

Initial Submission	02/22/2011
ISBE Approved	05/09/2011
MCC Review Date	
MCC Approval Date	

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 District Information
 

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## 1. District Information

District Name:	CHSD 117	District Address:	1625 Deep Lake Rd
City/State/Zip:	Lake Villa, IL 60046 5324	RCDT Number:	340491170160000
Superintendent:	Mr. Jim McKay	Superintendent Email:	jmckay@d117.org
District Phone:	8478387679	District Fax:	8473957553
TIP Contact Name:	Mr. Mark Roe	TIP Contact Email:	mroe@d117.org
TIP Contact Phone:	8478387675	TIP Contact Fax:	8473957553

## 2. Submission Type

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

## 3. Mid-course Correction

During the course of annual review for e-Rate this plan was found to be in need of mid-course correction on

### Vision Statement

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

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

Community High School District 117 (CHSD 117) is committed to preparing its learning community for success in the 21st Century. By incorporating a diverse set of current and evolving **instructional and administrative technologies** into our differentiated and rigorous curriculum, student achievement will improve by understanding a global society.

Constant reflection of current strategies and **forward thinking** regarding **funding constraints, student population changes, facility needs** (including network bandwidth, electrical, classroom and office space) while evaluating available resources will guarantee the continuation of our technology program as we increase **student achievement**. Utilizing modern **telecommunications, instructional technologies, and information technologies** will enable all stakeholders (students, staff, and community) to achieve at the highest level.

Section I A. Data & Analysis – Report Card Data  
Item 1– 2010 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	No	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2010-11 Federal Improvement Status	Corrective Action Year 4
Is this District making AYP in Mathematics?	No	2010-11 State Improvement Status	Academic Watch Status Year 4

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91		80	
All	99.7	Yes	99.7	Yes	57.2		No	57.9		No			93.6	Yes
White	99.6	Yes	99.6	Yes	58.6	69.8	No	60.5	62.8	No			93.5	
Black														
Hispanic	100.0	Yes	100.0	Yes	32.7		No	34.7		No				
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic													
LEP													
Students with Disabilities	97.6	Yes	97.6	Yes	16.2	33.0	No	17.1	28.0	No		83.7	
Economically Disadvantaged	98.9	Yes	98.9	Yes	38.8	39.4	Yes	26.7	29.6	Yes		95.3	

**Four Conditions Are Required For Making Adequate Yearly Progress(AYP)**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

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

\*\* Safe Harbor Targets of 77.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**2010 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION**

The Differentiated Accountability classification for the District is:	Comprehensive
Is this District making AYP in the "ALL" subgroup in reading?	No
Is this District making AYP in the "ALL" subgroup in math?	No

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate in the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to districts in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a district's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between districts that need focused support versus more comprehensive interventions.

If a district does make AYP in ALL-student group in both reading and math, this district will be classified as a focused district; otherwise, the district will be identified as a comprehensive district.

Section I A. Data & Analysis – Report Card Data  
Item 2 – 2010 AMAO Report

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	91.9	94.5	93.5	93.9	94.3	94.2	94.1	94.2
Truancy Rate (%)	0.5	0.5	0.9	1.7	0.1	0.7	0.7	0.6
Mobility Rate (%)	9.3	7.7	6.6	6.8	8.4	6.5	6.6	6.1
HS Graduation Rate, if applicable (%)	87.7	98.4	99.8	100.0	95.3	98.2	96.7	93.6
HS Dropout Rate, if applicable (%)	1.4	0.6	1.1	0.9	1.4	0.6	1.3	0.7
District Population (#)	2,130	2,232	2,324	2,497	2,627	2,713	2,759	2,763
Low Income (%)	7.0	6.3	6.8	7.8	8.3	10.6	8.7	11.3
Limited English Proficient (LEP) (%)	0.3	0.0	0.3	0.1	0.0	0.1	0.1	0.1
Students with Disabilities (%)	-	-	-	-	-	-	-	11.4
White, non-Hispanic (%)	94.7	93.4	91.0	90.0	87.2	86.8	86.1	84.3
Black, non-Hispanic (%)	0.8	1.6	2.2	1.9	2.2	2.0	2.1	2.7
Hispanic (%)	3.0	3.1	3.5	4.5	5.9	5.9	6.2	6.4
Asian/Pacific Islander (%)	1.0	1.3	1.7	2.0	2.0	2.2	2.4	2.4
Native American or Alaskan Native(%)	0.4	0.6	0.6	0.4	0.4	0.4	0.3	0.5
Multiracial/Ethnic (%)	-	-	1.0	1.1	2.4	2.7	2.9	3.7

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	93.6	1.7	3.1	1.1	0.5	-
	2001	95.2	1.2	2.2	0.9	0.4	-
	2002	94.9	1.1	2.6	0.9	0.5	-
	2003	94.7	0.8	3.0	1.0	0.4	-
	2004	93.4	1.6	3.1	1.3	0.6	-
	2005	91.0	2.2	3.5	1.7	0.6	1.0
	2006	90.0	1.9	4.5	2.0	0.4	1.1
	2007	87.2	2.2	5.9	2.0	0.4	2.4
	2008	86.8	2.0	5.9	2.2	0.4	2.7
	2009	86.1	2.1	6.2	2.4	0.3	2.9
	2010	84.3	2.7	6.4	2.4	0.5	3.7
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
		2010	52.8	18.8	21.1	4.2	0.2

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	0.3	4.8	92.7	93.9	6.8	18	0.9	2.6	86.2
	2001	0.2	5.1	93.6	93.9	15.3	13	0.6	2.4	93.3
	2002	0	5.5	98.0	93.8	14.9	9	0.5	0.3	96.2
	2003	0.3	7.0	97.5	91.9	9.3	11	0.5	1.4	87.7
	2004	0	6.3	76.5	94.5	7.7	10	0.5	0.6	98.4
	2005	0.3	6.8	97.8	93.5	6.6	20	0.9	1.1	99.8
	2006	0.1	7.8	99.4	93.9	6.8	42	1.7	0.9	100.0
	2007	0	8.3	99.7	94.3	8.4	3	0.1	1.4	95.3
	2008	0.1	10.6	99.4	94.2	6.5	18	0.7	0.6	98.2
	2009	0.1	8.7	99.1	94.1	6.6	19	0.7	1.3	96.7
2010	0.1	11.3	99.5	94.2	6.1	16	0.6	0.7	93.6	
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	1,969	-	-	-	-	-	-
	2001	2,018	-	-	-	-	-	487
	2002	2,008	-	1	3	7	9	555
	2003	2,130	1	-	9	11	19	551
	2004	2,232	2	1	-	5	10	556
	2005	2,324	1	3	2	9	6	598
	2006	2,497	1	-	4	5	12	646
	2007	2,627	-	1	-	7	11	678
	2008	2,713	-	-	1	6	14	653
	2009	2,759	-	-	-	3	1	661
	2010	2,763	-	-	-	-	1	700
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
	2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	109	18	53,533	31	69	-	22	0	0
	2001	120	16	52,741	40	60	-	21	0	0
	2002	124	16	53,853	38	62	-	20	0	0
	2003	127	16	53,534	41	59	-	22	1	0
	2004	131	14	56,009	44	56	-	22	4	0
	2005	156	13	55,367	41	59	-	19	3	10
	2006	178	11	58,425	42	58	-	19	3	0
	2007	191	11	60,096	41	59	-	18	3	0
	2008	200	10	61,027	39	61	-	18	1	0
	2009	199	10	63,075	40	60	-	17	0	0
2010	199	11	64,899	42	57	-	17	0	0	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,502	13	63,296	42	57	18	18	0	1	

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

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

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

PSAE - % Meets & Exceeds Reading grade 11

Groups	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5
All	59.8	59.0	57.8	59.6	63.4	56.2
White	62.1	60.7	60.7	61.5	66.1	57.9
Black	7.1	20.0	26.1	-	27.3	47.6
Hispanic	42.9	48.1	33.3	42.4	45.5	32.1
Asian/Pacific Islander	54.5	76.9	80.0	58.4	50.0	56.3
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	47.4	36.4	66.7	82.6
LEP	-	-	-	-	-	-
Students with Disabilities	10.3	9.2	16.4	17.9	19.3	12.0
Low Income	32.5	35.5	34.1	33.3	34.4	36.8

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)

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

PSAE - % Meets & Exceeds Mathematics grade 11

Groups	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	54.3	61.3	60.8	62.7	55.6	57.0
White	56.4	63.1	64.3	64.9	58.1	60.0
Black	-	26.7	13.0	-	27.2	28.6
Hispanic	33.3	44.4	20.0	45.5	24.2	32.1
Asian/Pacific Islander	81.8	76.9	100.0	50.0	68.8	68.8
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	63.2	36.4	55.5	60.9
LEP	-	-	-	-	-	-
Students with Disabilities	10.3	20.0	17.6	10.3	14.7	13.0
Low Income	27.5	33.3	40.5	42.2	22.4	27.3

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

## Section I A. Data &amp; Analysis – Report Card Data

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

The data shows that the district did not meet AYP for Math and Reading in the subgroups White, Hispanic and Students with Disabilities. For the district, AYP means student achievement. Based on the 6 year data from the District Report Card, CHSD 117 has been implementing research based instructional methods to increase student achievement for all students.

