| Submitted | 02/26/2010 |
| --- | --- |
| Plan Resubmitted | 04/21/2010 |
| Pending ISBE action | 04/21/2010 |
| ISBE Approved | 04/30/2010 |

## District Information

### 1. District Information

| District Name: | Millburn CCSD 24 | | District Address: | 18550 Millburn Rd |
|---|---|---|---|---|
| City/State/Zip: | Old Mill Creek,IL 60083 9248 | | RCDT Number: | 340490240040000 |
| Superintendent: | Dr Ellen Mauer | | Superintendent Email: | emauer@millburn24.net |
| District Phone: | 8473568331 | | District Fax: | 8472459722 |
| TIP Contact Name: | Joanne Rathunde | | TIP Contact Email: | jrathunde@millburn24.net |
| TIP Contact Phone: | 8472452888 | | TIP Contact Fax: | 8472459722 |

### 2. Submission Type

◉ Original Submission — Check this line if this is the first submission of the technology plan by your district.

◯ Amended Submission — Check this line for any resubmission of the plan (returning for peer review, etc).

### 3. Mid-course Correction

The plan was reviewed and evaluated on

Mid-course correction was needed?        ◯ Yes  ◉ No

## Vision Statement

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

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

I.    Prepare students to become productive, responsible members of a changing world

- encourage students to become engaged in discovery learning
- develop computer awareness and competency across the curriculum
- enhance skills of communication through multi-media
- learn to value the work, ideas, and opinions of others
- promote the opportunities for students to share their diverse perspectives, cultural insights, and personal experiences

II.    Provide a nurturing environment that stimulates a voluntary desire to learn

- foster a safe, secure, and nurturing environment
- provide a teaching and learning environment that reflects and celebrates the positive accomplishments of students
- accommodate various learning styles and ranges of ability
- provide student with diverse experiences and approaches to learning
- encourage students to value life-long learning

III.   Provide for educational experiences that promote the realization of individual potential

- vary the types of communication strategies used to promote clarity, coherence, and relevance of ideas
- align educational strategies with students' needs and tasks
- align educational strategies to the ability levels and learning styles of students
- provide opportunities for students to develop effective learning habits and test-taking skills
- provide opportunities for students to participate in complex problem solving
- encourage creativity in varying learning situations

- encourage students to learn independently

IV.  Create opportunities for students to achieve and demonstrate excellence in a number of domains

- facilitate learning and student engagement
- use technology and audio-visual aids
- provide access to and use of contemporary resources (not just computers)
- provide processes that allow students to build upon their prior learning experiences and approaches to learning
- celebrate the accomplishments of students

TECHNOLOGY VISION Technology at Millburn District 24 is a tool that is used to **enhance teaching** and provide a **safe learning environment**. The **integration of multimedia, telecommunication, instructional technology and information literacy** are critical components in the process of preparing students, teachers, and the community at large to succeed in a rapidly changing, information centered, global marketplace. Access to such a **secure environment** will enlarge the opportunities of students, staff, and community members to **use technological tools to research, develop, and engage** in projects based upon real-world problems. Such projects will allow experiential learning to extend beyond the walls of the classroom. The Millburn District community must provide the opportunities, tools, and resources necessary to become life-long engaged learners.

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

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

| Student Groups | Percentage Tested on State Tests | | | | Percent Meeting/Exceeding Standards* | | | | | | | Other Indicators | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Reading | | Mathematics | | Reading | | | Mathematics | | | | Attendance Rate | | Graduation Rate | |
| | % | Met AYP | % | Met AYP | % | Safe** Harbor Target | Met AYP | % | Safe** Harbor Target | Met AYP | | % | Met AYP | % | Met AYP |
| State AYP Minimum Target | 95.0 | | 95.0 | | 70.0 | | | 70.0 | | | | 90.0 | | 78.0 | |
| All | 99.8 | Yes | 99.8 | Yes | 94.5 | | Yes | 95.0 | | Yes | | 95.7 | | | |
| White | 99.8 | Yes | 99.8 | Yes | 94.9 | | Yes | 95.7 | | Yes | | | | | |
| Black | | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | | |
| Asian/Pacific Islander | 100.0 | Yes | 100.0 | Yes | 97.6 | | Yes | 98.8 | | Yes | | | | | |
| Native American | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Multiracial /Ethnic | 100.0 | Yes | 100.0 | Yes | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | | |
| Students with Disabilities | 100.0 | Yes | 100.0 | Yes | 73.8 | | Yes | 81.4 | | Yes | | | | | |
| Low Income | | | | | | | | | | | | | | | |

| Four Conditions Are Required For Making Adequate Yearly Progress |
|---|
| 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. <br> 2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. *** <br> 3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision. <br> 4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools. |
| * Includes only students enrolled as of 5/01/2008. <br> ** Safe Harbor Targets of 70% or above are not printed. <br> *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement. |

## Section I A. Data & Analysis — Report Card Data
## Item 2 — 2009 AMAO Report

This district is not accountable for AMAO data for 2009

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

| District Information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Attendance Rate (%) | 95.3 | 95.2 | 95.7 | 95.2 | 95.9 | 95.7 | 95.7 | 95.7 |
| Truancy Rate (%) | 0.2 | 0.2 | - | - | - | - | 0.1 | - |
| Mobility Rate (%) | 7.3 | 7.5 | 5.7 | 9.4 | 4.8 | 6.7 | 7.2 | 5.0 |
| HS Graduation Rate, if applicable (%) | - | - | - | - | - | - | - | - |
| HS Dropout Rate, if applicable (%) | - | - | - | - | - | - | - | - |
| District Population (#) | 1,149 | 1,256 | 1,311 | 1,419 | 1,537 | 1,624 | 1,646 | 1,649 |
| Low Income (%) | 1.5 | 2.0 | 1.5 | 2.3 | 2.6 | 2.9 | 2.6 | 3.3 |
| Limited English Proficient (LEP) (%) | - | - | - | - | 0.5 | 1.4 | 1.9 | 1.5 |
| Students with Disabilities (%) | | | | | | | | |
| White, non-Hispanic (%) | 82.4 | 82.6 | 83.8 | 83.2 | 81.7 | 81.5 | 81.4 | 79.6 |
| Black, non-Hispanic (%) | 5.5 | 4.8 | 4.4 | 3.5 | 3.9 | 3.0 | 2.1 | 2.3 |
| Hispanic (%) | 4.8 | 5.4 | 5.0 | 4.4 | 4.2 | 4.3 | 4.4 | 4.4 |
| Asian/Pacific Islander (%) | 7.2 | 7.0 | 6.8 | 7.2 | 8.0 | 7.9 | 8.1 | 8.6 |
| Native American or Alaskan Native(%) | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 |
| Multiracial/Ethnic (%) | - | - | - | 1.8 | 2.1 | 3.2 | 3.8 | 5.0 |

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 | 87.9 | 1.9 | 4.1 | 5.5 | 0.6 | - |
|  | 2001 | 85.4 | 3.7 | 4.5 | 6.2 | 0.2 | - |
|  | 2002 | 82.4 | 5.5 | 4.8 | 7.2 | 0.1 | - |
|  | 2003 | 82.6 | 4.8 | 5.4 | 7.0 | 0.2 | - |
|  | 2004 | 83.8 | 4.4 | 5.0 | 6.8 | 0.1 | - |
|  | 2005 | 83.2 | 3.5 | 4.4 | 7.2 | 0.1 | 1.8 |
|  | 2006 | 81.7 | 3.9 | 4.2 | 8.0 | 0.1 | 2.1 |
|  | 2007 | 81.5 | 3.0 | 4.3 | 7.9 | 0.1 | 3.2 |
|  | 2008 | 81.4 | 2.1 | 4.4 | 8.1 | 0.1 | 3.8 |
|  | 2009 | 79.6 | 2.3 | 4.4 | 8.6 | 0.2 | 5.0 |
| **S T A T E** | 2000 | 61.1 | 20.9 | 14.6 | 3.3 | 0.2 | - |
|  | 2001 | 60.1 | 20.9 | 15.4 | 3.4 | 0.2 | - |
|  | 2002 | 59.3 | 20.8 | 16.2 | 3.5 | 0.2 | - |
|  | 2003 | 58.6 | 20.7 | 17.0 | 3.6 | 0.2 | - |
|  | 2004 | 57.7 | 20.8 | 17.7 | 3.6 | 0.2 | - |
|  | 2005 | 56.7 | 20.3 | 18.3 | 3.7 | 0.2 | 0.7 |
|  | 2006 | 55.7 | 19.9 | 18.7 | 3.8 | 0.2 | 1.8 |
|  | 2007 | 54.9 | 19.6 | 19.3 | 3.8 | 0.2 | 2.2 |
|  | 2008 | 54.0 | 19.2 | 19.9 | 3.9 | 0.2 | 2.7 |
|  | 2009 | 53.3 | 19.1 | 20.8 | 4.1 | 0.2 | 2.5 |

