Phase 1 through Phase 3.
Phase III Goal 1 Description:
The district will continue to meet AYP ad defined by the ISAT and PSAE from Phase 1 through Phase 3.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:
The district will continue to meet AYP ad defined by the ISAT and PSAE from Phase 1 through Phase 3.

Strategy 1
Students will participate in technology based curriculum.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Place interactive whiteboards in upper level reading, math and science classrooms. -- Four classrooms at \$3500 per classroom.	07/01/2012		14,000	14,000			0	0	0	0	0	0

Strategy 2
Increase student reading comprehension through technology based reading programs

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Increase the number of Accelerated Reader titles and tests available for grades K-8. --325 new reading titles at \$10 each and 325 new AR tests at \$2.99 each.	07/01/2012		4,223	4,223			0	0	0	0	0	0

Strategy 3												
Student's reading levels will be accurately gauged so that reading programs may be tailored to the individual student.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Purchase yearly license for ThinkLink Learning assessment testing to find students' comprehension levels.	07/01/2012		1,500	1,500			0	0	0	0	0	0
2Purchase yearly subscription to AIMSWeb to identify at risk students and place them into an RtI program.	07/01/2012		1,500	1,500			0	0	0	0	0	0
3Utilize the WorKeys program to help high school students identify and correct their weak comprehension areas.	07/01/2012		0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:												
The district will continue to meet AYP ad defined by the ISAT and PSAE from Phase 1 through Phase 3.												
Strategy 1												
HS Reading/Language Arts and Math teachers will be trained to effectively use interactive whiteboards to enhance instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Train 9-12 Reading/LA and Math staff on the use of integrating interactive whiteboards into their curriculum. -- Five teachers x 1 day of trainig at \$500 per day. Five substitutes to cover the five classrooms for the day.	09/01/2012		1,000	1,000			0	0	0	0	0	0

Strategy 2												
100% of Chadwick - Milledgeville staff will use technology resources to gather and interpret student data to drive the District's instructional goals.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Train all staff in the use of our SDS student managment and grading software, IIRS, ThinkLink Learning Assessment, AIMSWeb and other local assessment tools. -- Handled in-house by district staff.	09/01/2012		0	0			0	0	0	0	0	0

Strategy 3												
100% of Chadwick-Milledgeville staff will have access to a variety of high quality professional development opportunities that support technology integration, best practice, and the ongoing use of technology for instruction.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Facilitators will continue to support best practice of technology integration into instruction to increase student achievement in all schools. -- Handled in-house by administration.	09/01/2012		0	0			0	0	0	0	0	0
2 All staff will have access to high quality technology integration courses and opportunities during the school year and the summer. Staff are encouraged to take graduate level courses as our district offers reimbursement for this. --100 per credit hour. Two professional days per year.	07/01/2012		17,000	7,000			0	0	0	0	0	10,000
3 Technology resources and their use will be included in curriuulum training. --Handled in-house by technology staff.	09/01/2012		0	0			0	0	0	0	0	0
4 Skills-based professional development will be introduced as new technologies become adopted by	09/01/2012		1,000	1,000			0	0	0	0	0	0

the district.

Section II D. Action Plan – Parental/Community Involvement

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

Phase III Goal 1 Title:

The district will continue to meet AYP ad defined by the ISAT and PSAE from Phase 1 through Phase 3.

Strategy 1

90% of parents will be contacted through the school year by using the school district's data delivery systems.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Staff will utilize the district's data delivery systems, including phone, email, and Parent Connect to contact their students' parents.	08/20/2012		0	0			0	0	0	0	0	0

Strategy 2

Parents will be trained to utilize the district's data delivery systems.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training on the use of the Parent Connect portion of the student management system will be held twice a year.	09/01/2012		100	100			0	0	0	0	0	0
2 A demonstration of the information available on the district website will be held twice a year.	09/01/2012		100	100			0	0	0	0	0	0
3 Training on using email to contact staff members will be held twice a year.	09/01/2012		100	100			0	0	0	0	0	0

Strategy 3												
Adult community members will use the district's technology to take distance learning courses.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1The district computer labs will be open to the communities two nights a week.	09/01/2012		3,000	3,000			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
The district will continue to meet AYP ad defined by the ISAT and PSAE from Phase 1 through Phase 3.												
Strategy 1												
The district's technology infrastructure will be maintained to ensure maximum up time.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Employ a part-tme district technology coordinator to repair and maintain the district's hardware and infrastructure.	07/01/2012	06/30/2013	30,000	30,000	0	D	0	0	0	0	0	0
2Continue our relationship with our outside contractor, Aero Computer Group, to help maintain infrastructure reliability and connectivity.	07/01/2012	06/30/2013	10,000	10,000	0	D	0	0	0	0	0	0