Student Achievement - District Report Card summary (% of students meets/exceeds on PSAE)

Reading	2005	2006	2007	2008	2009	2010
All	59.8	59.0	57.8	59.6	63.4	56.2
White	62.1	60.7	60.7	61.5	66.1	57.9
Hispanic	42.9	48.1	33.3	42.4	45.5	32.1
Students with Disabilities	10.3	9.2	16.4	17.9	19.3	12.0

Math	2005	2006	2007	2008	2009	2010
All	54.3	61.3	60.8	62.7	55.6	57.0
White	56.4	63.1	64.3	64.9	58.1	60.0
Hispanic	33.3	44.4	20.0	45.5	24.2	32.1
Students with Disabilities	10.3	20.0	17.6	10.3	14.7	13.0

CHSD 117 strongly believes that the graduation and attendance rate is integral to student achievement. Because of this core belief, CHSD 117 has established goals for each content area. The attendance rate target is 95% and graduation rate is 100%. While both of these target numbers may seem lofty, the data trends show that we have been close to meeting the attendance target over the past several years. The graduation rate, while still above the state average, has shown a slight decline from our target rate.

CHSD 117 acknowledges that to increase student achievement, highly qualified teachers in all classes are required. As the data shows, CHSD 117 teacher average experience has been below the state average.

		2005	2006	2007	2008	2009	2010
Attendance Rate (% of students)	CHSD 117	93.5	93.9	94.3	94.2	94.1	94.2
	STATE	93.9	94.0	93.7	93.3	93.7	93.9
Graduation Rate (% of students)	CHSD 117	99.8	100.0	95.3	98.2	96.7	93.6
	STATE	87.4	87.8	85.9	86.5	87.1	87.8
Educator Avg. Teaching Experience (Years)	CHSD 117	13	11	11	10	10	11
	STATE	14	13	13	12	12	13

AMAO data was not available, and is not applicable.

**Analysis:**

CHSD 117 has not made AYP, in either Reading or Math.

The subgroups that did not to make AYP were: White, Hispanic and Students with Disabilities.

The gap of student achievement scores between actual and target has been increasing in each subgroup for both reading and math.

As the historical data shows, in the past few years there has been varying levels of success to increase our student achievement scores.

CHSD 117 Attendance Rate continues to be above the state average, but below the District target.

CHSD 117 Graduation Rate continues to be above the state average, but below the District target.

CHSD 117 continues to employ a younger than state average workforce. This results in a potential technology fluency gap among all employees.

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

**Student Achievement:**

- During the past few years, curriculum mapping has become an integral part of curriculum development. In the next 3 years, the curriculum maps for all courses will be finished and reflect the current state standards. This effort has lead CHSD 117 to incorporate various research based teaching and learning strategies. These include: CRISS (CREating Independence through Student owned Strategies), differentiation, formative and summative assessments.

**Attendance Rate:**

- Our attendance rate has remained fairly stable and significantly above the state average.  
- We will continue to use our Student Information System (SIS) to accurately identify and track student attendance.  
- Early identification and resolution of student attendance issues will decrease absences, which can directly affect student achievement.

**Graduation Rate:**

- A coordinated response to intervention (Rtl) is in its second year in CHSD 117.  
- However, the 6 year trend shows variance in our graduation rate.  
- Through CRISS, differentiated instruction, formative and summative assessment, CHSD117 aims to engage students to increase the quality teacher student contact time. We believe that this can result in improving overall student achievement.

**Educators Teaching Experience:**

- CHSD 117 goal is to recruit and retain highly qualified content area teachers.  
- Due to the addition of a new school 7 years ago, we are below the state average of experienced teachers as measured in years.

**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.**

To improve our **student achievement/attendance** rate/graduation rate, CHSD 117 will complete our curricular mapping of all courses and ensure the incorporation of CRISS, differentiation, formative and summative assessments, and our Rtl program. To ensure that highly qualified teachers are working to increase **student achievement** in the classroom, staff professional development will focus on the researched based teaching and learning strategies listed above.

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**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.**

**Student Achievement:**

CHSD 117 utilizes data from a variety of assessment tools. Listed are the tools used, the subjects measured, the grades that are impacted, dates administered, and what the data is being used to evaluate.

- Formative and summative assessments utilizing Scantron Achievement Series; all core subjects (math, English, science, and social studies); all grades; once per semester, fall 2010 and spring 2010; the data is used to evaluate student achievement, and guide instruction that addresses areas of deficit.
- Classroom based formative assessments, conducted throughout any course; all subjects; all grades; on-going; point-in-time review of student achievement.

**Attendance Rate:**

SchoolMaster (student information system (SIS)), records period based attendance; all courses; all grades; occurs daily; identifies potential issues (example: excused versus unexcused absences) to ensure class attendance.

**Graduation Rate:**

SchoolMaster (SIS), tracks grades to ensure enough credits have been earned to meet the credit requirements for graduation; all courses; all grades; ensures graduation within 4 years.

**Educator Teaching Experience:**

Illinois School Board of Education's (ISBE) Educator Certification System (ECS) and district systems are in place to track teacher certification and professional development within the district. Teachers who have been identified with certificate and/or professional deficiencies are notified to allow sufficient time to correct. Spring 2010.

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

The Mathematics and English Departments utilized data from Achievement Series to complete a thorough item analysis for each test. Consideration was given to multiple factors as content teams worked to eliminate bias and unintended distractors. Content teams also reworked curriculum maps in conjunction with the exams to ensure that the intended curriculum was being taught, learned and assessed in an aligned and comprehensive manner. In addition, teachers within the Mathematics and English Departments are using formative assessments and differentiated instruction to address the specific learning needs of the students in their classrooms.

Scantron Achievement Series				
English Department - Mean Scores				
	2010-2011	2009-2010	2008-2009	2007-2008
S1 English 1	78.48%	77.09%	75.11%	76.47%
S2 English 1		69.95%	68.29%	70.34%
S1 English 2	76.12%	76.77%	73.47%	62.00%
S2 English 2		75.01%	73.74%	71.81%
S1 English 3	71.79%	71.44%	70.47%	68.06%
S2 English 3		68.97%	68.04%	66.23%

Scantron Achievement Series			
Mathematics Department - Mean Scores			
	2010-2011	2009-2010	2008-2009
S1 Algebra 1	79.16%	72.81%	70.60%
S2 Algebra 1		76.95%	66.10%
S1 Geometry	71.17%	69.48%	33.51%
S2 Geometry		74.94%	58.48%
S1 Algebra 2	70.79%	66.93%	66.81%
S2 Algebra 2		62.47%	64.00%

**Attendance Rate**

Teachers and the Deans' office will review daily attendance using SchoolMaster (SIS) records and meet with students and parents as needed. Our analysis shows that the district needs to achieve higher attendance rates which can directly affect student achievement.

**Graduation Rate**

Teachers and the Guidance office will review SchoolMaster (SIS) records on a continual basis to identify any student at risk of failing a course. Our analysis shows that CHSD 117 needs to continue our efforts to assist students to graduate within 4 years.

**Educator Teaching Experience**

Teachers work continuously to maintain their certification. Our analysis shows that CHSD 117 has started to develop the district's professional development program to address any deficiencies found through the assessment tools stated above.

**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.**

**Student Achievement:**

CHSD 117 has not yet met their goal of 100% mapped curriculum. In recent years, curriculum development emphasized the integration of research based teaching and learning strategies. As the district works to increase student achievement, CHSD 117 has added CRISS, differentiation, and formative and summative assessments as a means to align and adapt the curriculum between the two buildings. CHSD 117 is a rather large district with 199 teachers offering 150+ courses. It takes considerable time to implement these new strategies and map all the courses, particularly among teachers with a large number of courses taught.

