

Initial Submission	02/25/2014
Plan Resubmitted	03/07/2014
ISBE Approved	03/10/2014

Contact Information

District Information

District Name:	COWDEN-HERRICK CUSD 3A	District Address:	PO BOX 188
City/State/Zip:	COWDEN IL 62422 0188	RCDT Number:	11087003A260000
Superintendent:	Darrell Gordon	Superintendent Email*:	dgordon@cowdenherrick.org
District Phone:	2177832126 Ext:	District Fax:	

* Required information - Name and information of the district contact person who is able to answer questions concerning the District Technology Plan.

1. Please enter District Technology Plan Coordinator Information below

Superintendent:	<input type="text" value="Darrell Gordon"/>	Superintendent Email:	<input type="text" value="dgordon@cowdenherrick."/>
DTP Contact Name*:	<input type="text" value="Darrell Gordon"/>	DTP Contact Email*:	<input type="text" value="dgordon@cowdenherrick."/>
DTP Contact Phone*:	<input type="text" value="2177832126"/>	DTP Contact Fax:	<input type="text" value="2177832713"/>

2. Mid-course Correction - Complete this line when this is the yearly review of your district's approved 3-year technology plan and there ARE major changes to the plan. (Clarification of "major" changes--During the annual evaluation process if the district determines it isn't making progress toward goals or strategies or a new development or opportunity arises, the district will need to revise their technology plan).

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

District Data - Report Card Analysis



Summary - What do the District Report Card data tell you about student performance in your district? If appropriate, the district will consider grade-level and subgroup performance.

The district report card shows that the poverty level is high and is on the rise. This percentage is over 50%. The district mobility rate is 11.9, according to 2013 report. The district's High School drop out rate has reduced from 2.2% in 2012 to 0.8% in 2013. According to the District Report Card, our district was did not make adequate yearly progress with 59.5 % meets/exceeds in reading and 63.8 meets/exceed in math. With the state minimum of 92.5% for both reading and math, we will need to make further progress to meet state requirements. The district currently has an average class size of 12.0 18.5 students. The scores show weakness in the areas of Reading and Math.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

The scores from 2013 show that reading and math are weak at several levels. The small size of many of our classes often help to improve student achievement, however, this size is an attribute of the area population, rather than a strategy developed by the school to enhance student achievement. A surge in a particular age group of students could drastically alter the results. This past year, we have combined our junior and senior high schools and have combined our 2 elementary buildings into one. With these changes, comes new policy and procedures, which change the dynamics of the school environment.



Conclusions - What do these factors imply for next steps in technology planning?

The district needs to improve student scores in grades k-12. The higher gradesespecially 7 - 12 must be more challenging and teaching and learning must be more aligned to the common core learning standards.

District Data – Local Assessments



Summary - What do the Local Assessment data tell you about student performance in your district?. If appropriate, the district will consider grade-level and subgroup performance.

Local assessment includes Study Island, Thinklink, AIMS Web, STAR Reading.

Eighth grades students take the KUDER interest inventory in the winter of each year.

K-5 student progress in reading was monitored through AIMS Web in January 2014, and will be updated in April 2014. This test examines literacy and numeracy skills in students and then continues monitoring older students through oral reading and math skills.

6-12 students take ThinkLink assessments 3-4 times per year in areas of English, reading, math, and science. This test examines students' skills in relation to the common core standards.

In the recent graduating classes, approximately 75% of the district's seniors will go on to some sort of post-secondary education.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

The KUDER test helps students pinpoint areas of interest to them. These interests aid student in making decisions for secondary and post-secondary education career opportunities. **This is done in preparation of attending a Career Fair hosted by the regional office at the local community college each February.** Scores indicated that a majority of students (29.4%) have interest in Science/Technical Fields. Twenty-three point five percent of students are interested in Arts/Communication and Business Operations equally.