Strategy 2													
Utilize the HS lab computers to offer distance learning courses to compliment our reading curriculum.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Continue to maintain and upgrade the HS lab to meet the distance learning requirements.	07/01/2012	06/30/2013	1,000	1,000	0	D	0	0	0	0	0	0	

Strategy 3													
The district will maintain its data delivery systems including internet, email, phone and cellular service.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Provide an internet connection so that parents have access to the Parent Connect system, students have access to distance learning, staff have access to online professional development, and the community have access to the district's website.	07/01/2012	06/30/2013	3,000	1,200	1,800	D	0	0	0	0	0	0	
2 Continue to maintain our district email system so parents and staff may develop a back and forth dialogue. --Annual licensing fee for SPAM, Contnet, Virus filter and archiving.	07/01/2012	06/30/2013	5,995	5,995	0	D	0	0	0	0	0	0	
3 Utilize the district's phone system, including long distance, to contact parents, distance learning instructors, and technical support.	07/01/2012	06/30/2013	6,500	2,600	3,900	D	0	0	0	0	0	0	
4 Provide cellular phone service for district staff use to ensure communication with parents, distance learning instructors, and technical support.	07/01/2012	06/30/2013	6,600	2,640	3,960	D	0	0	0	0	0	0	

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

The district personnel and technology/curriculum committees will monitor the effectiveness of the strategies and activities by measuring progress toward our objective.

The data will be analyzed in order to determine if curriculum changes and modifications are necessary. If the indicators find changes to be necessary, they will be implemented using NETS as a guide.

The process will include monitoring integrating technology into curriculum and instruction, increasing the ability of teachers to teach and enabling students to reach challenging state academic standards.

The tools that will be used for this ongoing measurable process for monitoring the effectiveness will include quarterly surveys of staff and students, weekly logs of equipment use by classroom teachers, ISAT, PSAE and local pre and post assessment tests.

Indicators that will show progress will be higher tests scores, higher frequency of use of the equipment and surveys indicating more integration of the technology into the curriculum. Evaluations will be on a quarterly basis or when events occur such as funding decreases or increases, decline or rise in student population, buildings become inadequate or new technologies require investigation.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT/PSAE Results Surveys of staff and students Think Link and AIMSWeb test results	Increase of student scores on PSAE and ISAT.	Surveys done quarterly. ThinkLink and AIMSWeb results analyzed three times per year. ISAT/PSAE scores evaluated annually.	Building Principals Superintendent District Technology Coordinator Curriculum Committee
PD Strategy	Staff Surveys Informal observations	Survey results will indicate that Chadwick - Milledgeville staff feel they are receiving professional development in support of integrating technology into the curriculum. Informal observations indicate that technology is being infused into the curriculum.	Surveys done quarterly. Observations done throughout the entire school year.	Building Principals District Technology Coordinator Superintendent
		Survey results will indicate 100% of parents were contacted by		

P/C Strategy	Survey of parents. Sign-in sheets for parent training. Sign-in sheets for open lab nights.	their student's teacher. Sign-in sheets for parent training will show at least 20 parents attending each training session. Open lab sign-in sheets will show at least 5 community members in attendance.	Surveys and sign-in sheets will be reviewed quarterly.	District Technology Coordinator Superintendent
Tech D Strategy	Maintenance logs. Trouble Tickets. Review of student schedules to determine the number of students taking advantage of distance learning.	Maintenance logs and trouble tickets will show that issues were resolved within a 24 hour period. Student schedules will indicate at least 10 students taking distance learning courses.	Maintenance logs and trouble tickets will be reviewed monthly. Student schedules will be analyzed each semester.	District Technology Coordinator Building Principals Guidance Counselor Superintendent

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

The district personnel and technology/curriculum committees will monitor the effectiveness of the strategies and activities by measuring progress toward our objective.

The data will be analyzed in order to determine if curriculum changes and modifications are necessary. If the indicators find changes to be necessary, they will be implemented using NETS as a guide.

The process will include monitoring integrating technology into curriculum and instruction, increasing the ability of teachers to teach and enabling students to reach challenging state academic standards.