**Attendance Rate:**

Fluctuations of attendance rates occur for many reasons. They may include the following: over sleeping, missed ride to school, skipping class, weather, medical reasons, or family issues.

**Graduation Rate:**

As with any school district, some students do not realize the importance of a high school diploma. CHSD 117 is currently strengthening resources and/or programs that educate students on post secondary opportunities. Students may not understand how not having an education will impact the rest of their lives. Factors such as: lack of interest, non-involvement in school, family issues and/or not meeting district requirements will result in a student not obtaining their diploma.

**Educator Teaching Experience:**

Not all staff members have been trained on the CHSD 117's researched based training and learning strategies. Turnover of staff has been the largest contributor to this.

**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.**

As CHSD 117 continues to gather and analyze local assessment data to increase **student achievement**, the district will continue its efforts to provide professional development for staff in the areas of CRISS, differentiation, and formative and summative assessments. In addition, CHSD 117 will look at the attendance and graduation data and recommend options for increasing attendance rates and increasing the graduation rate.

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.**

CHSD 117 will continue to use the data collected from the following surveys, meetings or other sources as mentioned below.

District Report Card Data (Attendance and Graduation Rate), annually 2010

District Budget Data, annually 2010

Survey of Teachers, annually 2010

Survey of Parents, Community Members, and Media Centers, annually 2010

Principal Advisory Committee Meetings, monthly 2009-2010

School Enrollment, twice annually (spring 2010 and fall 2009)

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

Curriculum integration is achieved in CHSD 117 through the development of curriculum maps in all departments and courses. Integration of technology into the curriculum is being refocused thanks to the efforts of teachers and administrators that have formed the District Technology Committee. Through discussions in our Principal Advisory Committee meetings with parents and community members, their feedback shows that graduates that move on to post-secondary schooling or the workforce are required to use newer technology tools.

An analysis of the data reveals the following attributes and challenges for CHSD 117.

Attributes:

- Strong Parental Support
- Strong Community Support
- Formation of District Technology Committee
- Strong Staff Participation

**Challenges:**

- Consistently maintain and improve academic programs.
- Continually maintain and upgrade technology resources.
- Increasing the attendance and graduation rate.
- Using technology to increase student achievement, and move subgroups off AYP
- Uncertain financial resources at the state and federal 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.**

CHSD 117 continues to work with the community, parent advisory panels, and staff to develop a rigorous and differentiated curriculum to increase student achievement. All stakeholders are aware that there are several contributing factors facing us in the next three years. Due to the uncertain state of the economy, CHSD 117 faces continued challenges in providing, maintaining, improving and upgrading district-wide resources.

We know that there are several challenges facing teachers; these include funding, time and training in all areas of technology. Properly trained teachers in technology will increase student engagement and increase student attendance and graduation rates.

**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.**

CHSD 117 believes that **access and use of technology by students** and teachers are key factors in improving student achievement. Professional development efforts will focus on integrating technology into curriculum maps which will increase student engagement; thereby, increasing student achievement, increasing attendance rates, and increasing our graduation rates.

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.**

Based on the results of data collected, CHSD 117 structures its mentoring program and professional development plan on training to retain highly qualified teachers to increase student achievement.

District Report Card, October 2010

Survey of Teachers on Technology, annually, spring 2010

Teacher Institute Day feedback survey, October 2010

Mentoring Meetings, August 2010, September 2010, October 2010, November 2010

Professional Growth Plan, September 2009, January 2010, May 2010

CHSD 117 Collective Bargaining Agreement, November 2008

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

**Summary:**

- The district report card reflects that 100% of classes are taught by highly qualified teachers.
- Technology literacy levels vary.
- Mentoring program helps train new teachers attain basic literacy of District technologies.
- Some teachers choose a technology goal in their technology growth plan.
- Tuition is reimbursed by CHSD 117 as defined by the collective bargaining agreement.

**Analysis**

- Newer technology requires additional training.
- A common baseline of technology literacy is needed.
- Overcome potential fears of technology and its impact as an instructional tool in the classroom.
- Professional growth plan does not require a technology goal option.
- CHSD 117 provides multiple methods of professional development, examples: college classes, conferences, in-house training, train the trainer models, lunch and learns, and mentoring.

**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.**

- Technology is constantly evolving; therefore, the training need is constant.
- Based on the teacher skill set, their willingness and ability to incorporate technology into the curriculum varies.
- **Professional growth plan currently requires two goals, one of which is mandatory and oriented toward school improvement. The second goal allows teachers to choose from a wide variety of professional development options.**

**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 **capacity of teachers** to understand and **integrate** technology into the curriculum is recognized to maintain and retain quality teachers. Teachers will be trained to use newer **innovative technologies** as educational tools; such as iPods, iPads, and cell phones, along with our current technology resources such as SIS, office productivity packages to **improve** student achievement, along with attendance and graduation rates.

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.**

CHSD 117 will continue to use the data collected from the following meetings or other sources as mentioned below.

District Report Card, annually, 2010

Minutes of meetings from Principal Advisory Committee Meetings, monthly, Aug 2010, Sept 2010, Oct 2010

Minutes of meetings from Board of Education Meetings, monthly, Aug 2010, Sept 2010, Oct 2010

District newsletter, quarterly, December 2010, September 2010, April 2010, January 2009

District and teacher websites, updated on a daily basis

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

## Summary:

This data substantiates that parent involvement is strong in CHSD 117. The district report card has parental contact at 99.5%. Parents utilize our SchoolMaster's (SIS) PASS system (Parental Access Support System) to continually track their students' success at CHSD 117. Activities are well attended, including town meetings, booster clubs, sporting events as well as fine arts events. Local commerce commissions hold their conventions in cooperation with CHSD 117 to enhance relations with the community. Based on feedback from meetings, schools have incorporated more student recognition programs. Currently CHSD 117 works with a community park district partners to provide Adult Literacy for our stakeholders

## Analysis:

This data has shown wide support for students and their academic achievement, district academic programs and activities. Feedback from parents and our community is a continual process. The traditional one way communication via website and newsletters are no longer sufficient and are evolving to become a two way collaborative dialog. Reviewing and updating of technology training topics is needed to further support our Adult Literacy efforts.

**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.**

Current web design limits parental and community feedback and will need to evolve to incorporate Web 2.0 tools.

There is a lack of parental understanding of our SIS and the data that it presents.

Parental Advisory Committee felt that the district needs to incorporate new innovative technology tools.

**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.**

Through improvement in CHSD 117 community communication methods, we will increase our community support. Fostering strong community support assists CHSD 117 in promoting high expectations which will lead to high student achievement.

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**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.

CHSD 117 will continue to use the data collected from the following surveys, meetings or other sources as mentioned below.

Technology audits through an independent contractor (i.e. CDWg, Apple), Fall 2009 & Fall 2010

Technology Inventory, annually 2010

Server Operation Logs, monthly (Sept 2010, Oct 2010)

Internet Utilization and Uptime Logs, monthly (Oct 2010, Aug 2010)

Tech Support Database, daily

Feedback from Technology Committee meetings, quarterly (Dec 2010, Aug 2010, May 2009, March 2009)

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

**Summary:**

**Infrastructure Design:**

CHSD 117 networking equipment was installed in 2004 and uses a gigabit backbone and distributes using 100Mbps Ethernet to the desktop. We have contracted with a service provider to maintain a gigabit backbone between our two buildings.

**Software:**

CHSD 117 actively reviews and maintains current license agreements for all programs used within the district.

**Hardware:**

**Desktops:** All desktop computers are on a four year replacement cycle and are kept under warranty. CHSD 117 currently owns 1050 desktops.

**Laptops:** All laptops are on warranties and are on a 3 year replacement cycle. CHSD 117 currently owns 150 laptops.

**Servers:** All servers are on warranties and are on a replacement cycle based on the length of warranty. CHSD 117 currently owns 14 servers.

**Telecommunications:**

CHSD maintains a PRI circuit with 200 phone numbers available at each building along with voicemail for all teachers and staff. Current phone system is 7 years old. Additionally, the district is providing cell phone service for some administrators to strengthen communication and collaboration when needed. Services are eligible for E-Rate.

**Internet Access:**

CHSD 117 contracts to utilize a fiber link to the Internet with a minimum bandwidth of 30Mbps. Services are eligible for E-Rate.