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

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

| | Year | LEP (%) | Low Income (%) | Parental Involvement (%) | Attendance (%) | Mobility (%) | Chronic Truants (N) | Chronic Truants (%) | HS Dropout Rate (%) | HS Graduation Rate (%) |
|---|---|---|---|---|---|---|---|---|---|---|
| **D I S T R I C T** | 2000 | - | 1.1 | 100.0 | 95.6 | 13.8 | 2 | 0.2 | - | - |
| | 2001 | - | 1.0 | 100.0 | 95.2 | 10.9 | - | - | - | - |
| | 2002 | - | 1.5 | 100.0 | 95.3 | 7.3 | 2 | 0.2 | - | - |
| | 2003 | - | 2.0 | 100.0 | 95.2 | 7.5 | 2 | 0.2 | - | - |
| | 2004 | - | 1.5 | 100.0 | 95.7 | 5.7 | - | - | - | - |
| | 2005 | - | 2.3 | 100.0 | 95.2 | 9.4 | - | - | - | - |
| | 2006 | 0.5 | 2.6 | 100.0 | 95.9 | 4.8 | - | - | - | - |
| | 2007 | 1.4 | 2.9 | 100.0 | 95.7 | 6.7 | - | - | - | - |
| | 2008 | 1.9 | 2.6 | 100.0 | 95.7 | 7.2 | 1 | 0.1 | - | - |
| | 2009 | 1.5 | 3.3 | 100.0 | 95.7 | 5.0 | - | - | - | - |
| **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 |

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 | 851 | - | - | - | - | - | - |
| | 2001 | 1,030 | 122 | 116 | 110 | 88 | 69 | - |
| | 2002 | 1,149 | 144 | 130 | 116 | 101 | 96 | - |
| | 2003 | 1,256 | 140 | 154 | 123 | 119 | 106 | - |
| | 2004 | 1,311 | 170 | 139 | 145 | 111 | 116 | - |
| | 2005 | 1,419 | 148 | 178 | 140 | 134 | 111 | - |
| | 2006 | 1,537 | 178 | 158 | 189 | 158 | 137 | - |
| | 2007 | 1,624 | 186 | 178 | 167 | 155 | 154 | - |
| | 2008 | 1,646 | 186 | 187 | 180 | 190 | 157 | - |
| | 2009 | 1,649 | 193 | 180 | 186 | 163 | 188 | - |
| **S T A T E** | 2000 | 1,983,991 | - | - | - | - | - | - |
| | 2001 | 2,007,170 | 164,791 | 161,546 | 162,001 | 151,270 | 148,194 | 123,816 |
| | 2002 | 2,029,821 | - | - | - | - | - | - |
| | 2003 | 2,044,539 | 164,413 | 157,570 | 159,499 | 160,924 | 156,451 | 138,559 |
| | 2004 | 2,060,048 | 161,329 | 160,246 | 158,367 | 162,933 | 160,271 | 139,504 |
| | 2005 | 2,062,912 | 156,370 | 158,622 | 160,365 | 162,047 | 162,192 | 142,828 |
| | 2006 | 2,075,277 | 155,155 | 154,372 | 158,822 | 160,362 | 160,911 | 147,500 |
| | 2007 | 2,077,856 | 155,356 | 153,480 | 154,719 | 162,594 | 159,038 | 150,475 |
| | 2008 | 2,074,167 | 155,578 | 152,895 | 153,347 | 160,039 | 161,310 | 149,710 |
| | 2009 | 2,070,125 | 156,512 | 152,736 | 152,820 | 155,433 | 158,700 | 144,822 |

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

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

| | Year | Total Teacher FTE (N) | Av. Teacher Experience (Years) | Av. Teacher Salary ($) | Teachers with Bachelor's Degree (%) | Teachers with Master's Degree (%) | Pupil-Teacher Ratio (Elementary) | Pupil-Teacher Ratio (HighSchool) | Tchrs w/ Emgncy or Prvsnl. Creds (%) | Cls not taught by Hi Qual Tchrs (%) |
|---|---|---|---|---|---|---|---|---|---|---|
| D I S T R I C T | 2000 | 53 | 11 | 35,652 | 66 | 34 | 18 | - | - | - |
| | 2001 | 70 | 10 | 35,429 | 69 | 31 | 17 | - | - | - |
| | 2002 | 78 | 10 | 37,645 | 60 | 40 | 17 | - | - | - |
| | 2003 | 84 | 10 | 39,059 | 60 | 40 | 17 | - | - | - |
| | 2004 | 93 | 10 | 40,691 | 57 | 43 | 16 | - | 2 | - |
| | 2005 | 94 | 11 | 44,348 | 49 | 51 | 17 | - | - | - |
| | 2006 | 118 | 10 | 43,857 | 54 | 46 | 14 | - | 2 | - |
| | 2007 | 126 | 10 | 46,179 | 55 | 45 | 14 | - | 2 | - |
| | 2008 | 122 | 10 | 47,693 | 47 | 53 | 15 | - | - | - |
| | 2009 | 125 | 10 | 49,647 | 46 | 54 | 15 | - | - | - |
| S T A T E | 2000 | 122,671 | 15 | 45,766 | 53 | 47 | 19 | 18 | - | - |
| | 2001 | 125,735 | 14 | 47,929 | 54 | 46 | 19 | 18 | - | - |
| | 2002 | 126,544 | 14 | 49,702 | 54 | 46 | 19 | 18 | 2 | 2 |
| | 2003 | 129,068 | 14 | 51,672 | 54 | 46 | 18 | 18 | 2 | 2 |
| | 2004 | 125,702 | 14 | 54,446 | 51 | 49 | 19 | 19 | 2 | 2 |
| | 2005 | 128,079 | 14 | 55,558 | 50 | 49 | 19 | 18 | 2 | 2 |
| | 2006 | 127,010 | 13 | 56,685 | 49 | 51 | 19 | 19 | 2 | 1 |
| | 2007 | 127,010 | 13 | 58,275 | 48 | 52 | 19 | 19 | 2 | 3 |
| | 2008 | 131,488 | 12 | 60,871 | 47 | 53 | 18 | 18 | 1 | 1 |
| | 2009 | 133,017 | 12 | 61,402 | 44 | 56 | 18 | 18 | 1 | 1 |

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

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

| ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009 | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade 3 | | | | | | Grade 4 | | | | | | Grade 5 | | | | | |
| Groups | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 |
| All | 80.9 | 80.3 | 82.8 | 91.4 | 87.8 | 88.9 | - | - | 83.8 | 87.8 | 93.5 | 93.9 | 83.6 | 83.1 | 86.7 | 89.8 | 90.4 | 95.1 |
| White | 82.1 | 84.0 | 81.4 | 90.9 | 90.9 | 89.1 | - | - | 87.1 | 87.3 | 93.9 | 94.2 | 85.7 | 83.6 | 87.5 | 90.5 | 90.1 | 97.3 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | 60.0 | - | - | - | - |
| Hispanic | - | - | - | - | 63.6 | - | - | - | 70.0 | - | - | 91.7 | 70.0 | - | - | - | 84.6 | - |
| Asian/Pacific Islander | - | - | 92.9 | 94.7 | 81.3 | 94.1 | - | - | 81.8 | 100.0 | 94.7 | 93.8 | - | - | 85.7 | 100.0 | 100.0 | 94.7 |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 53.8 | 45.4 | 60.8 | 69.7 | 63.6 | 65.7 | - | - | 61.9 | 73.9 | 72.4 | 76.5 | 40.0 | - | 57.9 | 57.2 | 61.6 | 68.2 |
| Low Income | - | - | - | - | - | - | - | - | - | - | - | 60.0 | - | - | - | - | - | - |

| Groups | Grade 6 | | | | | | Grade 7 | | | | | | Grade 8 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 |
| All | - | - | 90.7 | 91.9 | 96.9 | 94.1 | - | - | 90.2 | 94.7 | 94.1 | 94.9 | 83.6 | 87.2 | 96.3 | 97.3 | 96.1 | 98.3 |
| White | - | - | 91.5 | 93.6 | 96.9 | 94.7 | - | - | 89.3 | 94.1 | 95.5 | 95.4 | 86.6 | 89.9 | 96.4 | 97.5 | 95.2 | 98.7 |
| Black | - | - | 63.7 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 100.0 |
| Hispanic | - | - | - | - | 100.0 | 80.0 | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | 100.0 | 84.7 | 100.0 | 100.0 | - | - | 100.0 | 100.0 | 84.7 | 100.0 | - | - | 100.0 | - | 100.0 | 100.0 |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 90.0 |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | - | - | 41.7 | 64.7 | 71.4 | 73.1 | - | - | 33.3 | 50.0 | 79.0 | 60.0 | 30.0 | 61.5 | - | 73.4 | 58.3 | 84.2 |
| Low Income | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

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

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

### ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009

| | Grade 3 | | | | | | Grade 4 | | | | | | Grade 5 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Groups | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 |
| All | 91.3 | 92.6 | 95.4 | 98.4 | 95.6 | 96.3 | - | - | 94.2 | 95.6 | 97.9 | 96.1 | 89.7 | 90.8 | 93.6 | 94.3 | 96.3 | 95.0 |
| White | 93.4 | 94.1 | 95.1 | 98.1 | 96.5 | 96.8 | - | - | 95.9 | 97.3 | 98.0 | 97.8 | 91.6 | 91.3 | 94.4 | 93.6 | 96.7 | 96.7 |
| Black | - | - | - | - | - | - | - | - | - | - | - | - | - | 70.0 | - | - | - | - |
| Hispanic | - | - | - | - | 81.8 | - | - | - | 80.0 | - | - | 83.3 | 90.0 | - | - | - | 84.6 | - |
| Asian/Pacific Islander | - | - | 100.0 | 100.0 | 100.1 | 100.0 | - | - | 100.0 | 100.0 | 100.0 | 93.8 | - | - | 92.8 | 100.0 | 100.0 | 100.0 |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 69.3 | 68.2 | 87.0 | 93.9 | 87.9 | 97.2 | - | - | 85.7 | 86.9 | 89.6 | 88.2 | 55.0 | - | 73.7 | 76.2 | 84.6 | 72.7 |
| Low Income | - | - | - | - | - | - | - | - | - | - | - | 80.0 | - | - | - | - | - | - |

| Groups | Grade 6 | | | | | | Grade 7 | | | | | | Grade 8 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 | 70.0 |
| All | - | - | 94.7 | 97.8 | 98.8 | 92.5 | - | - | 95.5 | 96.0 | 95.8 | 93.0 | 76.7 | 76.1 | 96.3 | 99.3 | 94.8 | 95.2 |
| White | - | - | 94.9 | 99.3 | 98.5 | 93.3 | - | - | 96.7 | 95.8 | 96.8 | 93.0 | 80.4 | 78.7 | 98.2 | 100.0 | 94.4 | 96.7 |
| Black | - | - | 81.8 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 70.0 |
| Hispanic | - | - | - | - | 100.0 | 80.0 | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian/Pacific Islander | - | - | 100.0 | 84.7 | 100.0 | 100.0 | - | - | 100.0 | 100.0 | 92.3 | 100.0 | - | - | 100.0 | - | 90.9 | 100.0 |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 100.0 |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | - | - | 50.0 | 88.2 | 92.9 | 65.3 | - | - | 83.3 | 60.0 | 79.0 | 66.7 | 30.0 | 38.5 | - | 93.3 | 66.7 | 68.4 |
| Low Income | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

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

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

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

SUMMARY

Analysis:

• District reading and math meet AYP

• Reading scores, on average for grades 3 though 8 showed 93.1% of District 24 students met or exceeded state standards.