The tools that will be used for this ongoing measurable process for monitoring the effectiveness will include quarterly surveys of staff and students, weekly logs of equipment use by classroom teachers, ISAT, PSAE and local pre and post assessment tests.

Indicators that will show progress will be higher tests scores, higher frequency of use of the equipment and surveys indicating more integration of the technology into the curriculum. Evaluations will be on a quarterly basis or when events occur such as funding decreases or increases, decline or rise in student population, buildings become inadequate or new technologies require investigation.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
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C & I Strategy	ISAT/PSAE Results Surveys of staff and students Think Link and AIMSWeb test results	Increase of student scores on PSAE and ISAT.	Surveys done quarterly. ThinkLink and AIMSWeb results analyzed three times per year. ISAT/PSAE scores evaluated annually.	Building Principals District Technology Coordinator Superintendent
PD Strategy	Staff Surveys Informal observations	Survey results will indicate that Chadwick - Milledgeville staff feel they are receiving professional development in support of integrating technology into the curriculum. Informal observations indicate that technology is being infused into the curriculum.	Surveys done quarterly. Observations done throughout the entire school year.	Building Principals District Technology Coordinator Superintendent
P/C Strategy	Survey of parents. Sign-in sheets for parent training. Sign-in sheets for open lab nights.	Survey results will indicate 100% of parents were contacted by their student's teacher. Sign-in sheets for parent training will show at least 20 parents attending each training session. Open lab sign-in sheets will show at least 5 community members in attendance.	Surveys and sign-in sheets will be reviewed quarterly.	District Technology Coordinator Superintendent
Tech D Strategy	Maintenance logs. Trouble Tickets. Review of student schedules to determine the number of students taking advantage of distance learning.	Maintenance logs and trouble tickets will show that issues were resolved within a 24 hour period. Student schedules will indicate at least 10 students taking distance learning courses.	Maintenance logs and trouble tickets will be reviewed monthly. Student schedules will be analyzed each semester.	District Technology Coordinator Building Principals Guidance Counselor Superintendent

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

The district personnel and technology/curriculum committees will monitor the effectiveness of the strategies and activities by measuring progress toward our objective.

The data will be analyzed in order to determine if curriculum changes and modifications are necessary. If the indicators find changes to be necessary, they will be implemented using NETS as a guide.

The process will include monitoring integrating technology into curriculum and instruction, increasing the ability of teachers to teach and enabling students to reach challenging state academic standards.

The tools that will be used for this ongoing measurable process for monitoring the effectiveness will include quarterly surveys of staff and students, weekly logs of equipment use by classroom teachers, ISAT, PSAE and local pre and post assessment tests.

Indicators that will show progress will be higher tests scores, higher frequency of use of the equipment and surveys indicating more integration of the technology into the curriculum. Evaluations will be on a quarterly basis or when events occur such as funding decreases or increases, decline or rise in student population, buildings become inadequate or new technologies require investigation.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	ISAT/PSAE Results Surveys of staff and students Think Link and AIMSWeb test results	Increase of student scores on PSAE and ISAT.	Surveys done quarterly. ThinkLink and AIMSWeb results analyzed three times per year. ISAT/PSAE scores evaluated annually.	Building Principals District Technology Coordinator Superintendent
PD Strategy	Staff Surveys Informal observations	Survey results will indicate that Chadwick - Milledgeville staff feel they are receiving professional development in support of integrating technology into the curriculum. Informal observations indicate that technology is being infused into the curriculum.	Surveys done quarterly. Observations done throughout the entire school year.	Building Principals District Technology Coordinator Superintendent
P/C Strategy	Survey of parents. Sign-in sheets for parent training. Sign-in sheets for open lab nights.	Survey results will indicate 100% of parents were contacted by their student's teacher. Sign-in sheets for parent training will show at least 20 parents attending each training session. Open lab sign-in sheets will show at least 5 community members in attendance.	Surveys and sign-in sheets will be reviewed quarterly.	District Technology Coordinator Superintendent
Tech D Strategy	Maintenance logs. Trouble Tickets. Review of student schedules to determine the number of students taking advantage of distance learning.	Maintenance logs and trouble tickets will show that issues were resolved within a 24 hour period. Student schedules will indicate at least 10 students taking distance learning courses.	Maintenance logs and trouble tickets will be reviewed monthly. Student schedules will be analyzed each semester.	District Technology Coordinator Building Principals Guidance Counselor Superintendent