**CIPA, Internet and acceptable use policies:**

CHSD 117 has a board approved policy, and is reviewed periodically.

Analysis:

**Infrastructure Design:**

CHSD 117's networking equipment is End Of Life (EOL). There is an overall lack of wireless availability throughout the buildings.

**Software:**

Upcoming Windows 7 upgrades will require additional system requirement review. New Web 2.0 tools and Application Service Provider (ASP) delivery models may change how the district provides its software experience to the end user.

**Hardware:**

CHSD 117 has been refreshing its desktop, laptop, and server inventory on a 3 - 5 year cycle. CHSD 117 sees that new or different instructional delivery systems need to be investigated and piloted.

**Telecommunications:**

Phone line availability has been an occasional issue. With current age of system, a refresh will be due within the next 4-6 years. Due to increased parental interest of using smartphones as educational tools, connectivity issues will need to be reviewed and addressed. Smartphones for administrators have been recently purchased, to provide increase communication.

**Internet Access:**

CHSD provides adequate bandwidth to Internet, but will continue to monitor and review. With additional reliance on Web 2.0 and ASP software delivery services, we will need to investigate a backup option to our current Internet connectivity.

**CIPA, Internet and acceptable use policies:**

All policies continue to be reviewed, as new technology is released and introduced.

**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.**

CHSD 117 currently faces financial constraints and anticipates future challenges. Due to these challenges, resource allocation will need to be carefully managed to ensure reliable and resilient access to technology.

**Infrastructure Design:**

Currently CHSD 117 is using switches that were introduced in 1999 and installed 2004. The district realizes that refreshing these switches is necessary. With 67 switches needing to be replaced, this is a significant capital refresh project.

Wireless infrastructure is currently immature and spotty. Purchasing and implementing a complete managed wireless solution is necessary for the future technology needs.

**Software:**

Software updates and curriculum changes require the district to acquire updated software.

**Hardware:**

CHSD 117 continues to use the static lab delivery model of instruction. Recently, we have invested in piloting computer carts to provide computers on wheels (COWs). A new initiative of iPod Touches will be introduced to the district, to address Students with Disabilities needs.

**Telecommunications:**

With potential smartphone usage as educational tools, brings additional connectivity issues that may need to be addressed.

**Internet Access:**

With increased educational instructional needs, either additional bandwidth or an additional Internet services provider for redundancy would be required.

**CIPA, Internet and acceptable use policies:**

Emerging technologies may require investments in time and resources to effectively update policies and educate staff on their implications.

**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.**

CHSD 117 through its district technology committee and district technology team will create vendor requirements and specifications in purchasing and implementing **technology systems, equipment and tools to support the integrated technology curriculum. Technology policies** regarding the use, management, and configuration will be reviewed annually by the network administrator and superintendent.

### District Technology Inventory - District Information

Number	
2824	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).
31	Number of K-12 special education self-contained classroom students
205	Number of Teachers (FTE - this does not include teacher aides)
22	Number of Administrators
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
1	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
4	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
4	Total number of instructional school buildings
1	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
1	Total number of non-instructional school buildings

### District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	141
	Dedicated Cable	0
	DSL	0
	Wireless	14
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	13
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	0
	100+ mb Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0

	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	3
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	68
	Dedicated Cable	0
	DSL	0
	Wireless	5
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	52
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	25
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

## District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access $\geq$ 56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	90	9	99	0	0	0	0	0	0	90	9	99
	2-5 years	185	0	185	0	0	0	0	0	0	185	0	185
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	275	9	284	0	0	0	0	0	0	275	9	284
<i>Dedicated Computer Lab</i>	Under 2 years	120	0	120	0	0	0	0	0	0	120	0	120
	2-5 years	360	0	360	0	0	0	0	0	0	360	0	360
	5+ years	5	0	5	0	0	0	0	0	0	5	0	5
	SubTotal	485	0	485	0	0	0	0	0	0	485	0	485
<i>Media Center/Library</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	81	0	81	0	0	0	0	0	0	81	0	81
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	81	0	81	0	0	0	0	0	0	81	0	81
<i>Mobile Computer Lab</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<i>Administrative Offices</i>	Under 2 years	10	0	10	0	0	0	0	0	0	10	0	10
	2-5 years	65	0	65	0	0	0	0	0	0	65	0	65
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	75	0	75	0	0	0	0	0	0	75	0	75
<i>Teacher Offices</i>	Under 2 years	0	1	1	0	0	0	0	0	0	0	1	1
	2-5 years	78	0	78	0	0	0	0	0	0	78	0	78
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	78	1	79	0	0	0	0	0	0	78	1	79

<b>Other Locations</b>	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	10	0	10	0	0	0	0	0	0	10	0	10
	SubTotal	20	0	20	0	0	0	0	0	0	20	0	20

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dedicated Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Mobile Computer Lab</b>	Under 2 years	30	100	130	0	0	0	0	0	0	30	100	130
	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	100	130	0	0	0	0	0	0	30	100	130
<b>Administrative Offices</b>	Under 2 years	3	1	4	0	0	0	0	0	0	3	1	4
	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	1	4	0	0	0	0	0	0	3	1	4
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Locations</b>	Under 2 years	6	0	6	0	0	0	0	0	0	6	0	6
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	10	0	10	0	0	0	0	0	0	10	0	10
	SubTotal	16	0	16	0	0	0	0	0	0	16	0	16

District Technology Inventory - Computer Inventory (Tablet Computers)

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

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

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

	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Locations</b>	Under 2 years	9	1	10	0	0	0	0	0	0	9	1	10
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	12	1	13	0	0	0	0	0	0	12	1	13

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	275
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0

	Subtotal	275
Dedicated Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	485
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	485
Media Center/Library	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	81
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	81
Mobile Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	30
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	30
Administrative Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	78
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	78
Teacher Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	78

	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	78
Other Locations	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	36
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	36
Macintosh		
Instructional Classroom	MAC System 10.x	9
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	9
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	100
	MAC System 9.x	0

	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	100
Administrative Offices	MAC System 10.x	1
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	1
Teacher Offices	MAC System 10.x	1
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	1
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	Sun Solaris, Open Solaris, CentOS, VMware, Ubuntu	30

## District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0

	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Administrative Offices</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Teacher Offices</b>	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
<b>Other Locations</b>	Hubs	0
	Routers	1
	Switches	67
	Wireless Access Points	24
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	0

## District Technology Inventory - Licensed Software

Yes	No	Software Type
<input checked="" type="radio"/>	<input type="radio"/>	Networking
<input checked="" type="radio"/>	<input type="radio"/>	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
<input checked="" type="radio"/>	<input type="radio"/>	Multimedia (Graphics, Desktop Publishing, Illustration, CAD, Animation, Video editing etc.)
<input checked="" type="radio"/>	<input type="radio"/>	Desktop Publishing
<input checked="" type="radio"/>	<input type="radio"/>	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
<input checked="" type="radio"/>	<input type="radio"/>	Programming packages (Computer Programming)
<input checked="" type="radio"/>	<input type="radio"/>	Student Information Management Systems
<input checked="" type="radio"/>	<input type="radio"/>	Filtering/Blocking Software
<input checked="" type="radio"/>	<input type="radio"/>	Anti-Virus
<input checked="" type="radio"/>	<input type="radio"/>	Other

## District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	200	50	250
Stand-alone Printers/Multifunctional Units	2	0	2
Stand Alone Scanners	40	0	40
Digital Cameras	10	0	10
Camcorders/Movie Cameras	10	0	10
Satellite Dishes	0	0	0
Televisions	175	0	175
Video Microscopes	12	0	12
LCD Panels/Projection Devices	149	2	151
Fax Machines	0	10	10

Graphing Calculators	390	0	390
PDA's	0	9	9
Assistive/Adaptive Devices/Student Response Devices	7	0	7
GPS Devices/Geocaching	5	0	5
Science Probeware	400	0	400
Modems	0	0	0
Electronic Whiteboards	2	0	2
Whiteboard Peripherals (clickers, note capturing devices)	20	0	20
Document Cameras	3	0	3
MP3/ Electronic Readers, Kindles, etc.	5	0	5

#### District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	200	200
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	14	14
	<b>Number</b>		
<b>Classrooms with telephones</b>	8		

#### District Technology Inventory - Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	175
Internet Services for Distance Learning	0