The AIMSWeb, and STAR tests results show that generally, students tend to test lower each year as standards are raised. Male students tend to test at a lower level than female students. Currently, the kindergarten students are coming to us in the fall with a lack of skills in letter sounds and one-to-one matching, which are major milestones for reading. Ironically, the same kindergartners appear to listen and accurately identify initial sounds in words. Student comprehension at the junior and senior high level tends to fluctuate. Fifty percent of students at this level meet or exceed, but it is not always reflective of the same group of students.



Conclusions - What do these factors imply for next steps in technology planning?

It is probable that curriculum is currently not as closely aligned to the common core learning standards as is needed. There have been significant improvements over the last few years, but **more changes must be made to focus curriculum on state and national standards.**

The AIMSWeb and STAR testing programs are continuing to improve focus on reading and math skills. In general, comprehension is a strength while vocabulary remains a weakness.

At the junior and senior high levels, there needs to be more emphasis on common core task completion and more exposure to the common core curriculum to achieve the desired results on local assessments.

District Information

Number	Item
404	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).
8	Number of K-12 special education self-contained classroom students
31	Number of Teachers (FTE - this does not include teacher aides)
3	Number of Administrators
2	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
1	Number of instructional school buildings with no internet access
3	SubTotal
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
3	Number of non-instructional school buildings with no internet access
3	SubTotal
3	Total number of instructional school buildings
3	Total number of non-instructional buildings
66	Percentage of instructional school buildings with high speed internet access
0	Percentage of instructional school buildings with low speed internet access
33	Percentage of instructional school buildings with no internet access
0	Percentage of non-instructional school buildings with high speed internet access

0	Percentage of non-instructional school buildings with low speed internet access
100	Percentage of non-instructional school buildings with no internet access

Internet Access

Locations	Type of Internet Access							
	Total Number of Administrative Offices	10 mb Ethernet	100+ mb Ethernet	Dedicated Cable	DSL	Wireless	Other (Dial-up modem, etc.)	None (no internet access)
Instructional Classroom	42	0	42	0	0	0	0	0
Dedicated Computer Lab	4	0	4	0	0	0	0	0
Media Center/Library	2	0	2	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0	0	0
Administrative Offices	7	0	7	0	0	0	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	5	0	5	0	0	0	0	0
Totals	60	0	60	0	0	0	0	0

Computer Inventory

Desktop Computers

Desktop Computers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers (will populate automatically)		
		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	56	0	56	0	0	0	0	0	0	56	0	56
	SubTotal	56	0	56	0	0	0	0	0	0	56	0	56
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	103	0	103	0	0	0	0	0	0	103	0	103
	SubTotal	103	0	103	0	0	0	0	0	0	103	0	103
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	6	0	6	0	0	0	0	0	0	6	0	6
	SubTotal	6	0	6	0	0	0	0	0	0	6	0	6
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	8	0	8	0	0	0	0	0	0	8	0	8
	SubTotal	8	0	8	0	0	0	0	0	0	8	0	8
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	4	0	4	0	0	0	0	0	0	4	0	4
	SubTotal	4	0	4	0	0	0	0	0	0	4	0	4

Laptop/Tablet/Netbook Computers

Laptop/Tablet/Netbook Computers

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop/Tablet/Netbook Computers (will populate automatically)		
		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	13	0	13	0	0	0	0	0	0	13	0	13
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	13	0	13	0	0	0	0	0	0	13	0	13
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	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1

Handheld Devices

Handheld Devices													
		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Handheld Devices (will populate automatically)		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	3	3	0	0	0	0	0	0	0	3	3
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	3	3	0	0	0	0	0	0	0	3	3
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	2	2	0	0	0	0	0	0	0	2	2
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	2	2	0	0	0	0	0	0	0	2	2
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

Servers

Servers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers (will populate automatically)		
		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/Off-site	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2