• In Math for those same grades, 94.6% of District 24 students met or exceeded state standards.

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

While the State Report Cards do not show any significant deficits, we understand our commitment to **continue to broaden the educational achievement of our students.**

• Reading deficits may exist as a result of the need for increased attention to specific reading subskills

• Math subskills needing increased attention may also have resulted in subskill deficits

*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.*

CONCULSION

While testing results do not show any significant areas of weakness, there is always room for improvement.

• Support for reading and math, using as many strategies as a available, must be exercised in order to strengthen targeted weaknesses.

• Use technology to differentiate instruction for students who do not meet or exceed state standards in reading and math.

## 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.*

• Local assessment data including NWEA & AIMS Web

    NWEA - fall 2009, grades 2-8

    AIMS Web - fall 2009 & winter 2009, grades 1-8

• Illinois State Report Card - 2009

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

**The Illinois State Report Card from 2008-2009** shows that students from District 24 have a high level of achievement.

**Local Assessment: Northwest Evaluation Association (NWEA)**: Measures of Academic Progress (MAP)

A state-aligned computer adaptive test that measures students' achievement and growth and predicts students who will not meet state standards on the Illinois State Assessment Test (ISAT) for their grade.

Reading Scores based on fall 2009 MAP results
•On average for **grades 3-8 scores show that 85% of District students are projected to meet or exceed** state averages in **Reading** on the ISAT in the spring of 2010.
•On average for **grades 3-8 scores show that 96.8% of District students are projected to meet or exceed** state averages in **Math** on the ISAT in the spring of 2010.

The break down of the sub-skills tested in each of the subject areas, **some weaknesses can be noted even though those weak areas still meet or exceed state standards.** While the results from our Local Assessment Data do not show any significant deficits, we need to identify the sub-skills that suggest a need or gap that could be improved.

**NWEA**
**Reading Skills** – Sub-tests confirm that the following areas are in need of intervention support:•Word Analysis/Vocabulary in grades 2-5•Comprehension/Reading Strategies and Word Analysis/Vocabulary in grade 6• Word Analysis/Vocabulary and Literary Analysis in grades 7-8

**AIMSWEB**
**Math Skills** – Sub-tests confirm that the following areas are in need of intervention support: •Number Sense and Data Analysis in grades 2-5•Number Sense and Geometric Analysis in grades 6-8

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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.*

While the State Report Cards **do not show any significant deficits, we understand our commitment to continue to maintain and broaden the educational achievement of our students**.

Needs/Gaps
• Reading Skills - subtested area of **reading strategies and analysis were the weakest areas**.
• Math skills in subtested areas of **number sense, measurement, and geometry were the lowest scores**.

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**The reading gap seems to stem from the need for increased attention to word analysis and fluency which impacts comprehension** in grades 2-6.  In grades 7-8 there is a need for increased attention to Literary Analysis and Vocabulary.

Reading Plus addresses vocabulary, comprehension and literary analysis for grades 4-8.  Lexia and Reads Naturally addresses these concerns for Grades 2-5.

**The math gap exists primarily from need for automaticity of math facts and analysis of data and math reasoning.**  Math Facts Fixers, Fastt Math, and Symphony Math address the areas automaticity of math facts (Number Sense) and math concepts such as Geometric Analysis.

*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 noted in our previous technology plan, the **break down of the subskills tested** in each of the subject areas indicates **no significant weaknesses**. The 2008-2009 District Report Card used for this planning document again indicates no significant weaknesses.  However **less significant weaknesses** can be noted even though they **still exceed state averages.** The weaker areas as identified by local assessments will be targeted for **improvement in the areas of reading and math.**

•Of students identified with weaknesses in reading and math subskills as outlined in the key factors section, 80% of them will reach grade level status within a year.

## 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.*

• Parent Technology Survey Data - fall 2009
• District Financial Reports

Millburn School District #24 consists of two K-8 public school buildings located in the northernmost part of Lake County, Illinois - Millburn Central & Millburn West. Historically, the present district resulted from the combination of several smaller school districts from surrounding rural areas. Due to the development of large portions of farmland within district boundaries, our current student enrollment has grown 1,633 for the 2009-**2010 school year. Due to the current economic times growth has stopped and in some grades enrollment has even declined. Much of the land in the district is family owned farmland and generates very little revenue for our district. There are very few businesses or industries within** the boundaries of our district. Therefore, we depend primarily on state aid, residential taxes, and impact fees to operate and maintain our school. We had anticipated businesses would move into the boundaries of the District at a faster pace than its current rate. Some businesses are moving into the boundaries of the district but it continues to be at a **very slow pace. Historically the District due to its rapid growth had been able to balance a budget, operate in the black, and move forward with plans to keep the District current** in all areas. Expenditures of about 25% of the annual technology budget includes subscriptions such as United Streaming, Atomic Learning for both schools and grade appropriate software (Microsoft Office, Inspiration, Kidspiration and others) that will allow the students to have hands on access to technology to aid in their learning while using classroom machines. Currently the district provides between 4 - 6 computers for each classroom. Keeping all machines sustainable both in physical maintenance and current with leading edge software continues to be a district challenge.

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

Some of the District's strongest attributes are interested, supportive parents and dedicated faculty. Their survey responses were highly instrumental in accessing the attitudes of faculty and parents regarding technology in education.

The **parents and the students have a high percentage of computer access - 100% have computers** at home. Most of the **students (75%) have access to the home computers** for their school work. Even with these high percentages of computer access in the home, only **46% of the parents rated their own computer skills as being strong and 40% of them expressed an interest in tech training classes** for parents at school. Despite their recognition of their own technology weaknesses, **73% of the parents view technology as critical in the learning experiences** of their students. Yet **66% reported that to them technology is an important expenditure** in the school budget.

The staff rates their own computer skills as adequate and use their laptops often for professional work. However, **30% feel confident enough to design and assess lessons supported with technology** resources for students. While **41% engage in the use of technology weekly** with their students. About **74% of the staff find that Internet access at school for assignments is readily available**. Additionally, 71% of the staff felt **computer access for students to work on classwork was rated easily available.** The staff surveys showed that computer access is more than adequate, but they have interest in other technologies beyond computer usage. Many expressed a **desire for the acquisition of additional interactive white board technology, along with support and training for its integration** .

After **numerous staff and budget cuts** at the end of the 2009 school year, we have a balanced budget but **continue to borrow** $3,700,000 in tax anticipation warrants each year.

Beginning with the 2011☐ 12 school year, **expenditures will exceed revenues** by $500,000 to $800,000 per year. It is not possible to cut curriculum revisions, supplies, and "extras" because these items were eliminated in the last round of cuts.  Suggestions such as increased activity fees have already been put in place. To accommodate this shortfall, the Board must implement a combination of these approaches:
• Cutting programs
• Cutting personnel, thereby further increasing class sizes
• Borrowing more money, taking us further into debt each year
• Requesting additional taxes through a referendum

*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.*

Needs & Gaps Need

At the time of the previous writing of this plan, there was a **gap between student technology capabilities and teacher ability to engage students in curricular activities using technology**.  While this has improved, it still remains a challenge that affects student learning.  Students attend regularly scheduled technology classes where they learn to use technology tools in other curricular areas.  Our students are prepared, but **we must do more to help teachers integrate technology resources** and use the tools that would engage learners.  Secondly, **time remains an issue** for teachers.  We are asking them to meet mandates on so many levels and still find time to be creative, innovative, and technologically savvy.

Additionally, the district **not belonging to an incorporated community** and the lack of industry and businesses **creates financial difficulties**. Revenue sources include state aid, residential taxes, and impact fees, which puts constraints on budgeting for district education, including technology expenditures.  Add to that, the **state of the economy** and what is happening to schools nationwide.  Our district has seen **budget cuts that run deep and carry a significant impact on the ability to find and secure resources** to help teachers grow in the area of technology.

 The district continues to try to maintain small class sizes.  However, the state of the **economy has forced us to allow class sizes to increase**.  Our class size averages still remain low but it is questionable if that can be maintained in the coming years.  Small class size being a hallmark of the District might mean that other educational programs could be compromised in an effort to keep class sizes as small as financially possible. Parents, who desire strong technology skills for their students rated class size as a priority because of budgetary constraints.  **Maintaining small class sizes and all educational programs will remain difficult until the economy improves and the District's financial outlook stabilizes.**

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

- The acquisition of **interactive white board technologies** that will **support grade level curriculum differentiation, and increased student achievemen**t.
- The district needs to develop strategies that will **increase the level of innovative technology and curriculum integration.**
- Utilize **creative ways to raise money** for technology initiatives.