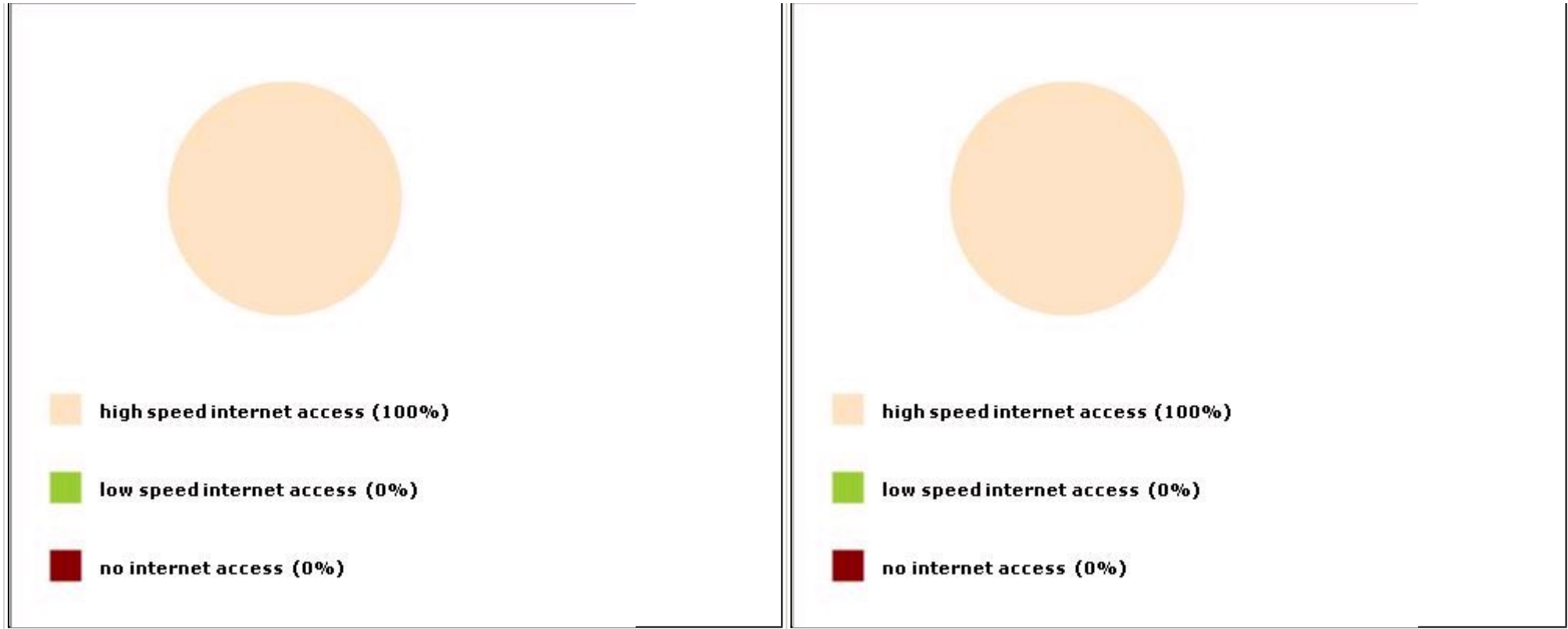
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Phone line/v-tel systems	0
Other	175

Section I D Data & Analysis – District Technology Inventory Report

**District Information:**

<b>District Information:</b>							
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students		Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators	
2824		31		205		22	
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access		
4	0	0	1	0	0		
<b>Instructional School Building Internet Access (Chart) :</b>			<b>Non-Instructional Buildings Internet Access (Chart) :</b>				



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	275	9	485	0	81	0	0	0	75	0	78	1	20	0
Laptops	0	0	0	0	0	0	30	100	3	1	0	0	16	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	12	1
	275	9	485	0	81	0	30	100	78	1	78	1	48	1

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
	284	485	81	130	79	79	49
Students per Computer						2.41	

**Computers with High Speed Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	275	9	485	0	81	0	0	0	75	0	78	1	20	0
Laptops	0	0	0	0	0	0	30	100	3	1	0	0	16	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	12	1
	275	9	485	0	81	0	30	100	78	1	78	1	48	1
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	
	284		485		81		130		79		79		49	
Students per Computer with High Speed Access											2.41			

**Computers with Low Speed Internet Access:**

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

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

**Computers with No Internet Access:**

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

**Computer Ages:**

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
230	140	0	779	0	0	15	10	0

**Internet Access:**

Number of Rooms	Type
0	10 mb Ethernet

303	100+ mb Ethernet
0	Dedicated Cable
0	DSL
23	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

**Operating Systems:**

Number of Computers	Type	Number of Computers	Type
0	Total Number of Computers with Windows 7	111	Total Number of Computers with MAC System 10.x
0	Total Number of Computers with Windows Vista	0	Total Number of Computers with MAC System 9.x
1063	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 8.x
0	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95/98	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Other PC		

**Other Technologies:**

Total	Type	Total	Type
250	Number of Networked Printers/Multifunctional Units	9	Number of PDAs
2	Number of Stand-alone Printers/Multifunctional Units	7	Number of Assistive/Adaptive Devices/Student Response Devices
40	Number of Stand Alone Scanners	5	Number of GPS Devices/Geocaching
10	Number of Digital Cameras	400	Number of Science Probeware
10	Number of Camcorders/Movie Cameras	2	Number of Electronic Whiteboards

0	Number of Satellite Dishes	20	Number of Whiteboard Peripherals (clickers, note capturing devices)
175	Number of Televisions	3	Number of Document Cameras
12	Number of Video Microscopes	5	Number of MP3/ Electronic Readers, Kindles, etc.
151	Number of LCD Panels/Projection Devices		
10	Number of Fax Machines		
390	Number of Graphing Calculators		

**Distance Learning**

Number of Access Points	Distance Learning
0	Number of Classrooms with Satellite
175	Number of Classrooms with Cable/Broadcast
0	Number of Classrooms with Internet Services for Distance Learning
0	Number of Classrooms with Phone line/v-tel systems
175	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.**

Based on CHSD 117 AYP performance in the "All Student" reading score of 57.2% and the target goal of 100% by the 2013-14 school year, this leaves CHSD 117 to improve **student achievement** scores on the PSAE by 14.3% per year. During these next 3 years, CHSD 117 will focus on reading and math for all students, while the subgroups White, Hispanic, and Students with Disabilities are emphasized in our plan.

With focused technology professional development for teachers regarding the integration of technology into the curriculum, CHSD 117 will increase student engagement; thereby, students will attend school, increase student achievement, and graduate on time.



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

**Phase I Goal 1 Title:**

CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 3 years.

Section II B. Action Plan – Curriculum and Instruction

**Phase I Goal 1 Title:**

CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 3 years.

Strategy 1

Using Technology in Reading

			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 Newly mapped CHSD 117 curriculum will incorporate student centered and research based on-line Internet reading technology tools. Students will use MyAccess in English and Social Studies classes to respond to writing prompts. Once the essay is completed, students will receive a scoring rubric that outlines suggestions for improving their writing. Students will use Reading Plus in English and Special Education classes to develop and improve their silent reading fluency, comprehension, and vocabulary skills. Students will use the Diagnostic Online Reading Assessment (DORA) in English and Special Education classes to take assessments in eight sub-skills of reading (high-frequency words, word recognition, phonics, phonemic awareness, oral vocabulary, spelling, reading comprehension, and fluency). Each	07/01/2011	06/30/2012	22,925	22,925			0	0	0	0	0	0

student will meet with the reading specialist to develop a program aligned to their specific reading deficiencies.												
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**Strategy 2**

Using Technology In Mathematics

			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 CHSD 117 uses Achievement Series to analyze summative assessments. Based on the deficiencies identified, students will use Agile Mind (a pilot program) to receive feedback, support, assessment, and test preparation on a 24/7 basis. Students will use the TI-SmartView graphing calculator to analyze the analytic and graphical approach to solving problems. Students will use the Geometer Sketchpad 4 program to explore geometric connections, analyze various visual representations and make conclusions. Students will use GeoGebra to manipulate functions and to recognize patterns and to describe functional behavior.	07/01/2011	06/30/2012	22,925	22,925			0	0	0	0	0	0

**Strategy 3**

Using Technology with Students with Disabilities

			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 D117 special education teachers' use a standards based grading system aligned to the state standards. Students will utilize the Student Information System (Schoolmaster) to analyze their formative and												

summative grades. Students will meet with teachers to set measurable goals to increase student achievement. Students will use Reading Plus in Special Education classes to develop and improve their silent reading fluency, comprehension, and vocabulary skills. Students will use the iPod touches and cell phones features/apps to increase math/reading (ex: graphing calculator for formulas and flash card program to increase vocabulary).	07/01/2011	06/30/2012	16,925	16,925			0	0	0	0	0	0
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Section II C. Action Plan – Professional Development