Operating Systems

Locations	PC					
	Windows 7	Windows Vista	Windows XP (any version)	Windows 2000 (any version)	Windows 95/98	Other PC
Instructional Classroom	0	0	69	0	0	0
Dedicated Computer Lab	0	0	0	0	0	0
Media Center/Library	0	0	6	0	0	0
Mobile Computer Lab	0	0	0	0	0	0
Administrative Offices	0	0	8	0	0	0
Teacher Offices	0	0	0	0	0	0
Other Locations/Off-site	0	0	5	0	0	0
Totals	0	0	88	0	0	0

Locations	MACINTOSH				
	MAC System 10.x	MAC System 9.x	MAC System 8.x	MAC System 7.x	Other MAC
Instructional Classroom	0	0	0	0	0
Dedicated Computer Lab	0	0	0	0	0
Media Center/Library	0	0	0	0	0

Mobile Computer Lab	0	0	0	0	0
Administrative Offices	0	0	0	0	0
Teacher Offices	0	0	0	0	0
Other Locations/Off-site	0	0	0	0	0
Totals	0	0	0	0	0

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

Operating Systems - Totals			
	Administrative	Other	Total
Windows:			
Windows Vista	0	0	0
Windows XP (any version)	8	5	88
Windows 2000 (any version)	0	0	0
Other PC	0	0	0
Windows 7	0	0	0
Windows 95/98	0	0	0

Subtotal	8	5	88
Macintosh:			
MAC System 10.x	0	0	0
MAC System 9.x	0	0	0
MAC System 8.x	0	0	0
MAC System 7.x	0	0	0
Other MAC	0	0	0
Subtotal	0	0	0
Other Operating Systems:			
SubTotal	0	0	0
Total	8	5	88

Network Equipment

Locations	Type of Equipment							
	Hubs	Routers	Switches	Wireless Access Points	Firewall	Spam Filter	Content Filter	Intrusion Detector
Instructional Classroom	0	0	4	4	0	0	0	0
Dedicated Computer Lab	0	0	0	0	0	0	0	0
Media Center/Library	0	0	4	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0	0	0
Administrative Offices	0	0	0	0	0	0	0	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	0	2	6	2	2	2	2	2
Totals	0	2	14	6	2	2	2	2

Licensed Software

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

Other Technologies

	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	10	0	10
Stand-alone Printers/Multifunctional Units	0	2	2
Stand Alone Scanners	1	0	1
Digital Cameras	11	1	12

Camcorders/Movie Cameras	0	0	0
Satellite Dishes	1	0	1
Televisions	45	1	46
Video Microscopes	0	0	0
LCD Panels/Projection Devices	31	5	36
Fax Machines	0	4	4
Graphing Calculators	45	0	45
PDAs	0	0	0
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Electronic Whiteboards	31	1	32
Whiteboard Peripherals (clickers, note capturing devices)	14	0	14
Document Cameras	9	0	9
MP3/ Electronic Readers, Kindles, etc.	0	0	0


Telecommunications

	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	9	9
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	6	6
Internet connected VOIP(Voice over IP)	0	0	0


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

Analysis

 **Summary** - Briefly describe the technology deployment data in all district and school facilities (refer to the District Summary Technology Report). Technology deployment includes technology infrastructure, instructional technology integration, information technology, and telecommunications. What do these data tell you? All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

The district technology deployment data shows a significant amount of technological hardware as well as up-to-date software programs. The use of SMARTBoard technologies within each classroom increases student interest and achievement. The ratio of computers to students for instructional use as well as assessment activities is 1 to 4.

 **Analysis** - In what ways, if any, has technology deployment including technology infrastructure, instructional technology integration, and information technology contributed to student performance?


Technology deployment has increased student access to instructional materials, increased student interest, increased access to assessment preparation, and has the potential to increase assessment scores.

 **Conclusions** - What do these factors imply for next steps in technology planning?


Student performance is directly impacted by the use and access of current technology deployment. An increase in exposure to newly developed technology with regards to instruction and assessment will have a positive impact on overall student performance.