## 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.*

1st Class Training - August 09
ESPED Training - fall 09
RTI training - fall 09
ISTE: Technology Standards for Teachers
Millburn Tech attendance records and response sheets - fall of 08 - fall 09
Staff Surveys - fall 09
District School Report Card 2008 - 2009
Staff Technology Survey Data - **fall 2009**

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

• Ongoing staff development is addressed through **Millburn Tech classes**. **Declining budget resources** have forced the district to extremely limit the amount of staff development we offer to teachers. Currently, technology **classes are limited and what is offered is funded through stimulus funds earmarked for staff development.** The classes offered now are intended to give teachers the support they need to integrate the use of interactive technology also acquired with ARRA funds. Teachers volunteered to invest time to learn the technology and become resident experts so that they can work with other staff members as the infusion of interactive technologies increases yearly. We do have resources available to teachers in the way of online tutorials. **Subscription sites like attomiclearning.com** are maintained so that teachers can learn on their own time and at their own convenience.

• Surveys indicated that f**aculty usage of technology level is high** (75%) for professional purposes. Yet, their ability to design **lessons supported with technology resources showed that 50% felt that they are at a beginner level.**

• Currently, the District supports a **Laptops for Teachers Initiative** as further incentive for the staff to improve technology literacy for themselves and their students. As long as the district can afford to provide them, teachers will have the tools necessary to integrate technology with as few roadblocks as possible.

• **Many District teachers are highly motivated to acquire degrees in specialized areas** beyond their Bachelor's. The District Report Card shows that more than **56% already have attained at least one advanced degree**. The District has a very progressive policy in place that motivates teachers towards higher learning for themselves that results in a high standard of education for District students.

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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.*

Need/Gap

• Not all students are getting the same opportunities because of teacher approaches and skill level.

• Clearly, **the data analysis identifies the need to provide training and staff development** so that teachers are able to integrate technology on a consistent basis and challenge their students to use state of the art technology tools.

• Unfortunately **the gap is partially due to a declining budget** which constrains the District's ability to fund meaningful and ongoing staff development.

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*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.*

- We will continue to **bring all teacher to a level of technological competency** in order to **provide students with equitable access to learning opportunities involving technology tools and integration.**

- Develop a Summer School for Teachers to allow staff members to **receive training in the development of innovative curricular activities involving technology** in order to promote differentiated opportunities for all learners.

## 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.*

- Parental Technology Survey - fall 2009
- March Madness Auction Item Donation Records - annual event each March
- Lexia Reading Student Records - 2009
- District Website - website usage statistics
- Power School Parent Access Statistics
- Student Attendance Data - 2006 to present

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

More than **95 % of District student attend daily**, and **parents have strong expectations** regarding the available technology for their students as evidenced by the Parental Technology Surveys. They also have high expectations about the kinds of technological skills that they desire for their children to acquire. The **community continues to support District student achievement through fund raising activities**, with some of the proceeds being designated for technology acquisition.

Additionally, the community **stakeholders show their support through voluntary participation** in technology based curricular support programs such as Lexia Reading. The District strives to make technology connections with the community as well.  An **outreach program for adult technology literacy** between the district and local libraries is under consideration.

The District **website** has undergone significant changes. These changes represent a **source of community involvement** as it provides a link to the **Education Foundation, whose mission is to enrich the learning experience by enhancing district resources through community involvement**. The website also provides a source for **communication between school, home, and the community**.  This is done largely though a Virtual Backpack to send home paperless copies of school and community information.   Parents can keep themselves apprised of the **daily school activities, deadlines, and community activities** that relate to the school by accessing the web site.  Local Public Libraries are connected to our district through a links on our website.  This provides **our learners access not only to our local libraries, but also to the resources of over 600 academic, public, and special libraries in Northeastern Illinois through the North Suburban Library System**.  Parents and students have immediate and ongoing access to **scholastic progress by logging into PowerSchool** via the website.  Parents are also kept informed via access to teacher created classroom websites.

**These technologies are collaborative projects of district staff, parents and community stakeholders**. Together, they help the District and parents guide their child's educational successes.

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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.*

Need/Gap

•While **communication with parents and district community members has improved** with the new website **design,** additional content and more **fine tuning to improve community relations needs to be initiated**.

•Continue to **build and maintain a paperless environment** regarding communication between school and home.

•Millburn is largely a "bedroom" community, with only **minor business activity.** A good portion of the District lies in **unincorporated county property** and therefore public libraries and/or park districts are aligned more closely to other, larger, neighboring communities. **Trying to organize widespread community support (outside of parents) proves to be difficult** under these circumstances.

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*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.*

Due to the widespread geographic area of the District, **coordinating members of several communities  remains an issue.**  We strive to bring together members of several communities for the betterment of the District in the **hope of creating a cohesive educational unit** by:

• Continued support of community/parental groups and their **participation in activities designed to**
**financially or physically sustain measures that will enhance student achievement.**
• Development of innovative **technology initiatives** that will **provide District, community, & parental**
**communication that strengthens the educational climate of the district.**
• Continuing development of the **District and classroom websites to include comprehensive information about each school in order to improve stakeholder involvement with**
**the education of District students.**

## 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.*

Data Sources:
•Surveys - Fall 2009
•Equipment Purchases
•Hardware Analysis and Infrastructure Design (available upon request)
•School Improvement Plans: District and Building Level -
•District Technology Budget Analysis - Fall 2009 and ongoing
•Equipment Checkout Logs from LRC - Fall 2009 and ongoing
•Network Topologies
•Summary & detailed technology inventory reports - Fall 2009 and ongoing

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

Evaluation of data sources reveals the **current reality**:

•**All classrooms** are equipped with **Internet capable** machines; some which are in need of replacement.

•Repair and maintenance logs reveal **older machines with a rising TCO, which should be replaced.**

•Hardware inventories and check out records indicate **a need for additional video cameras and LCD projectors.**

•Hardware inventories and check out records indicate **a need for additional interactive white board technologies.**

•Telecommunication hardware: 10MB internet bandwidth and a DS-3 circuit between schools

•Every classroom is equipped with a telephone.

•Each staff member has **First Class account** providing collaborative communication sources and email.

Currently, **Millburn District 24 has two buildings and 5 computer labs**, all of which are equipped with at least 30 networked iMac computers. Our **Learning Resource Centers contain at least 45 workstations** available for individual and/or group instructional purposes. We have **4 mobile labs** containing at least 25 MacBooks. Additionally, **both buildings are networked** and every classroom is equipped with at least four workstations with full time Internet access. **Both schools also have wireless networks** at a speed of 54 Mb with 100% coverage throughout the building. Each teacher is provided a laptop with wireless connectivity. Strategically installed throughout each building are numerous networked laser printers including at least 15 color. Also available for teacher and classroom use are numerous digital cameras, video cameras, scanners, LCD projectors, and appropriate peripherals to support the use of each technology. In addition to hardware supply, we also provide educational software for curricular integration as well as productivity software for students and staff. **The amount of technology in our district is better than adequate for a district our size with our financial resources.** However, providing ubiquitous access for all learners continues to be a challenge to be attained because **much of the technology in our district was purchased at the same time and is rapidly aging.** This presents a sizable financial burden in the near future because we are committed to maintaining our goal of providing technological excellence for all constituents.

An identifiable gap lies in the continued strengthening of the infrastructure to allow for reliable ubiquitous access to all students and teachers in our district. We need to continue to acquire and maintain hardware, which will adequately meet our needs in support of our vision. In addition, a very limited hardware/software budget makes it difficult to maintain state-of-the-art environments in both schools. Strategies for attaining funds necessary to accomplish the objectives stated in our vision must be seriously addressed.

**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.**

Need & Gaps

• The **amount of aging machines in classrooms is high** due to the acquisition of large numbers of machines at the same time. Additionally, the district purchases hardware on a lease to own program.

• **Budget constraints** make it difficult to upgrade hardware as frequently as desired. Additionally, acquiring additional software licensing is also limited by budget.

• The need for acquiring additional presentation solutions for teachers is a direct result of providing technology solutions such as United Streaming and interactive white boards that directly tie to instructional practices.  In order to provide, on an on-going basis, modern facilities for our learners, a **systematic plan for maintenance and expansion**

of technological facilities must continue. To do so, we must recognize that **technology changes rapidly,** and therefore we must commit to the acquisition of equipment and software so our learners can compete in a society that demands technological literacy. We realize, however, that **many aspects of this plan are contingent upon local, state, and federal programs**. Without grants and partnerships with the community, our plan could not be quite as wide in scope. Upon completion of this plan, District #24 must make every effort to attain funding and partnerships on a consistent and on-going basis.

*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.*

•Millburn District 24 is committed to **providing state of the art learning environments** including hardware, software, training, and support that **will effectively raise student achievement**.