<b>Phase I Goal 1 Title:</b>												
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 3 years.												
<b>Strategy 1</b>												
Align Professional Development toward utilizing new and innovative technologies to support Math and Reading student achievement.												
			<b>Budget &amp; Funding Sources (\$)</b>									
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>R or D</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
1 Provide technology training opportunities based on needs indicated from surveys, which will lead to increased student access to rigorous and specialized courses. Training in Web 2.0 Literacy, Moodle, iPod touches, Qwizdoms, cell phones as educational tools, iPads, and any future innovative technologies that are introduced during the 3 years of this plan. Teachers/Staff/Administrators will participate in training that will occur during Institute Days, summer workshops, and lunch & learns.	07/01/2011	06/30/2012	70,500	70,500			0	0	0	0	0	0

Strategy 2												
Professional Development to reinforce technology literacy for all staff.												
			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 All teachers will be taught to reinforce traditional technology needs. Additional emphasis will be given to new teachers via new teacher orientation and mentoring program, which will allow them to obtain the skills needed to succeed. These include Microsoft Office, First Class email collaboration suite, SchoolMaster (SIS), voice mail system, website development tools, and general technology literacy subjects.	07/01/2011	06/30/2012	53,000	53,000			0	0	0	0	0	0

Strategy 3												
Develop and implement a professional development program that focuses on effective research based teaching and learning instructional strategies practices that utilize technology.												
			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 Integrate technology into the curriculum to improve instruction using the following strategies: Differentiation, Formative Assessment, CRISS Strategies, RTI, Reading & Writing Strategies, ACT's Educational Planning and Assessment System (EPAS), and Curriculum Alignment. Training will occur during Institute Days, summer workshops, lunch & learns, and professional conferences.	07/01/2011	06/30/2012	33,800	33,800			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)

<b>Phase I Goal 1 Title:</b>												
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 3 years.												
<b>Strategy 1</b>												
Continue to emphasize to parents and students the importance of understanding student academic data.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Parents will be introduced and trained on methods of accessing and viewing real-time student performance through the use of the SchoolMaster’s (SIS) PASS system.	07/01/2011	06/30/2012	26,000	26,000			0	0	0	0	0	0

<b>Strategy 2</b>												
CHSD 117 will utilize various technologies to improve communication.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 CHSD 117 website will be updated on a continual basis to provide district status of various events, activities, and budgets. Additional information on the website outlines the process for community organizations to rent district facilities. Weekly email newsletters are sent to parents to keep abreast of activities. A system is setup to use texting (SMS) during emergency situations.	07/01/2011	06/30/2012	12,000	12,000			0	0	0	0	0	0

Strategy 3												
Offer outreach classes to address Adult Literacy.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training and meetings will be offered in new and emerging technologies as they are implemented, such as the SIS, using cell phone as education tools, Moodle eLearning, and emergency notification system.	07/01/2011	06/30/2012	2,000	2,000			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 3 years.												
Strategy 1												
Develop the lifecycle hardware and software acquisition process. When appropriate, review and acquire new innovative technologies.												
			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 Desktop computer at a 20-25% replacement rate. CHSD 117 will start a phased replacement of the wired networking infrastructure. The wireless infrastructure will be further developed as part of the phased replacement of the wired network.	07/01/2011	06/30/2012	300,000	300,000	0	D	0	0	0	0	0	0
2 Review and evaluate software based on district criteria to ensure availability and access for students and staff. Examples include: Moodle, Microsoft Office 2010, Inspiration and any additional curriculum based software need.	07/01/2011	06/30/2012	100,000	100,000	0	D	0	0	0	0	0	0
3 Any new innovative technology to the district will be												

piloted to develop our differentiated and rigorous curriculum.	07/01/2011	06/30/2012	5,000	5,000	0	D	0	0	0	0	0	0
4 Donation or sale of used equipment; redeploy based on need.	07/01/2011	06/30/2012	500	500	0	D	0	0	0	0	0	0

Strategy 2												
Monitor the efficiency of our District Connectivity												
			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 Maintain connection to Internet and point to point between buildings	07/01/2011	06/30/2012	50,400	36,000	14,400	R	0	0	0	0	0	0
2 Phone connections with local and long distance carriers	07/01/2011	06/30/2012	35,000	25,000	10,000	R	0	0	0	0	0	0
3 Cellular and WAN Connections	07/01/2011	06/30/2012	8,400	6,000	2,400	R	0	0	0	0	0	0

Strategy 3												
Review of district policies and processes, which include Children's Internet Protection Act (CIPA) Compliance.												
			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 CHSD 117 will conduct annual reviews of district policy of CIPA compliance, technology process, and licensing.	07/01/2011	06/30/2012	1,000	1,000	0	D	0	0	0	0	0	0

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

**Phase II Goal 1 Title:**

CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 2 years.

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

**Phase II Goal 1 Title:**

CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 2 years.

Strategy 1

Using Technology in Reading

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 We will continue to use our recently updated mapped CHSD 117 curriculum which will incorporate student centered and research based on-line Internet reading technology tools. Students will use MyAccess in English and Social Studies classes to respond to writing prompts. Once the essay is completed, students will receive a scoring rubric that outlines suggestions for improving their writing. Students will use Reading Plus in English and Special Education classes to develop and improve their silent reading fluency, comprehension, and vocabulary skills. Students will use the Diagnostic Online Reading Assessment (DORA) in English and Special Education classes to take assessments in eight sub-skills of reading (high-frequency words, word recognition, phonics, phonemic awareness, oral vocabulary,	07/01/2012	06/30/2013	22,925	22,925			0	0	0	0	0	0

spelling, reading comprehension, and fluency). Each student will meet with the reading specialist to develop a program aligned to their specific reading deficiencies.												
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Strategy 2												
Using Technology In Mathematics												
			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 CHSD 117 uses Achievement Series to analyze summative assessments. Based on the deficiencies identified, students will use Agile Mind (a pilot program) to receive feedback, support, assessment, and test preparation on a 24/7 basis. Students will use the TI-SmartView graphing calculator to analyze the analytic and graphical approach to solving problems. Students will use the Geometer Sketchpad 4 program to explore geometric connections, analyze various visual representations and make conclusions. Students will use GeoGebra to manipulate functions and to recognize patterns and to describe functional behavior.	07/01/2012	06/30/2013	22,925	22,925			0	0	0	0	0	0

Strategy 3												
Using Technology with Students with Disabilities												
			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 D117 special education teachers' use a standards based grading system aligned to the state standards. Students will utilize the Student Information System												

(Schoolmaster) to analyze their formative and summative grades. Students will meet with teachers to set measurable goals to increase student achievement. Students will use Reading Plus in Special Education classes to develop and improve their silent reading fluency, comprehension, and vocabulary skills. Students will use the iPod touches and cell phones features/apps to increase math/reading (ex: graphing calculator for formulas and flash card program to increase vocabulary).	07/01/2012	06/30/2013	16,925	16,925			0	0	0	0	0	0
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Section II C. Action Plan – Professional Development

<b>Phase II Goal 1 Title:</b>												
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 2 years.												
Strategy 1												
Align Professional Development toward utilizing new and innovative technologies to support Math and Reading student achievement.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide technology training opportunities based on needs indicated from surveys, which will lead to increased student access to rigorous and specialized courses. Training in Web 2.0 Literacy, Moodle, iPod touches, Qwizdoms, cell phones as educational tools, iPads, and any future innovative technologies that are introduced during the 3 years of this plan. Teachers/Staff/Administrators will participate in training that will occur during Institute Days, summer workshops, and lunch & learns.	07/01/2012	06/30/2013	70,500	70,500			0	0	0	0	0	0

Strategy 2												
Professional Development to reinforce technology literacy for all staff.												
			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 All teachers will be taught to reinforce traditional technology needs. Additional emphasis will be given to new teachers via new teacher orientation and mentoring program, which will allow them to obtain the skills needed to succeed. These include Microsoft Office, First Class email collaboration suite, SchoolMaster (SIS), voice mail system, website development tools, and general technology literacy subjects.	07/01/2012	06/30/2013	53,000	53,000			0	0	0	0	0	0