Action Plan - Goals, Strategies, and Activities
Summary


FY 2015

Goal Number	Title
1	 To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

FY 2016

Goal Number	Title
1	 To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

FY 2017

Goal Number	Title
1	 To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Action Plan - Goals, Strategies, and Activities
FY 2015

FY 2015 Goal Title:

To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Action Plan- Instruction
FY 2015

FY 2015 Goal Title:

To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Strategy 1

Increase student exposure to the common core assessment activities.

Activity 1	Start Date	End Date
Students will go to the computer labs 2 times per week to complete practice tasks for the new PARCC assessment.	08/14/2014	05/29/2015
Activity 2	Start Date	End Date
students will use Thinklink assessments to establish benchmarks and progress monitor students who are below the established target goals of 80%	08/14/2014	05/29/2015
Activity 3	Start Date	End Date
Use Study Island, STAR Reading, Accelerated Math, Accelerated Reading, AIMS Web to monitor student progress and provide additional supports for students who are achieving below grade level.	08/14/2014	05/29/2015

Strategy 2

Students and teachers will make use of high-speed communication/data lines to increase student achievement.

Activity 1	Start Date	End Date
Teachers will develop lessons that provide opportunities for students to reach state standards using available technologies.	08/14/2014	05/29/2015

Strategy 3

Activity 1	Start Date	End Date

Activity 2	Start Date	End Date

Action Plan - Professional Development
FY 2015

FY 2015 Goal Title:
To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Strategy 1

Provide instructor professional development activities and training related to the common core standards and the PARCC assessments.

Activity 1	Start Date	End Date
Faculty will attend professional development activities specific to the common core standards and the PARCC assessment.	08/14/2014	05/29/2015

Strategy 2		
Activity 1	Start Date	End Date

Strategy 3		
Activity 1	Start Date	End Date

Action Plan- Technology Deployment Data
FY 2015

FY 2015 Goal Title:
To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Strategy 1		
To increase the amount of time that students have available to access practice assessments.		
Activity 1	Start Date	End Date
Develop a specific rotation schedule for all classrooms to access the computer labs on a regular basis.	08/14/2014	05/29/2015

Activity 2	Start Date	End Date
Teachers and students will make use of building technological devices to enhance educational experiences.	08/14/2014	05/29/2015

Strategy 2		
Maintain and purchase necessary site licenses and on-line resources.		
Activity 1	Start Date	End Date
Renew Accelerated Reading & Math licenses for 2 buildings	08/14/2014	05/29/2015
Activity 2	Start Date	End Date
Renew ThinkLink license for 2 buildings	08/14/2014	05/29/2015

Strategy 3		
Maintain and update high-speed communication/data lines to all buildings.		
Activity 1	Start Date	End Date
Maintain adequate bandwidth for our district.	07/01/2014	06/30/2015
Activity 2	Start Date	End Date
Maintain up to 5 cell phones for staff use	07/01/2014	06/30/2015

Activity 3	Start Date	End Date
Maintain and update phone service as needed to all classrooms in 2 buildings	07/01/2014	06/30/2015
Activity 4	Start Date	End Date
Computer maintenance and upgrade support will be contracted through an E-Rate discounted company when available. Internal Connections portion is available for E-Rate discounting. If E-Rate is not available, complete cost will be paid via district funds.	07/01/2014	06/30/2015

Action Plan - Goals, Strategies, and Activities
FY 2016

FY 2016 Goal Title:

To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Action Plan- Instruction
FY 2016

FY 2016 Goal Title:

To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Strategy 1

Increase student exposure to the common core assessment activities.

Activity 1	Start Date	End Date
Students will go to the computer labs and complete practice tasks for the new PARCC assessment.	08/13/2015	05/27/2016
Activity 2	Start Date	End Date
students will use Thinklink assessments to establish benchmarks and progress monitor students who are below the established target goals of 80%	08/13/2015	05/27/2016
Activity 3	Start Date	End Date
Use Study Island, STAR Reading, Accelerated Math, Accelerated Reading, AIMS Web to monitor student progress and provide additional supports for students who are achieving below grade level.	08/13/2015	05/27/2016

Strategy 2

Students and teachers will make use of high-speed communication/data lines to increase student achievement.