•The district needs to **develop and maintain and budget for a plan allowing us to acquire and sustain state of the art technology.**

## District Technology Inventory - District Information

| Number | |
|---|---|
| 1584 | 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). |
| 36 | Number of K-12 special education self-contained classroom students |
| 126 | Number of Teachers (FTE - this does not include teacher aides) |
| 7 | Number of Administrators |
| 0 | Total number of instructional school buildings |
| 0 | Total number of non-instructional buildings |
| 2 | Number of instructional school buildings with high speed internet access |
| 0 | Number of instructional school buildings with low speed internet access |
| 0 | Number of instructional school buildings with no internet access |
| 2 | Subtotal |
| 2 | Total number of instructional school buildings |
| 0 | Total number of non-instructional buildings |
| 0 | Number of non-instructional school buildings with high speed internet access |
| 0 | Number of non-instructional school buildings with low speed internet access |

| | |
|---|---|
| 0 | Number of non-instructional school buildings with no internet access |
| 0 | Subtotal |
| 0 | Total number of instructional school buildings |
| 0 | Total number of non-instructional buildings |

## District Technology Inventory - Internet Access

| Location | Type | Number |
|---|---|---|
| Instructional Classroom | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 146 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 0 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |
| Dedicated Computer Lab | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 6 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 0 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |
| Media Center/Library | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 2 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 0 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |
| Mobile Computer Lab | 10 mg Ethernet | 0 |

| | | |
|---|---|---|
| | 100+ mg Ethernet | 0 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 4 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |
| Administrative Offices | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 9 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 0 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |
| Teacher Offices | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 24 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 0 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |
| Other Locations | 10 mg Ethernet | 0 |
| | 100+ mg Ethernet | 6 |
| | Dedicated Cable | 0 |
| | DSL | 0 |
| | Wireless | 0 |
| | Other (Dial-up modem, etc.) | 0 |
| | None (no internet access) | 0 |

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

| Location | Computer Age | High Speed Access ≥56k | | | Low Speed Access <56k | | | No Internet Access | | | Total Desktop Computers | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| *Instructional Classroom* | Under 2 years | 0 | 72 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 72 |
| | 2-5 years | 0 | 365 | 365 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 365 | 365 |
| | 5+ years | 0 | 308 | 308 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 308 | 308 |
| | SubTotal | 0 | 745 | 745 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 745 | 745 |
| *Dedicated Computer Lab* | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 160 | 160 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 160 | 160 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 160 | 160 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 160 | 160 |
| *Media Center/Library* | Under 2 years | 0 | 45 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 45 |
| | 2-5 years | 0 | 40 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 40 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 85 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 85 |
| *Mobile Computer Lab* | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| *Administrative Offices* | Under 2 years | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 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 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 |
| *Teacher Offices* | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Other Locations | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2-5 years | 0 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 |

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

| | | High Speed Access ≥56k | | | Low Speed Access <56k | | | No Internet Access | | | Total Laptop Computers | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Location | Computer Age | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total | PC | Mac | Total |
| Instructional Classroom | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 75 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 75 |
| | 5+ years | 0 | 50 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 50 |
| | SubTotal | 0 | 125 | 125 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 | 125 |
| Dedicated Computer Lab | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Media Center/Library | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mobile Computer Lab | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 100 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 100 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 |
| Administrative Offices | Under 2 years | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| | 2-5 years | 0 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | SubTotal | 2 | 11 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 11 | 13 |
| *Teacher Offices* | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 2-5 years | 0 | 130 | 130 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 130 | 130 |
|  | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | SubTotal | 0 | 130 | 130 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 130 | 130 |
| *Other Locations* | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 2-5 years | 8 | 20 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 20 | 28 |
|  | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | SubTotal | 8 | 20 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 20 | 28 |

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

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

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Administrative Offices | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Offices | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Locations | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## District Technology Inventory - Computer Inventory(Servers)

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

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| *Mobile Computer Lab* | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| *Administrative Offices* | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| *Teacher Offices* | Under 2 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2-5 years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| *Other Locations* | Under 2 years | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| | 2-5 years | 2 | 9 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 9 | 11 |
| | 5+ years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | SubTotal | 2 | 11 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 11 | 13 |

## District Technology Inventory - Operating Systems

| PCs | | |
|---|---|---|
| **Location** | **Type** | **Number** |
| Instructional Classroom | Windows Vista | 0 |
| | Windows XP (any version) | 0 |
| | Windows 2000 (any version) | 0 |
| | Windows 98 | 0 |
| | Windows 95 | 0 |
| | Other PC | 0 |

|  |  |  |
|---|---|---|
|  | Subtotal | 0 |
| Dedicated Computer Lab | Windows Vista | 0 |
|  | Windows XP (any version) | 0 |
|  | Windows 2000 (any version) | 0 |
|  | Windows 98 | 0 |
|  | Windows 95 | 0 |
|  | Other PC | 0 |
|  | Subtotal | 0 |
| Media Center/Library | Windows Vista | 0 |
|  | Windows XP (any version) | 0 |
|  | Windows 2000 (any version) | 0 |
|  | Windows 98 | 0 |
|  | Windows 95 | 0 |
|  | Other PC | 0 |
|  | Subtotal | 0 |
| Mobile Computer Lab | Windows Vista | 0 |
|  | Windows XP (any version) | 0 |
|  | Windows 2000 (any version) | 0 |
|  | Windows 98 | 0 |
|  | Windows 95 | 0 |
|  | Other PC | 0 |
|  | Subtotal | 0 |
| Administrative Offices | Windows Vista | 0 |
|  | Windows XP (any version) | 2 |
|  | Windows 2000 (any version) | 0 |
|  | Windows 98 | 0 |
|  | Windows 95 | 0 |
|  | Other PC | 0 |
|  | Subtotal | 2 |
| Teacher Offices | Windows Vista | 0 |
|  | Windows XP (any version) | 0 |
|  | Windows 2000 (any version) | 0 |

|  |  |  |
|---|---|---|
|  | Windows 98 | 0 |
|  | Windows 95 | 0 |
|  | Other PC | 0 |
|  | Subtotal | 0 |
| Other Locations | Windows Vista | 0 |
|  | Windows XP (any version) | 10 |
|  | Windows 2000 (any version) | 0 |
|  | Windows 98 | 0 |
|  | Windows 95 | 0 |
|  | Other PC | 0 |
|  | Subtotal | 10 |
| Macintosh | | |
| Instructional Classroom | MAC System 10.x | 870 |
|  | MAC System 9.x | 0 |
|  | MAC System 8.x | 0 |
|  | MAC System 7.x | 0 |
|  | Other MAC | 0 |
|  | Subtotal | 870 |
| Dedicated Computer Lab | MAC System 10.x | 160 |
|  | MAC System 9.x | 0 |
|  | MAC System 8.x | 0 |
|  | MAC System 7.x | 0 |
|  | Other MAC | 0 |
|  | Subtotal | 160 |
| Media Center/Library | MAC System 10.x | 85 |
|  | MAC System 9.x | 0 |
|  | MAC System 8.x | 0 |
|  | MAC System 7.x | 0 |
|  | Other MAC | 0 |
|  | Subtotal | 85 |
| 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 | 10 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 10 |
| Teacher Offices | MAC System 10.x | 130 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 130 |
| Other Locations | MAC System 10.x | 41 |
| | MAC System 9.x | 0 |
| | MAC System 8.x | 0 |
| | MAC System 7.x | 0 |
| | Other MAC | 0 |
| | Subtotal | 41 |

| Other Operating Systems (including Linux) | | |
|---|---|---|
| **Location** | **Operating System** | **Number** |
| Instructional Classroom | | 0 |
| Dedicated Computer Lab | | 0 |
| Media Center/Library | | 0 |
| Mobile Computer Lab | | 0 |
| Administrative Offices | | 0 |
| Teacher Offices | | 0 |
| Other Locations | | 0 |

## District Technology Inventory - Network Equipment

| Location | Type | Number |
|---|---|---|
| Instructional Classroom | Hubs | 0 |
| | Routers | 0 |
| | Switches | 55 |
| | Wireless Access Points | 0 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Dedicated Computer Lab | Hubs | 0 |
| | Routers | 0 |
| | Switches | 10 |
| | Wireless Access Points | 0 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Media Center/Library | Hubs | 0 |
| | Routers | 0 |
| | Switches | 2 |
| | Wireless Access Points | 0 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Mobile Computer Lab | Hubs | 0 |
| | Routers | 0 |
| | Switches | 0 |

| | Wireless Access Points | 0 |
|---|---|---|
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Administrative Offices | Hubs | 0 |
| | Routers | 0 |
| | Switches | 0 |
| | Wireless Access Points | 1 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Teacher Offices | Hubs | 0 |
| | Routers | 0 |
| | Switches | 0 |
| | Wireless Access Points | 0 |
| | Firewall | 0 |
| | Spam Filter | 0 |
| | Content Filter | 0 |
| | Intrusion Detector | 0 |
| Other Locations | Hubs | 0 |
| | Routers | 3 |
| | Switches | 19 |
| | Wireless Access Points | 80 |
| | Firewall | 1 |
| | Spam Filter | 1 |
| | Content Filter | 1 |
| | Intrusion Detector | 0 |

## District Technology Inventory - Licensed Software

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

## District Technology Inventory - Other Technologies

| Technology Type | Instructional | Administrative | Total |
|-----------------|---------------|----------------|-------|
| Networked Printers | 0 | 0 | 0 |
| Stand-alone Printers | 0 | 2 | 2 |
| Scanners | 2 | 2 | 4 |
| Digital Cameras | 35 | 3 | 38 |
| Camcorders/Movie Cameras | 0 | 0 | 0 |
| Satellite Dishes | 2 | 0 | 2 |
| Televisions | 37 | 0 | 37 |
| Video Microscopes | 0 | 0 | 0 |
| LCD Panels/Projection Devices | 0 | 0 | 0 |

| | | | |
|---|---|---|---|
| Fax Machines | 0 | 4 | 4 |
| Graphing Calculators | 0 | 0 | 0 |
| PDAs | 0 | 0 | 0 |
| Assistive/Adaptive Devices | 0 | 0 | 0 |
| GPS Devices | 0 | 0 | 0 |
| Science Probeware | 0 | 0 | 0 |
| Modems (below 28.8 kbps) | 0 | 0 | 0 |
| Modems (28.8 kbps or above) | 0 | 0 | 0 |
| Electronic Whiteboards | 24 | 0 | 24 |
| Whiteboard Capture Devices | 22 | 0 | 22 |
| Document Cameras | 2 | 0 | 2 |
| MP3 Players | 0 | 0 | 0 |