Strategy 3												
Develop and implement a professional development program that focuses on effective research based teaching and learning instructional strategies practices that utilize technology.												
			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 Integrate technology into the curriculum to improve instruction using the following strategies: Differentiation, Formative Assessment, CRISS Strategies, RTI, Reading & Writing Strategies, ACT's Educational Planning and Assessment System (EPAS), and Curriculum Alignment. Training will occur during Institute Days, summer workshops, lunch & learns, and professional conferences.	07/01/2012	06/30/2013	33,800	33,800			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)

<b>Phase II Goal 1 Title:</b>												
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 2 years.												
<b>Strategy 1</b>												
Continue to emphasize to parents and students the importance of understanding student academic data.												
			<b>Budget &amp; Funding Sources (\$)</b>									
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>R or D</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
1 Parents will be introduced and trained on methods of accessing and viewing real-time student performance through the use of the SchoolMaster’s (SIS) PASS system.	07/01/2012	06/30/2013	26,000	26,000			0	0	0	0	0	0

<b>Strategy 2</b>												
CHSD 117 will utilize various technologies to improve communication.												
			<b>Budget &amp; Funding Sources (\$)</b>									
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>R or D</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
1 CHSD 117 website will be updated on a continual basis to provide district status of various events, activities, and budgets. Additional information on the website outlines the process for community organizations to rent district facilities. Weekly email newsletters are sent to parents to keep abreast of activities. A system is setup to use texting (SMS) during emergency situations.	07/01/2012	06/30/2013	12,000	12,000			0	0	0	0	0	0

Strategy 3												
Offer outreach classes to address Adult Literacy.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training and meetings will be offered in new and emerging technologies as they are implemented, such as the SIS, using cell phone as education tools, Moodle eLearning, and emergency notification system.	07/01/2012	06/30/2013	2,000	2,000			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:												
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 2 years.												
Strategy 1												
Develop the lifecycle of hardware and software acquisition process. When appropriate, review and acquire new innovative technologies.												
			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 Desktop computer at a 20-25% replacement rate. CHSD 117 will start a phased replacement of the wired networking infrastructure. The wireless infrastructure will be further developed as part of the phased replacement of the wired network.	07/01/2012	06/30/2013	300,000	300,000	0	D	0	0	0	0	0	0
2 Review and evaluate software based on district criteria to ensure availability and access for students and staff. Examples include: Moodle, Microsoft Office 2010, Inspiration and any additional curriculum based software need.	07/01/2012	06/30/2013	100,000	100,000	0	D	0	0	0	0	0	0
3 Any new innovative technology to the district will be												

piloted to develop our differentiated and rigorous curriculum.	07/01/2012	06/30/2013	5,000	5,000	0	D	0	0	0	0	0	0
4 Donation or sale of used equipment; redeploy based on need.	07/01/2012	06/30/2013	500	500	0	D	0	0	0	0	0	0

Strategy 2												
Monitor the efficiency of our District Connectivity												
			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 Maintain connection to Internet and point to point between buildings	07/01/2012	06/30/2013	50,400	36,000	14,400	R	0	0	0	0	0	0
2 Phone connections with local and long distance carriers	07/01/2012	06/30/2013	35,000	25,000	10,000	R	0	0	0	0	0	0
3 Cellular and WAN Connections	07/01/2012	06/30/2013	8,400	6,000	2,400	R	0	0	0	0	0	0

Strategy 3												
Review of district policies and processes, which include CIPA Compliance.												
			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 CHSD 117 will conduct annual reviews of district policy of CIPA compliance, technology process, and licensing.	07/01/2012	06/30/2013	1,000	1,000	0	D	0	0	0	0	0	0

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

**Phase III Goal 1 Title:**

CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for next year.

Section II B. Action Plan – Curriculum and Instruction

**Phase III Goal 1 Title:**

CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for next year.

Strategy 1

Using Technology in Reading

			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 update and revise mapped CHSD 117 curriculum which will incorporate student centered and research based on-line Internet reading technology tools. Students will use MyAccess in English and Social Studies classes to respond to writing prompts. Once the essay is completed, students will receive a scoring rubric that outlines suggestions for improving their writing. Students will use Reading Plus in English and Special Education classes to develop and improve their silent reading fluency, comprehension, and vocabulary skills. Students will use the Diagnostic Online Reading Assessment (DORA) in English and Special Education classes to take assessments in eight sub-skills of reading (high-frequency words, word recognition, phonics, phonemic awareness, oral vocabulary,	07/01/2013	06/30/2014	22,925	22,925			0	0	0	0	0	0

spelling, reading comprehension, and fluency). Each student will meet with the reading specialist to develop a program aligned to their specific reading deficiencies.												
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Strategy 2												
Using Technology In Mathematics												
			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 CHSD 117 uses Achievement Series to analyze summative assessments. Based on the deficiencies identified, students will use Agile Mind (a pilot program) to receive feedback, support, assessment, and test preparation on a 24/7 basis. Students will use the TI-SmartView graphing calculator to analyze the analytic and graphical approach to solving problems. Students will use the Geometer Sketchpad 4 program to explore geometric connections, analyze various visual representations and make conclusions. Students will use GeoGebra to manipulate functions and to recognize patterns and to describe functional behavior.	07/01/2013	06/30/2014	22,925	22,925			0	0	0	0	0	0

Strategy 3												
Using Technology with Students with Disabilities												
			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 D117 special education teachers' use a standards based grading system aligned to the state standards. Students will utilize the Student Information System												

(Schoolmaster) to analyze their formative and summative grades. Students will meet with teachers to set measurable goals to increase student achievement. Students will use Reading Plus in Special Education classes to develop and improve their silent reading fluency, comprehension, and vocabulary skills. Students will use the iPod touches and cell phones features/apps to increase math/reading (ex: graphing calculator for formulas and flash card program to increase vocabulary).	07/01/2013	06/30/2014	16,925	16,925			0	0	0	0	0	0
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Section II C. Action Plan – Professional Development

<b>Phase III Goal 1 Title:</b>												
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for next year.												
Strategy 1												
Align Professional Development toward utilizing new and innovative technologies to support Math and Reading student achievement.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Provide technology training opportunities based on needs indicated from surveys, which will lead to increased student access to rigorous and specialized courses. Training in Web 2.0 Literacy, Moodle, iPod touches, Qwizdoms, cell phones as educational tools, iPads, and any future innovative technologies that are introduced during the 3 years of this plan. Teachers/Staff/Administrators will participate in training that will occur during Institute Days, summer workshops, and lunch & learns.	07/01/2013	06/30/2014	70,500	70,500			0	0	0	0	0	0

Strategy 2												
Professional Development to reinforce technology literacy for all staff.												
			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 All teachers will be taught to reinforce traditional technology needs. Additional emphasis will be given to new teachers via new teacher orientation and mentoring program, which will allow them to obtain the skills needed to succeed. These include Microsoft Office, First Class email collaboration suite, SchoolMaster (SIS), voice mail system, website development tools, and general technology literacy subjects.	07/01/2013	06/30/2014	53,000	53,000			0	0	0	0	0	0

Strategy 3												
Develop and implement a professional development program that focuses on effective research based teaching and learning instructional strategies practices that utilize technology.												
			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 Integrate technology into the curriculum to improve instruction using the following strategies: Differentiation, Formative Assessment, CRISS Strategies, RTI, Reading & Writing Strategies, ACT's Educational Planning and Assessment System (EPAS), and Curriculum Alignment. Training will occur during Institute Days, summer workshops, lunch & learns, and professional conferences.	07/01/2013	06/30/2014	33,800	33,800			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

Phase III Goal 1 Title:												
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for next year.												
Strategy 1												
Continue to emphasize to parents and students the importance of understanding student academic data.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Parents will be introduced and trained on methods of accessing and viewing real-time student performance through the use of the SchoolMaster’s (SIS) PASS system.	07/01/2013	06/30/2014	26,000	26,000			0	0	0	0	0	0

Strategy 2												
CHSD 117 will utilize various technologies to improve communication.												
			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 CHSD 117 website will be updated on a continual basis to provide district status of various events, activities, and budgets. Additional information on the website outlines the process for community organizations to rent district facilities. Weekly email newsletters are sent to parents to keep abreast of activities. A system is setup to use texting (SMS) during emergency situations.	07/01/2013	06/30/2014	12,000	12,000			0	0	0	0	0	0