Activity 1	Start Date	End Date
Teachers will develop lessons that provide opportunities for students to reach state standards using available technologies.	08/13/2015	05/27/2016

Strategy 3

Activity 1	Start Date	End Date

Activity 2	Start Date	End Date

Action Plan - Professional Development
FY 2016

FY 2016 Goal Title:

To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Strategy 1

Provide instructor professional development activities and training related to the common core standards and the PARCC assessments.

Activity 1	Start Date	End Date
Faculty will attend professional development activities specific to the common core standards and the PARCC assessment.	08/13/2015	05/27/2016

Strategy 2		
Activity 1	Start Date	End Date

Strategy 3		
Activity 1	Start Date	End Date

Action Plan- Technology Deployment Data
FY 2016

FY 2016 Goal Title:
To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Strategy 1		
To increase the amount of time that students have available to access practice assessments.		
Activity 1	Start Date	End Date
Develop a specific rotation schedule for all classrooms to access the computer labs on a regular basis.	08/13/2015	05/27/2016

Activity 2	Start Date	End Date
Teachers and students will make use of building technological devices to enhance educational experiences.	08/13/2015	05/27/2016

Strategy 2		
Maintain and purchase necessary site licenses and on-line resources.		
Activity 1	Start Date	End Date
Renew Accelerated Reading & Math licenses for 2 buildings	08/13/2015	05/27/2016
Activity 2	Start Date	End Date
Renew ThinkLink license for 2 buildings	08/13/2015	05/27/2016

Strategy 3		
Maintain and update high-speed communication/data lines to all buildings.		
Activity 1	Start Date	End Date
Maintain adequate bandwidth for our district.	07/01/2015	06/30/2016
Activity 2	Start Date	End Date
Maintain up to 5 cell phones for staff use	07/01/2015	06/30/2016

Activity 3	Start Date	End Date
Maintain and update phone service as needed to all classrooms in 2 buildings	07/01/2015	06/30/2016
Activity 4	Start Date	End Date
Computer maintenance and upgrade support will be contracted through an E-Rate discounted company when available. Internal Connections portion is available for E-Rate discounting. If E-Rate is not available, complete cost will be paid via district funds.	07/01/2015	06/30/2016

Action Plan - Goals, Strategies, and Activities
FY 2017

FY 2017 Goal Title:

To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Action Plan- Instruction
FY 2017

FY 2017 Goal Title:

To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Strategy 1

Increase student exposure to the common core assessment activities.

Activity 1	Start Date	End Date
Students will go to the computer labs and complete practice tasks for the new PARCC assessment.	08/11/2016	05/26/2017
Activity 2	Start Date	End Date
students will use Thinklink assessments to establish benchmarks and progress monitor students who are below the established target goals of 80%	08/11/2016	05/26/2017
Activity 3	Start Date	End Date
Use Study Island, STAR Reading, Accelerated Math, Accelerated Reading, AIMS Web to monitor student progress and provide additional supports for students who are achieving below grade level.	08/11/2016	05/26/2017

Strategy 2

Students and teachers will make use of high-speed communication/data lines to increase student achievement.

Activity 1	Start Date	End Date
Teachers will develop lessons that provide opportunities for students to reach state standards using available technologies.	08/11/2016	05/26/2017

Strategy 3

Activity 1	Start Date	End Date

Activity 2	Start Date	End Date

Action Plan - Professional Development
FY 2017

FY 2017 Goal Title:
To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Strategy 1

Provide instructor professional development activities and training related to the common core standards and the PARCC assessments.

Activity 1	Start Date	End Date
Faculty will attend professional development activities specific to the common core standards and the PARCC assessment.	08/11/2016	05/26/2017

Strategy 2		
Activity 1	Start Date	End Date

Strategy 3		
Activity 1	Start Date	End Date

Action Plan- Technology Deployment Data
FY 2017

FY 2017 Goal Title:
To increase preparation for the upcoming transition to new state assessments and increase overall performance on state assessments by 3%.