## District Technology Inventory - Telecommunications

| Telecommunication Type | Instructional | Administrative | Total |
|---|---|---|---|
| Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application) | 0 | 15 | 15 |
| Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries) | 0 | 11 | 11 |
| | Number | | |
| Classrooms with telephones | 250 | | |

## District Technology Inventory - Distance Learning

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

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

**District Information:**

**District Information:**

| Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS). | Number of K-12 special education self-contained classroom students | Number of Teachers (FTE - this does not include teacher aides) | Number of Administrators |
|---|---|---|---|
| 1584 | 36 | 126 | 7 |

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

**Instructional School Building Internet Access (Chart) :** | **Non-Instructional Buildings Internet Access (Chart) :**

high speed internet access (100%)

low speed internet access (0%)

no internet access (0%)

There is no data

**Computer Inventory:**

| Type and Location | Classrooms | | Dedicated | | Media Center / | | Mobile Computer | | Offices | | | | Other Locations | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Instructional | | Computer Lab | | Library | | Lab | | Administrative | | Teachers | | | |
| Computers | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac |
| Desktops | 0 | 745 | 0 | 160 | 0 | 85 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 10 |
| Laptops | 0 | 125 | 0 | 0 | 0 | 0 | 0 | 100 | 2 | 11 | 0 | 130 | 8 | 20 |
| 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 | 2 | 11 |
| | 0 | 870 | 0 | 160 | 0 | 85 | 0 | 100 | 2 | 15 | 0 | 130 | 10 | 41 |

| Total Computers in Each Location | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac | Combined PC and Mac |
|---|---|---|---|---|---|---|---|
| | 870 | 160 | 85 | 100 | 17 | 130 | 51 |
| Students per Computer | | | | | | 1.15 | |

**Computers with High Speed Internet Access:**

| Type and Location | Classrooms | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Offices | | | | Other Locations | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Instructional | | | | | | | | Administrative | | Teachers | | | |
| Computers | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac | PC | Mac |
| Desktops | 0 | 745 | 0 | 160 | 0 | 85 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 10 |
| Laptops | 0 | 125 | 0 | 0 | 0 | 0 | 0 | 100 | 2 | 11 | 0 | 130 | 8 | 20 |
| 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 | 2 | 11 |
| | 0 | 870 | 0 | 160 | 0 | 85 | 0 | 100 | 2 | 15 | 0 | 130 | 10 | 41 |
| Total Computers in Each Location | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | | Combined PC and Mac | |
| | 870 | | 160 | | 85 | | 100 | | 17 | | 130 | | 51 | |
| Students per Computer with High Speed Access | | | | | | | | | | | 1.15 | | | |

**Computers with Low Speed Internet Access:**

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

| Students per Computer with No Internet Access | 0 |
|---|---|

**Computer Ages:**

| Number of desktop computers under 2 years old | Number of laptop computers under 2 years old | Number of tablet PCs under 2 years old | Number of desktop computers 2 - 5 years old | Number of laptop computers 2 - 5 years old | Number of tablet PCs 2 - 5 years old | Number of desktop computers older than 5 years | Number of laptop computers older than 5 years | Number of tablet PCs older than 5 years |
|---|---|---|---|---|---|---|---|---|
| 121 | 3 | 0 | 575 | 343 | 0 | 308 | 50 | 0 |

**Internet Access:**

| Number of Rooms | Type |
|---|---|
| 0 | 10 mg Ethernet |

| | |
|---|---|
| 193 | 100+ mg Ethernet |
| 0 | Dedicated Cable |
| 0 | DSL |
| 4 | 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 Vista | 1396 | Total Number of Computers with MAC System 10.x |
| 12 | Total Number of Computers with Windows XP (any version) | 0 | Total Number of Computers with MAC System 9.x |
| 0 | Total Number of Computers with Windows 2000 (any version) | 0 | Total Number of Computers with MAC System 8.x |
| 0 | Total Number of Computers with Windows 98 | 0 | Total Number of Computers with MAC System 7.x |
| 0 | Total Number of Computers with Windows 95 | 0 | Total Number of Computers with Other MAC |
| 0 | Total Number of Computers with Other PC | | |

**Other Technologies:**

| Total | Type | Total | Type |
|---|---|---|---|
| 0 | Number of Networked Printers | 0 | Number of PDAs |
| 2 | Number of Stand-alone Printers | 0 | Number of Assistive/Adaptive Devices |
| 4 | Number of Scanners | 0 | Number of GPS Devices |
| 38 | Number of Digital Cameras | 0 | Number of Science Probeware |
| 0 | Number of Camcorders/Movie Cameras | 0 | Number of Modems (below 28.8 kbps) |

| | | | |
|---|---|---|---|
| 2 | Number of Satellite Dishes | 0 | Number of Modems (28.8 kbps or above) |
| 37 | Number of Televisions | 24 | Number of Electronic Whiteboards |
| 0 | Number of Video Microscopes | 22 | Number of Whiteboard Capture Devices |
| 0 | Number of LCD Panels/Projection Devices | 2 | Number of Document Cameras |
| 4 | Number of Fax Machines | 0 | Number of MP3 Players |
| 0 | Number of Graphing Calculators | | |

**Distance Learning**

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

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

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

Technology tools, services, and support will be used by all students, administration, teachers, and staff to enhance delivery of instruction within a safe environment and content of curriculum to raise student achievement by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

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

**Phase I Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Phase I Goal 1 Description:**

Technology tools, services, and support will be used by all students, administration, teachers, and staff to enhance delivery of instruction within a safe environment and content of curriculum to raise student achievement by 1% per year over the next three years as evidenced by **AIMSweb**, NWEA and ISAT scores.

Millburn District 24 is a high achieving district.  However, our data analysis shows that there are identified areas of achievement that need improvement.  Therefore, District 24 has concluded that technology tools, services, and support, as outlined in this action plan, will make a significant contribution in raising student achievement.

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

**Phase I Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Develop a plan for the infusion of Interactive Whiteboard technology

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Examine curriculum and choose units to enhance | 07/01/2010 | 06/30/2011 | 1,600 | 1,600 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Work with teachers to develop interactive lessons | 07/01/2010 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Develop a plan for the infusion of Web 2.0 tools

| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **Budget & Funding Sources ($)** | | | | | | |
| 1 Explore different tools available | 07/01/2010 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Integrate appropriate tools into curriculum | 07/01/2010 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

RtI Implementation

| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **Budget & Funding Sources ($)** | | | | | | |
| 1 Continue to research curriculum based interventions | 07/01/2010 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Refine identification criteria for students | 07/01/2010 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

## Section II C. Action Plan — Professional Development

**Phase I Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Increase technology proficiency of staff and administration

| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **Budget & Funding Sources ($)** | | | | | | |
| 1 Continue to offer staff development and training sessions | 07/01/2010 | 06/30/2011 | 5,000 | 5,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Provide release time for teachers to observe technology enhanced lessons | 07/01/2010 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Implement district plan for RtI

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Develop District RtI handbook including technology based interventions | 07/01/2010 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Train teachers to implement RtI technology based interventions in the classroom | 07/01/2010 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 | | | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

## Section II D. Action Plan — Parental/Community Involvement

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

**Phase I Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Improve stakeholder communication

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to build paperless environment via the district website | 07/01/2010 | 06/30/2011 | 3,000 | 3,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | Encourage more teachers to build classroom websites | 07/01/2010 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | Encourage use of parent use of PowerSchool Parent Portal | 07/01/2010 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Create opportunities for community facility use

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Develop a facility use rental agreement for computer labs | 07/01/2011 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Organize community tech training sessions | 07/01/2010 | 06/30/2011 | 1,600 | 1,600 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Establish secure guest access for wireless network | 07/01/2010 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Build relationships with higher education institutions | 07/01/2010 | 06/30/2011 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 | | | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

## Section II E. Action Plan — Technology Deployment

**Phase I Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Upgrade student and teacher access to 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 Replace aging desktops | 07/01/2010 | 06/30/2011 | 35,000 | 35,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Ceiling mount projectors | 07/01/2010 | 06/30/2011 | 5,000 | 5,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Acquire additional interactive whiteboard units | 07/01/2010 | 06/30/2011 | 8,000 | 8,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Upgrade network infrastructure

| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **Budget & Funding Sources ($)** | | | | | | |
| 1 Upgrade desktop connection speed to gigabit Learning Resource Centers and Labs | 07/01/2010 | 06/30/2011 | 10,000 | 10,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Replace aging servers | 07/01/2010 | 06/30/2011 | 6,000 | 6,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

Maintain and/or expand communications resources

| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **Budget & Funding Sources ($)** | | | | | | |
| 1 Research options for increased internet bandwidth | 07/01/2010 | 06/30/2011 | 0 | 0 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Maintain online subscriptions for curricular support | 07/01/2010 | 06/30/2011 | 12,000 | 12,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Maintain current phone and ISP services with Illinois Bell | 07/01/2010 | 06/30/2011 | 51,510 | 30,906 | 20,604 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Maintain current webhosting with RMK Holdings | 07/01/2010 | 06/30/2011 | 2,250 | 1,350 | 900 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 Maintain phone system services with Level 3 Communcations | 07/01/2010 | 06/30/2011 | 12,388 | 7,433 | 4,955 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 Maintain long distance service with SBC | 07/01/2010 | 06/30/2011 | 1,251 | 751 | 500 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 Maintain bus and emergency mobile phone service with Nextel | 07/01/2010 | 06/30/2011 | 1,988 | 1,193 | 795 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 Maintain administrative mobile cell phone service with ATT Mobility | 07/01/2010 | 06/30/2011 | 7,729 | 4,638 | 3,091 | D | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Phase II Goal 1 Title: |
|---|
| Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores. |
| **Phase II Goal 1 Description:** |
| Technology tools, services, and support will be used by all students, administration, teachers, and staff to enhance delivery of instruction within a safe environment and content of curriculum to raise student achievement by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.<br><br>Millburn District 24 is a high achieving district.  However, our data analysis shows that there are identified areas of achievement that need improvement.  Therefore, District 24 has concluded that technology tools, services, and support, as outlined in this action plan, will make a significant contribution in raising student achievement. |