Section II G. Action Plan – Budget Summary

Phase I - 2010 - 2011

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.	110,642	90,982	9,660	0	0	0	0	0	10,000
Total Budget for Phase I - 2010-2011	110,642	90,982	9,660	0	0	0	0	0	10,000

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.	107,217	87,557	9,660	0	0	0	0	0	10,000
Total Budget for Phase II - 2011-2012	107,217	87,557	9,660	0	0	0	0	0	10,000

Phase III - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
The district will continue to meet AYP as defined by the ISAT and PSAE from Phase 1 through Phase 3.	106,618	86,958	9,660	0	0	0	0	0	10,000
Total Budget for Phase III - 2012-2013	106,618	86,958	9,660	0	0	0	0	0	10,000

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2010 - 2013	324,477	265,497	28,980	0	0	0	0	0	30,000

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 technology committee meets quarterly throughout the school year and is comprised of community members, students, teachers, board members, and administrators. The technology committee assesses the technology needs of the district by developing technology surveys to be sent to students, community members, and staff. They also prioritize the spending of technology funds.

The technology committee also investigates best educational practices through technology integration.

The school district has consulted the both the Chadwick and Milledgeville public libraries. These are the two libraries within our school district boundaries, and have included the feedback from the libraries in the technology integration plan.

Both the ROE and our local community college were consulted to provide adult literacy classes.

ROE 8/Sauk Valley Community College

- offers adult literacy classes, staff development classes

Chadwick/Milledgeville Public Libraries

- offers computers with internet access for the students and community members
- access to books and references

Technology Committee

Members:

- Eric Haan District - Technology Coordinator
- Martin Stauffer - HS Science
- Jean Livengood - JH/HS Technology Teacher
- Paula Rademacher - Guidance Counselor

- Tim Schurman - Administrator
- Dan Todd - Administrator
- Kelly Leddy - JH English Teacher
- Amy Workman - Community Member/Parent
- Collin Leddy - JH Student
- Sue Litwiller - JH Special Education Teacher
- Barb Puegh - Community Member/Parent
- Kaylee Hayen - HS Student
- Andrea Herin - HS Student/Student Council President
- Shelly Parks - Elementary Teacher
- DiAnn Adolph - Board Member

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.*

Board Policy 6:235
Adopted: December 15th, 2008

Peer Review Feedback Form

District Name :	RCDT #:
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed: 03/10/2010
School Years Covered by Plan:	ISBE Approval Date: 03/30/2010
<input checked="" type="checkbox"/> 2010-2011 <input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013	Plan Expiration Date: 06/30/2013

Section Used for Mid-Course Correction Only

<input type="checkbox"/> Mid-Course Correction(MCC)
Date of Annual Review Leading to MCC: _____ Approval Date of MCC: _____

Preliminary Information	Requirements
All required identifying district information is complete. Vision statement is included and meets requirements.	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> ● Part A. Illinois School Report Card Data ● Part B. Local Assessment Data (as available) ● Part C. Other Data -- Item 1,2 & 3 ● Part D. Technology Deployment ● Part E. Data & Analysis - (Meta-Analysis) 	
Comments:	

Section II: Action Plan	Requirements
<p>Part A. Overall Review of Action Plan</p> <ul style="list-style-type: none"> ● A.1 Goals ● A.2 Strategies and Activities ● A.3 Budget <p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
<p>Part B. Curriculum Integration Strategies and Activities</p> <p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
<p>Part C. Professional Development Strategies and Activities</p> <p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
<p>Part D. Parent/Community Involvement</p> <p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
<p>Part E. Technology Deployment</p> <p>Comments: 03/17/10 FBishop, ISBE: End dates for activities listed are not showing in the PDF. Please correct and resubmit. Cell phones are not eligible for E-Rate funding. Please clarify if you are paying for service and are budgeting the cost of equipment out of appropriate funds. (Revisions Made)</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>

Part F. Monitoring	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement	
Part B. Internet Safety Policy	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

ISBE Review
<input checked="" type="radio"/> Approved <input type="radio"/> Revisions Needed <input type="radio"/> Not Approved
Comments:
03/10/2010 FBishop: The Illinois State Board of Education finds this plan to be in need of minor revision. Please note the comments regarding necessary action above. Contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan and deadlines related to resubmission and review. 3/30/2010 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.