Strategy 1		
To increase the amount of time that students have available to access practice assessments.		
Activity 1	Start Date	End Date
Develop a specific rotation schedule for all classrooms to access the computer labs on a regular basis.	08/11/2016	05/26/2017

Activity 2	Start Date	End Date
Teachers and students will make use of building technological devices to enhance educational experiences.	08/11/2016	05/26/2017

Strategy 2		
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Activity 1	Start Date	End Date
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Action Plan - Monitoring and Evaluation
FY 2015

Monitoring - The District Technology Plan should outline a forward-looking evaluation process for future implementation measures that compensate or adjust to changing conditions which might occur beyond the life of the plan.

1. Monitoring Description: Describe how district personnel will monitor the effectiveness of strategies and activities toward the achievement of the goals.

Administration will record and track faculty participation in professional development activities as well as tracking classroom computer lab usage. Teachers will record and track student participation during practice activities conducted in the computer lab. The district will work with system maintenance personnel to annually inventory equipment and software licensing.

2. Monitoring Process

FY 2015	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	Progress log	adequate increase in number of tasks completed	annually	Teachers, Building Administrators
Professional Development	log of workshops offered and attendees	curriculum alignment to common core standards	annually	Teachers, Building Administrators
Technology Data	equipment and software inventories	increase use of computer labs	annually	Building Administrators, System Maintenance Personnel

3. Children's Internet Protection Act - Provide Board Policy Information here:

Date Approved	Policy # [6 characters]
11/10/2011	6:235

Action Plan - Monitoring and Evaluation
FY 2016

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Action Plan - Monitoring and Evaluation
FY 2017

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3. Children's Internet Protection Act - Provide Board Policy Information here:

Date Approved	Policy # [6 characters]
11/10/2011	6:235

ISBE Approval

District Name: Cowden-Herrick CUSD 3A

RCDT #: 11087003A260000

Original Submission

ISBE Approval Date: 03/10/2014

School Years Covered by Plan:

Plan Expiration Date: 06/30/2017

2015 2016 2017

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.

Meets Does Not Meet

Comments:

District Data

Requirements

- District Information
- Report Card Data
- Local Assessments
- Technology Data

Meets Does Not Meet

Comments:

Action Plan

Requirements

Overall Review of Action Plan

- Goals
- Strategies and Activities

Meets Does Not Meet

Comments:

3/10/2014 6:10:59 PM

2/25/2014 jbaiter: The goal needs to have a measurement. See the technology plan handbook located on dashboard.

3/10/2014 jbaiter: Corrected

Instruction Strategies and Activities

jn Meets jn Does Not Meet

Comments:

2/25/2014 jbaiter: For E-rate purposes, you need to provide digital resources that will be used (Study Island, Thinklink, STAR Reading, AIMSWeb, etc.).

3/10/2014 jbaiter: Corrected.

Professional Development Strategies and Activities

jn Meets jn Does Not Meet

Comments:

Technology Deployment Strategies and Activities

jn Meets jn Does Not Meet

Comments:

2/25/2014 jbaiter: Please include E-ratable items (landline, internet connection, etc.). E-rate items should have a start date of 7/1/20__ and end date of 6/30/20__.

3/10/2014 jbaiter: Corrected.

Monitoring and Evaluation

Requirements

- Monitoring Description
- Monitoring Process
- Internet Safety Policy

jn Meets jn Does Not Meet

Comments:

ISBE Review

jn Approved jn Revisions Needed jn Not Approved

Comments:

02/25/2014 jbaiter: The Illinois State Board of Education finds this plan to be in need of revision. Please note the comments above regarding necessary corrections and/or actions. Please reference the ISBE District Technology Plan Writing Guide <http://www.isbe.net/spec-ed/elearning/pdf/tech-plan-writing-guide-13-14.pdf> and/or contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. The plan must be resubmitted within 30 calendar days.

3/10/2014 jbaiter: The Illinois State Board of Education hereby approves this technology plan.