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

| Phase II Goal 1 Title: |
|---|
| Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores. |
| **Strategy 1** |
| Review and revise the plan for the infusion of interactive white board technology |

| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 Continue to enhance units of study | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Continue to work with teachers developing interactive lessons | 07/01/2011 | 06/30/2012 | 1,600 | 1,600 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Implement the plan for the use of Web 2.0 tools

| | | | 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 Establish a website list of Web 2.0 tools for student and teacher access | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Continued integration of Web 2.0 tools into curriculum | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

Rti Implementation

| | | | 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 Implementation of research based technology interventions | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Evaluate identification criteria for students/align with technology based interventions | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Assess effectiveness of RtI technology based interventions | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

## Section II C. Action Plan — Professional Development

**Phase II Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Increase technology proficiency of staff and administration

| | 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 offer staff development and training | 07/01/2011 | 06/30/2012 | 5,000 | 5,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Provide release time for teachers to observe technology enhanced lessons | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Continue implementation of the district plan for RtI

| | | | 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 Present the District RtI handbook to staff emphasizing technology-based interventions | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Train teaches to implement RtI technology based interventions in the classroom | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

| | | | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Activities | StartDate | EndDate | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 | | | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

## Section II D. Action Plan — Parental/Community Involvement

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

**Phase II Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Improve Stakeholder communication

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to build paperless environment via the website | 07/01/2011 | 06/30/2012 | 3,000 | 3,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Encourage more teachers to develop classroom websites | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Encourage parent use of PowerSchool Parent Portal | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Create opportunities for community facility use

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Organize community tech training sessions | 07/01/2011 | 06/30/2012 | 1,600 | 1,600 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Implement facility use rental agreement for computer labs | 07/01/2011 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Build and maintain relationships with higher education institutions | 07/01/2010 | 06/30/2012 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 | | | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

## Section II E. Action Plan — Technology Deployment

**Phase II Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Upgrade teacher and student access to technology

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to replace aging desktops | 07/01/2011 | 06/30/2012 | 35,000 | 35,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Ceiling mount projectors in more classrooms | 07/01/2011 | 06/30/2011 | 5,000 | 5,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Acquire additional white board units | 07/01/2011 | 06/30/2012 | 8,000 | 8,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Upgrade network infrastructure

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to upgrade desktop connection speed to gigabit Learning Resource Centers and Labs | 07/01/2011 | 06/30/2012 | 10,000 | 10,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Replace aging servers | 07/01/2011 | 06/30/2012 | 6,000 | 6,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

Maintain and/or expand communications resources

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Maintain online subscriptions for curricular support | 07/01/2011 | 06/30/2012 | 12,000 | 12,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Maintain current phone and ISP services with Illinois Bell | 07/01/2011 | 06/30/2012 | 51,510 | 30,906 | 20,604 | D | 0 | 0 | 0 | 0 | 0 | 0 |

| 3 | Maintain current webhosting with RMK Holdings | 07/01/2011 | 06/30/2012 | 2,250 | 1,350 | 900 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | Maintain phone system services with Level 3 Communcations | 07/01/2011 | 06/30/2012 | 12,388 | 7,433 | 4,955 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | Maintain long distance service with SBC | 07/01/2011 | 06/30/2012 | 1,251 | 751 | 500 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | Maintain bus and emergency mobile phone service with Nextel | 07/01/2011 | 06/01/2012 | 1,988 | 1,193 | 795 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | Maintain administrative mobile phone service with ATT Mobility | 07/01/2011 | 06/30/2012 | 7,729 | 4,638 | 3,091 | D | 0 | 0 | 0 | 0 | 0 | 0 |

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

**Phase III Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Phase III Goal 1 Description:**

Technology tools, services, and support will be used by all students, administration, teachers, and staff to enhance delivery of instruction within a safe environment and content of curriculum to raise student achievement by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

Millburn District 24 is a high achieving district.  However, our data analysis shows that there are identified areas of achievement that need improvement.  Therefore, District 24 has concluded that technology tools, services, and support, as outlined in this action plan, will make a significant contribution in raising student achievement.

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

**Phase III Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Review and revise the plan for interactive white board technology

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to enhance units of study | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Continue to work with teachers developing interactive lessons | 07/01/2012 | 06/30/2013 | 1,600 | 1,600 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Continue the implementation of the plan for use of Web 2.0 tools

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to build a website list of Web 2.0 tools for student and teacher access | 07/01/2012 | 06/01/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Continued integration of Web 2.0 tools into the curriculum | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

RtI implementation

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Implementation of research based technology interventions | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Evaluate identification criteria for students/align with technology based interventions | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Assess effectiveness of RtI technology based interventions | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

## Section II C. Action Plan — Professional Development

**Phase III Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Increase technology proficiency of staff and administration

| | Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 | Continue to offer staff development and training | 07/01/2012 | 06/30/2013 | 5,000 | 5,000 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Provide release time for teachers to observe technology enhanced lessons | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Continue implementation of District plan for RtI

| | Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 | Train teachers to implement RtI technology based interventions in the classroom | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

| | Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 | | | | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

## Section II D. Action Plan — Parental/Community Involvement

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

**Phase III Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Improve Stakeholder communication

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to build paperless environment via the website | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Encourage more teachers to develop and maintain classroom websites | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Encourage parent use of PowerSchool Parent Portal | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Create opportunities for community facility use

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Organize community tech training sessions | 07/01/2012 | 06/30/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Build and maintain relationships with higher education institutions | 07/01/2012 | 06/03/2013 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 | | | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 |

## Section II E. Action Plan — Technology Deployment

**Phase III Goal 1 Title:**

Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores.

**Strategy 1**

Upgrade teacher and student access to technology

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to replace aging desktops | 07/01/2012 | 06/30/2013 | 35,000 | 35,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Ceiling mount projectors in more classrooms | 07/01/2012 | 06/30/2013 | 5,000 | 5,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Acquire additional white board units | 07/01/2012 | 06/30/2013 | 8,000 | 8,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 2**

Upgrade network infrastructure

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Continue to upgrade desktop connection speed to gigabit Learning Resource Centers and Labs | 07/01/2012 | 06/30/2013 | 10,000 | 10,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Replace aging servers | 07/01/2012 | 06/30/2013 | 6,000 | 6,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |

**Strategy 3**

Maintain and/or expand communications resources

| Activities | StartDate | EndDate | Budget & Funding Sources ($) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | District | E-Rate | R or D | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
| 1 Maintain online curricular subscriptions | 07/01/2012 | 06/30/2013 | 12,000 | 12,000 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 Research additional sources for online curricular support | 07/01/2012 | 06/30/2013 | 0 | 0 | 0 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Maintain current phone and ISP services with Illinois Bell | 07/01/2012 | 06/30/2013 | 51,510 | 30,906 | 20,604 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Maintain phone system services with Level 3 Communcations | 07/01/2012 | 06/30/2013 | 12,388 | 7,433 | 4,955 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 Maintain long distance service with SBC | 07/01/2012 | 06/30/2013 | 1,251 | 751 | 500 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 Maintain bus and emergency mobile phone service with Nextel | 07/01/2012 | 06/30/2013 | 1,988 | 1,193 | 795 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 Maintain administrative mobile phone service with ATT Mobility | 07/01/2012 | 06/30/2013 | 7,729 | 4,638 | 3,091 | D | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 Maintain webhosting services with RMK Holdings | 07/01/2012 | 06/30/2013 | 2,250 | 1,350 | 900 | D | 0 | 0 | 0 | 0 | 0 | 0 |

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

The district currently employs a Director of Technology, Technology Integration Coordinator/Assistant, and a half time Technology Assistant. There are also 2.5 Technology Teachers shared between both schools. Additionally, the district contracts time with a Network Specialist/Technician to help with the infrastructure upgrades and changes. The technology staff in conjunction with all other Stakeholders will be continually involved in assessing the progress of this plan through on going meetings and periodic surveys. The indicators that show progress towards the objective will be increased student scores, positive survey results, and grade level team meeting minutes. The frequency of evaluation will be ongoing.

The Technology Integration Coordinator will work with classroom teachers and the LRC director to **secure the integration of technology into curriculum and instruction.** This person will attend grade level meetings or meet with staff members as needed to review curriculum content and find ways to **enhance instruction with appropriate technology tools**. This in turn will increase the ability of teachers to teach and **enable students to reach challenging state academic standards**.