Strategy 3												
Offer outreach classes to address Adult Literacy.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Training and meetings will be offered in new and emerging technologies as they are implemented, such as the SIS, using cell phone as education tools, Moodle eLearning, and emergency notification system.	07/01/2013	06/30/2014	2,000	2,000			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for next year.												
Strategy 1												
Develop the lifecycle of hardware and software acquisition process. When appropriate, review and acquire new innovative technologies.												
			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 Desktop computer at a 20-25% replacement rate. CHSD 117 will start a phased replacement of the wired networking infrastructure. The wireless infrastructure will be further developed as part of the phased replacement of the wired network.	07/01/2013	06/30/2014	300,000	300,000	0	D	0	0	0	0	0	0
2 Review and evaluate software based on district criteria to ensure availability and access for students and staff. Examples include: Moodle, Microsoft Office 2010, Inspiration and any additional curriculum based software need.	07/01/2013	06/30/2014	100,000	100,000	0	D	0	0	0	0	0	0
3 Any new innovative technology to the district will be												

piloted to develop our differentiated and rigorous curriculum.	07/01/2013	06/30/2014	5,000	5,000	0	D	0	0	0	0	0	0
4 Donation or sale of used equipment; redeploy based on need.	07/01/2013	06/30/2014	500	500	0	D	0	0	0	0	0	0

Strategy 2												
Monitor the efficiency of our District Connectivity												
			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 Maintain connection to Internet and point to point between buildings	07/01/2013	06/30/2014	50,400	36,000	14,400	R	0	0	0	0	0	0
2 Phone connections with local and long distance carriers	07/01/2013	06/30/2014	35,000	25,000	10,000	R	0	0	0	0	0	0
3 Cellular and WAN Connections	07/01/2013	06/30/2014	8,400	6,000	2,400	R	0	0	0	0	0	0

Strategy 3												
Review of district policies and processes, which include CIPA Compliance.												
			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 CHSD 117 will conduct annual reviews of district policy of CIPA compliance, technology process, and licensing.	07/01/2013	06/30/2014	1,000	1,000	0	D	0	0	0	0	0	0







## Section II G. Action Plan – Budget Summary

## Phase I - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 3 years.	760,375	733,575	26,800	0	0	0	0	0	0
Total Budget for Phase I - 2011-2012	760,375	733,575	26,800	0	0	0	0	0	0

## Phase II - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for the next 2 years.	760,375	733,575	26,800	0	0	0	0	0	0
Total Budget for Phase II - 2012-2013	760,375	733,575	26,800	0	0	0	0	0	0

## Phase III - 2013 - 2014

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
CHSD 117 will make AYP by continuing to improve student achievement on the PSAE by 14.3% for next year.	760,375	733,575	26,800	0	0	0	0	0	0
Total Budget for Phase III - 2013-2014	760,375	733,575	26,800	0	0	0	0	0	0

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2011 - 2014	2,281,125	2,200,725	80,400	0	0	0	0	0	0

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

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

CHSD 117 has worked with and consulted multiple stakeholders in the development of this plan. We have held multiple meetings and reviews of this plan. These include parents, community members, teachers, school staff, board members, and local library representatives. A sampling of people consulted is listed below.

The stakeholders responsible for developing, organizing and reviewing the plan have been:

Jim McKay - Co-Superintendent

Mike Nekritz - Co-Superintendent

Mark Roe - Network Administrator and CHSD 117 Technology Committee Member

Barb Mason - ACHS Librarian & Co-Chair CHSD 117 Technology Committee

Stephen Rose - ACHS Teacher; Chair of CHSD 117 Infrastructure Subcommittee of the Technology Committee; and Community Member

Aryan Dohman - LCHS Dean and CHSD 117 Technology Committee Member

The stakeholders who have reviewed, attended meetings and given input on the development of the plan were:

Todd Graham - Desktop and Network Specialist and CHSD 117 Technology Committee Member

David Nikkila - Desktop and Network Specialist; CHSD 117 Technology Committee Member; and Community Member

Katie Plese - LCHS Librarian & Co-Chair CHSD 117 Technology Committee

Ben Kalb - LCHS Teacher and CHSD 117 Technology Committee Member

Robert Hafer - ACHS Teacher and CHSD 117 Technology Committee Member

Kelly Taylor - ACHS Teacher and CHSD 117 Technology Committee Member

Bridget Sundin - LCHS Teacher and CHSD 117 Technology Committee Member

Kellie Doyle - LCHS Teacher and CHSD 117 Technology Committee Member

Morgan Allen - LCHS Teacher and CHSD 117 Technology Committee Member

Marcia Zboril - ACHS & LCHS Teacher and CHSD 117 Technology Committee Member

Cheryl Cox - Assistant Principal

Christine Roberts - Dean of Students

Jill Farrell - ACHS Math Department Chair

Jori Bowen - LCHS Math Department Chair

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John Whitehurst - Assistant Principal, ACHS and LCHS English Department Chair  
Janet Frichtl - Director of Special Education  
Terry Dewing - ACHS Special Education Coordinator  
Brie Cederna - LCHS Special Education Coordinator  
Danielle Stancill - ACHS Student Council Member  
Iris Schweier - LCHS Student Council Member  
Wayne Sobczak - School Board President  
Joyce Heneberry - School Board Vice President  
Tracy McGrath - School Board Secretary  
Kathleen Van Dien - School Board Treasurer  
Sandy Jacobs - School Board Member  
Randy Mathias - School Board Member  
Ronald Vickers - School Board Member  
Jennifer Nolde - Business Manager  
Kathy LaBuda - Director of Antioch Public Library  
Andrew Morgavan - ROE Technology Coordinator & Adult Literacy Provider

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.**

Community High School District 117 School Board approved policy #623 on August 4, 2005.

Peer Review Feedback Form

District Name :	RCDT #:
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed: 03/11/2011
School Years Covered by Plan:	ISBE Approval Date: 05/09/2011
<input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013 <input checked="" type="checkbox"/> 2013-2014	Plan Expiration Date: 06/30/2014

Section Used for Mid-Course Correction Only

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

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> <li>● Part A. Illinois School Report Card Data</li> <li>● Part B. Local Assessment Data (as available)</li> <li>● Part C. Other Data -- Item 1,2 &amp; 3</li> <li>● Part D. Technology Deployment</li> <li>● Part E. Data &amp; Analysis - (Meta-Analysis)</li> </ul>	
Comments:	
REVISIONS NOTED: 5/7/11 Part B. Local Assessment Data: What did your formative and summative assessments tell you regarding student achievement. Please provide a summary/analysis of that data. This section is primarily to address student achievement as measured by your local assessment pieces. Other data here is OK, but need more to address student achievement. FB, ISBE: If applicable, the goal(s) should not be written/modified to target performance that is less than Safe Harbor or AYP and/or AMAO** as you	

monitor and revise your plan annually during your annual review of this plan.

Section II: Action Plan

Requirements

Part A. Overall Review of Action Plan

Meets  Does Not Meet

- A.1 Goals
- A.2 Strategies and Activities
- A.3 Budget

Comments:

Part B. Curriculum Integration Strategies and Activities

Meets  Does Not Meet

Comments:

REVISIONS NOTED: 5/7/11 Please provide Strategies and Activities in this section that are more student focused. Change this in all Phases of your plan. Need to address what students 'will do' or 'will participate in' for this section. FB: ISBE: Wording across the three phases does not indicate planning for growth or responding to change as student achievement needs are better identified or scores improve.

Part C. Professional Development Strategies and Activities

Meets  Does Not Meet

Comments:

Part D. Parent/Community Involvement

Meets  Does Not Meet

Comments:

Part E. Technology Deployment

Meets     Does Not Meet

Comments:

Part F. Monitoring

Meets     Does Not Meet

Comments:  
 REVISIONS NOTED: 5/7/11 FBishop, ISBE: Clarification is needed. 1.)A statement in your Monitoring section conflicts with your Budget: NOTE: Community High School District 117 does not depend on E-Rate or Title IID Funds to finance purchases. We depend on our operating budget to fund technology. Should this be corrected because E-Rate funding is projected in the budget. 2)It is not necessary to list multiple contacts here. In the column indicating person(s) responsible to conduct and/or report progress as part of Tech Plan monitoring, please list only the job title or name of the official who would respond to ISBE when questions arise or to a federal audit of the plan if an inquiry were to be made regarding the tools and progress indicators listed. This would be the person to who those already listed to provide comprehensive results or supporting information.

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: 3/16/2011 FBishop: Based upon a peer panel review of your plan, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments above regarding necessary corrections and/or actions. Contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 5/9/2011 FBishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.