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|---|---|---|---|---|
| C & I Strategy | •Lesson Plans •Written guidelines for identification critera | •Development of interactive lessons •Growth in the process of RtI implementation | Annual | Director of Curriculum & Director of Technology |
| PD Strategy | •Staff development attendance sheets •In house sub coverage schedules | •Teacher lesson plans •District RtI Handbook development | Annual | Director of Technology |
| P/C Strategy | •Website usage reports •PowerSchool statics •Facility use agreements | •Increased website traffic •Increase in PowerSchool access statisics •Facility use agreements | Annual | Director of Technology & Building Principals |
| Tech D Strategy | •Tech Inventory •Invoices | •Increased use of technology resources •Increase number of online subscriptions | Annual | Director of Technology |

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

The district currently employs a Director of Technology, Technology Integration Coordinator/Assistant, and a half time Technology Assistant. There are also 2.5 Technology Teachers shared between both schools. Additionally, the district contracts time with a Network Specialist/Technician to help with the infrastructure upgrades and changes. The technology staff in conjunction with all other Stakeholders will be continually involved in assessing the progress of this plan through on going meetings and periodic surveys. The indicators that show progress towards the objective will be increased student scores, positive survey results, and grade level team meeting minutes. The frequency of evaluation will be ongoing.

The Technology Integration Coordinator will work with classroom teachers and the LRC director to **secure the integration of technology into curriculum and instruction.** This person will attend grade level meetings or meet with staff members as needed to review curriculum content and find ways to **enhance instruction with appropriate technology tools**. This in turn will increase the ability of teachers to teach and **enable students to reach challenging state academic standards**.

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|---|---|---|---|---|
| C & I Strategy | •Lesson Plans •Written guidelines for identification critera | •Development of interactive lessons •Growth in the process of RtI implementation | Annual | Director of Curriculum & Director of Technology |
| PD Strategy | •Staff development attendance sheets •In house sub coverage schedules | •Teacher lesson plans •District RtI Handbook development | Annual | Director of Technology |

| | | | | |
|---|---|---|---|---|
| P/C Strategy | •Website usage reports •PowerSchool statics •Facility use agreements | •Increased website traffic •Increase in PowerSchool access statisics •Facility use agreements | Annual | Director of Technology & Building Principals |
| Tech D Strategy | •Tech Inventory •Invoices | •Increased use of technology resources •Increase number of online subscriptions | Annual | Director of Technology |

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

The district currently employs a Director of Technology, Technology Integration Coordinator/Assistant, and a half time Technology Assistant. There are also 2.5 Technology Teachers shared between both schools. Additionally, the district contracts time with a Network Specialist/Technician to help with the infrastructure upgrades and changes. The technology staff in conjunction with all other Stakeholders will be continually involved in assessing the progress of this plan through on going meetings and periodic surveys. The indicators that show progress towards the objective will be increased student scores, positive survey results, and grade level team meeting minutes. The frequency of evaluation will be ongoing.

The Technology Integration Coordinator will work with classroom teachers and the LRC director to **secure the integration of technology into curriculum and instruction.** This person will attend grade level meetings or meet with staff members as needed to review curriculum content and find ways to **enhance instruction with appropriate technology tools**. This in turn will increase the ability of teachers to teach and **enable students to reach challenging state academic standards**.

| | Monitoring Tools | Progress Indicators | Evaluation Frequency | Person(s) Responsible |
|---|---|---|---|---|
| C & I Strategy | •Lesson Plans •Written guidelines for identification critera | •Development of interactive lessons •Growth in the process of RtI implementation | Annual | Director of Curriculum & Director of Technology |
| PD Strategy | •Staff development attendance sheets •In house sub coverage schedules | •Teacher lesson plans •District RtI Handbook development | Annual | Director of Technology |
| P/C Strategy | •Website usage reports •PowerSchool statics •Facility use agreements | •Increased website traffic •Increase in PowerSchool access statisics •Facility use agreements | Annual | Director of Technology & Building Principals |
| Tech D Strategy | •Tech Inventory •Invoices | •Increase number of online subscriptions | Annual | Director of Technology |

## Section II G. Action Plan — Budget Summary

**Phase I - 2010 - 2011**

| Goals | Total | District | E-Rate | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|
| Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores. | 164,316 | 133,471 | 30,845 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Budget for Phase I - 2010-2011 | 164,316 | 133,471 | 30,845 | 0 | 0 | 0 | 0 | 0 | 0 |

**Phase II - 2011 - 2012**

| Goals | Total | District | E-Rate | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|
| Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores. | 164,316 | 133,471 | 30,845 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Budget for Phase II - 2011-2012 | 164,316 | 133,471 | 30,845 | 0 | 0 | 0 | 0 | 0 | 0 |

**Phase III - 2012 - 2013**

| Goals | Total | District | E-Rate | Title I-A | Title II-D | Title III-D | Title IV | Title V | Other |
|---|---|---|---|---|---|---|---|---|---|
| Student achievement will increase by 1% per year over the next three years as evidenced by AIMSweb, NWEA and ISAT scores. | 159,716 | 128,871 | 30,845 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Budget for Phase III - 2012-2013 | 159,716 | 128,871 | 30,845 | 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 - 2010 - 2013 | 488,348 | 395,813 | 92,535 | 0 | 0 | 0 | 0 | 0 | 0 |

## 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.*

This long range technology plan includes ideas and insights from administration, parents, staff, and community members.  This plan is meant to be reviewed and enhanced by the designated stakeholders on an annual basis. Ongoing updates will be made in the planning process as current technologies change and as additional funding becomes available. The plan focuses on preparing learners to meet the challenges of an increasingly technologically advanced society, to provide all students the opportunity to become fully functioning and contributing members of our society.

The Millburn District presently has two schools. One is located in the village of Old Mill Creek with a mailing address of Wadsworth. The other is located in the village of Lindenhurst. Neither of the aforementioned communities is supported by its own public library. However, partnerships with two local public libraries have been established. On February 2nd, 2010 the directors of both of these local libraries were invited to be a part of the development process and implementation of this plan. Mr. Watson, the Director of the Lake Villa Library responded positively and stated that if our meetings fit into his schedule, he'd be happy to oblige. Mr. Stephen Bero from the Warren Newport Public Library also reposnded positively, indicating that he would be happy to participate if meeting dates and times complimented his schedule.  Both directors were very willing to correspond via email at any time during the planning process.  Both encouraged establishing links from the Millburn District website to each respective library site so that Millburn families could benefit from the services offered.

## 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.*

Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator.  The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum
The use of the District's electronic networks shall (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.  The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use
All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for

a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1.  Limiting student access to inappropriate matter as well as restricting access to harmful materials;
2.  Student safety and security when using electronic communications;
3.  Limiting unauthorized access, including "hacking" and other unlawful activities; and
4.  Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Authorization for Electronic Network Access

Each staff member must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parent (s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

All users of the District's computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.:   Children's Internet Protection Act, P.L. 106-554. 20 U.S.C § 6801 et seq.
                         47 U.S.C. § 254(h) and (l). 720 ILCS 135/0.01.

CROSS REF.:   5:100 (Staff Development Program), 5:170 (Copyright for Publication or Sale of            Instructional Materials and Computer Programs Developed by Employees), 6:40                     (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Learning Resource                            Center), 6:260 (Complaints about Curriculum, Instructional Materials, and Programs),                     7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310                     (Publications)

ADOPTED: May 20, 2002 – <span style="color:red">The above was copied directly out of MCCSD 24 Board Manual, and pasted into this document. The only thing we can see missing is the Board Policy Number which is: 6:235 with the adoption date listed here.</span>

## Peer Review Feedback Form

| District Name : | RCDT #: |
|---|---|
| ☑ Original Submission | Date Peer Reviewed: 03/12/2010 |
| School Years Covered by Plan: | ISBE Approval Date: 04/30/2010 |
| ☑ 2010-2011   ☑ 2011-2012   ☑ 2012-2013 | Plan Expiration Date: 06/30/2013 |

### Section Used for Mid-Course Correction Only

☐ Mid-Course Correction(MCC)

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

| Preliminary Information | Requirements |
|---|---|
| All required identifying district information is complete. Vision statement is included and meets requirements.<br><br>Comments: | ⦿ Meets   ◯ Does Not Meet |

| Section I: Data and Analysis | Requirements |
|---|---|
| Data Collection & Information<br><br>  • Part A. Illinois School Report Card Data<br>  • Part B. Local Assessment Data (as available)<br>  • Part C. Other Data -- Item 1,2 & 3<br>  • Part D. Technology Deployment<br>  • Part E. Data & Analysis - (Meta-Analysis)<br><br>Comments:<br>Tools list in part B includes tools for C & D. Identify source for data "results" discussed. Specify student achievement areas to be increased. Revisions made as of 4/21/10. | ⦿ Meets   ◯ Does Not Meet |

| Section II: Action Plan | Requirements |
|---|---|
| Part A. Overall Review of Action Plan<br><br>   • A.1 Goals<br>   • A.2 Strategies and Activities<br>   • A.3 Budget<br><br>Comments:<br>Replace "THE Goal" with SMART goals from section IE. Revisions made as of 4/21/10. | ◉ Meets     ○ Does Not Meet |

| | |
|---|---|
| Part B. Curriculum Integration Strategies and Activities<br><br><br>Comments: | ◉ Meets     ○ Does Not Meet |

| | |
|---|---|
| Part C. Professional Development Strategies and Activities<br><br><br>Comments: | ◉ Meets     ○ Does Not Meet |

| | |
|---|---|
| Part D. Parent/Community Involvement<br><br><br>Comments: | ◉ Meets     ○ Does Not Meet |

| | |
|---|---|
| Part E. Technology Deployment<br><br><br>Comments:<br>Include phase 3 strategy 3 costs. Revisions made as of 4/21/10. | ◉ Meets     ○ Does Not Meet |

| Part F. Monitoring | ⦿ Meets   ○ Does Not Meet |
|---|---|
| Comments: | |

| Section III: Plan Development, Review, and Implementation | Requirements |
|---|---|
| Part A. Stakeholder Involvement | |
| Part B. Internet Safety Policy | ⦿ Meets   ○ Does Not Meet |
| Comments: | |